Inquiry into the Potential Effects of Establishing a Joint ROTC Program to be Implemented During the Early Years of College

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Dedication

To my wife (Tricia), my son (Zachary), and my mom (Marcella), who believed in me and provided their encouragement and prayers along this journey. And to my Lord, who gave me the wisdom to finish what we started first as a dream to now a reality.

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Abstract

Inquiry into the Potential Effects of Establishing a Joint ROTC Program to be Implemented During the Early Years of College

This is the report of a policy research study that examined the potential outcomes of instituting a standardized "Joint Reserve Officer Training Corps" during the first two years of college. Focus groups at three ROTC universities and interviews with subject matter experts were conducted to explore the meaning and purpose of jointness and the distinct cultures of the military Services. The data were gathered through three focus groups and interviews with three senior subject matter specialists and analyzed following the Qualitative Paradigm.

As students complete their secondary education and make decisions related to attending college they face myriad issues in selection of a school, major, and eventual career path. Colleges generally accommodate goal changes students may experience in the early college years by providing opportunities to delay declaring an academic major while taking courses that satisfy core courses required in most or all majors. For those considering entering military service as graduates of an ROTC program, these decisions are further complicated because they often know little about the relative benefits of each branch of Service, or what career path within a Service they might wish to pursue upon commissioning. Hence, the purpose of this study was to better understand the potential outcomes of instituting a standardized "Joint Reserve Officer Training Corps" during the first two years of college.

This study yielded no evidence to support extending Joint Professional Military Education (JPME) to the college pre-commissioning level. However, it was found that

exposure to all military Services during the first two years of college could yield several benefits for students. This exposure would help candidates to determine their academic field of study preference as it relates to choice of a major consistent with skills and knowledge valued by the separate Services. Finally, allowing students two years to make these decisions could significantly reduce the average fifty percent dropout rate for each ROTC candidate's class, and potentially save millions of dollars yearly in each military Service and the Department of Defense. This concept is worth further study and evaluation by the Department of Defense.

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Chapter I: The Problem and Its Setting

Overview

The Congressional mandate in the Goldwater-Nichols Act of 1986 requires that the Department of Defense implement joint operations, joint forces planning and joint education. The present study examines the potential impact on retention of a standardized Joint Reserve Officer Training Corps approach during the first two years of college.

The government and the individual Services spend an enormous amount of resources (dollars, interviews, numerous forms, and boards of review at each step) to select the most qualified of all ROTC candidates from each high school graduating class. However, within one year after a candidate arrives in college, the parent ROTC command may conclude that he or she does not appear to meet the established program standards. In such cases, a new candidate replacement policy is employed that allows ROTC commanders to select other students enrolled at their campus to replace the ROTC scholarship candidates in order to maintain quota numbers. The government and the Armed Services, having already invested a large amount of time, talent and resources to select the very best from the field of applicants, cannot afford to lose this talent by substituting new candidates from the college. One way to avoid any stigma of mismanagement or waste in such cases is to provide a less threatening and more positive environment, where the candidate can indicate a willingness to continue training and education by changing to another military Service, possibly co-located on the same campus. The Services and the ROTC units could do more to help keep these superb candidates in government service, even if it means a transfer to another Armed Service.

The candidate's maturity level at the time of arrival at college is tested significantly. The student's ability to make crucial decisions dealing with the complexity of core course requirements, choosing a major, obligating years of military service, and balancing time in commitments to core requirements, ROTC time, and a social identity, all have a significant psychological effect on a student. Each student matures at a different rate. According to Perry (1999), many students come to college unable to deal with all the pressures and either escape from their new environment of relativism, or retreat back to their previous environment in high school. Here the students are more comfortable in the environment of dualism, where parents provide ground truth and the answers are either right or wrong for these young adults. Perry's scheme looks at the progression of potential students in high school preparing for college and then their actions as a freshman or sophomore in the beginning years of college. Perry finds that students go through nine positions leading to graduation or encompassing conditions of delay as they progress through their college years. Overall, there are three areas in the main line of development; the modifying of dualism, the realizing of relativism and the evolving of commitments. Somewhere along this line of progression some students unfortunately experience an area known as deflection. This is the area of delay, where students cannot understand any judgments other than the simple absolute right or wrong perspective. Three areas are the variants of a student's delay in college. Perry calls these areas of delay, temporizing where the student delays for a year to try to find out if he is fitted for college life; escape where the student progresses in college but avoids responsibility; and finally retreat, where the student prefers to remain in the dualistic and absolute interpretations at college but never moving forward into consensus and

commitment. The hope is the students' development in maturity is enough to stretch their minds and judgments from the simple right or wrong outlook and approach an ability to embrace commitment and an appreciation of relativistic considerations.

This is also true of the military academies that are designed to produce officers for a single Service. Today, when jointness is a widely accepted norm in all aspects of military education, the question arises as to whether the Service-specific ROTC has outlived its usefulness.

First, the meaning and purpose of jointness and culture must be developed as it relates to the military Services. The 1986 Goldwater-Nichols legislation organized the impetus behind jointness, which was to refocus the excessive power and influence of the four Services in order to permit the full integration of their separate capabilities for more effective joint war-fighting. Even those who initially resisted this redirection, now recognize its wisdom, which has only been reinforced by recent military activities abroad. Now that progress toward jointness has settled in as an accepted goal of defense policy, literature must be further developed in the academic and policy areas on how the military Services train, educate, and acculturate future officers.

Joint Military Culture

After assessing the Service-specific and decidedly parochial ways in which military officers are currently recruited and trained, the ROTC program will be reviewed for its adaptability to policy change involving a joint military culture. Having developed a rational basis for analysis of the ROTC community as a candidate for radical change in support of military jointness, the concept of a Joint ROTC will be introduced as a new and revolutionary initiative. With the implementation of the Joint ROTC, additional

research must be developed in several areas in support of higher education. Some of the newer initiatives to be considered in this research are: An identical ROTC application process for every ROTC unit regardless of which branch of Service it currently supports; a training curriculum that is identical for the first two years of Joint ROTC regardless of which branch of Service is supporting a particular unit; a policy that allows ROTC candidates to change their commitment from one branch of Service to another during their first two years in college; a curriculum that can be offered by any accredited institution of higher learning which would not foreclose the expansion of the ROTC opportunity to the graduates of two-year institutions; and finally, a Joint ROTC administered by the Office of the Secretary of Defense during the first two years of college life to ensure the playing field for the candidates is kept positive and neutral during the first two years.

Today, ROTC candidates are important national assets and they are vital to the future security of our nation. In the era of transformation, the results of this study could provide impetus for the Secretary of Defense to commission a Department of Defense feasibility study to: (a) look at standardizing all Armed Service ROTC applications; and (b) designate all ROTC candidates, for the first two years of college life, to fall under the umbrella of the Office of the Secretary of Defense Joint Professional Military Education (JPME) and training. With the possible inclusion of the two-year community colleges sharing in the ROTC accessions to the four-year institutions, diversity education would be favorably addressed, and the number for ROTC accessions could increase substantially throughout the country, when the economy begins its upswing. The end

result potentially is a stronger Department of Defense, with more youths in the USA doing public Service for the government.

From a higher education perspective, two very important concepts emerge. Students for the first time in the military ROTC experience will have time and space to ruminate and mature during their initial two years in college, deciding on their major courses of study while completing their college core course requirements. By creating a Joint ROTC during the first two years, two very important considerations could emerge. First, four-year college students, would have the two years before deciding on a Service to finish their core college requirements and, more important, develop their rationale for the major they will declare. If the ROTCs can help the student to match a major field of study with Service compatibility, then the students have invested in their own decision-making process for a Service, which is generally good for job satisfaction and, most of all, longer retention within the Service. Second, the compatibility of a Joint Reserve Officer Training Corps would provide the opportunity to recognize the two-year college students during the first two years of joint training. Such action would enable the two-year college students to compete for scholarships at the end of their two years of college. For the four-year colleges, this change would permit a higher diversification in the ROTCs, help to improve community relations, and provide upward mobility for two-year graduates in the community colleges.

Some officers have truly understood the importance of joint education and have reframed the question from the current thinking in the Department of Defense which is: *How low should we go in Joint Professional Military Education?* (Bolman & Deal, 1997). However, the more important question developed to better assess joint military

education is: *Where should joint professional military education begin?* With reference to this issue, Admiral Owens, previous Vice Chairman of the Joint Chiefs of Staff, said:

> Personnel undergo extensive and intense training throughout their careers; but they are not taught about the advantages of truly joint operations. The problem starts in the Service academies and ROTC programs. The goal of the academies is to provide cadets and midshipmen with a solid education. Although some graduates are given a choice of Service, the central goal of each academy has been not simply to produce good military officers, but good Army, Navy, Marine Corps, or Air Force officers. Interestingly, most sociological studies of what makes a good Navy officer as distinct from an Army officer point to experience and training received after commissioning. Yet the distinctiveness among the Services is accented the most at the Service academies. The emphasis should be reversed. Service academies and ROTC programs ought to stress a joint perspective and, in particular, acquaint cadets and midshipmen with paradigms and systems found in other Services. The net result could be significant: each graduate might emerge proud not only of his or her service, but of what the Armed Forces provide jointly to national security. Specialization in the mores, systems, and operational doctrine of a particular Service will come with experience and additional training. We must orient the academy experience toward producing good military officers. (Owens, 1999, p. 95)

Statement of the Problem

Initially, based on limited research, the Statement of Problem from the past twenty years is "How low (Grade and Level) should Joint Professional Military Education (JPME) go in support of all the Armed Services?" However, after significant research for this study and support from three primary research subject matter experts, Perry (1970), Bolman and Deal (1997), Perry (1999), and Hine (2000), the statement of the problem is reframed now to "Where should Joint Professional Military Education (JPME) begin?"

Congressional approval of the Goldwater-Nichols legislation in 1986 directed jointness for all Armed Services. A portion of the legislation directed the level of joint military education be extended down to the pre-commissioning of all college candidates. Therefore, while jointness overall during the last twenty years has helped the integration

of all Armed Service joint interoperability, the area of joint professional military education (JPME) has progressed at a slower pace. The senior civilian and military leadership chose to educate the military in JPME, beginning first at the flag, general and senior officer levels and eventually including the middle grade officers. This year, for the first time, JPME education reached down to education of junior officers. However, to date, no formal joint professional military education for pre-commissioning officers is implemented.

Many civilian and military leaders during these twenty years have tried to influence change and consensus within all the Armed Services to improve joint professional military education. Any decision would be more of a political derivative and not based on an academic assessment of probable outcomes. The decision-making up to this time for the senior leadership regarding joint professional military education was made more on a cognitive domain basis. However, the students preparing to be ROTC candidates in the tenth and eleventh grades in high school through a period of time in college make their decisions from an affective domain perspective. Therefore, a main problem may be the inability of some influential senior civilian and military decision makers to recognize and understand the learning mismatch between the adult and youth learning, through their cognitive thinking and processing primarily by experience, which affects significantly the outcomes of the student.

What has not been done is a reframing of the question in order to better serve the ROTC candidates. Reframing from Bolman and Deal indicates “high performing teams develop a common commitment to working relationships” (Bolman & Deal, 1997, p. 93). The JPME question, operative for the last twenty years, is how low should JPME go in

support of all Armed Services? However a simple reframing produces the new question, "Where should JPME begin?" By reframing the question, it is clear that the education of ROTC candidates must be examined first. Perry provides a developmental scheme on "complex dualism" which reveals a clearer understanding as to how students in the period of getting ready for college and attending college respond to the influence of relativism.

Perry's research helps to reveal the effects on a student's intellectual and social environmental development through the nine stages of dualism, relativism and commitment (Perry, 1999). Additionally, Krathwohl, Bloom, and Masia (1964) in their treatment of the affective domain, provide an interesting comparison of the cognitive and the affective domains in relation to a student's learning. Overall, adults in the cognitive domain preference make decisions based on their experience. In the affective domain preference, students make decisions based on trust since they have no experience base from which to make wise decisions.

Purpose of the Study

The purpose of this study is to seek an answer to the question, "where should Joint Professional Military Education (JPME) begin?" Hopefully, the concept of a Joint Reserve Officer Training Corps with full logic through academic awareness will awaken the senior civilian and military leaders and prompt them to favorable action in support of the potential value of this study.

Significance of the Study

The study expands the body of knowledge regarding adult learning, high school and college student learning, and the student-to-adult mismatch in maturity, processing

and acceptance. In order to form a proper assessment of the entire spectrum of the topic, other areas were incorporated to provide important additional supportive information. Areas such as sense-making in organizations as cognitive maps, the proper education and identity of students, transformation in the building and facilitating of learning organizations, and the rise and fall of teenagers in their search for acceptance and survival will all help to complete the body of knowledge in support of the research topic.

Through the use of focus groups and individual interviews, the research provides a balanced report of the findings from the various groups both interviewed and surveyed. The theory of Kotter and Cohen (2002) in *Heart of Change* will confirm the final outcome and assessment of the study. Kotter and Cohen describe the eight steps that organizations and leaders must take in order to develop both behavioral and cultural change. As they said in *Heart of Change*:

> We dig into the core problem people face in all of the steps, and how to successfully deal with that problem. Our main finding, put simply, is that the central issue is never strategy, structure, culture, or systems. All those elements, and others, are important. But the core of the matter is always about changing the behavior of people, and behavior change happens in highly successful situations mostly by speaking to people's feelings (p. x).

Summary

This chapter has presented the statement of the problem, the purpose of the study, and a general out line of the methodology followed to gather and analyze the data. It also provides a brief introduction to some of the literature, such as works of Perry (1970), Perry (1999), Bolman & Deal (1997), Hine (2000), and Kotter & Cohen (2002). As indicated above in Kotter and Cohen, the change in philosophy and doctrine regarding ROTC students and joint education is fundamental to changing behavior and

subsequently changing policy. The key is that all people have value. Therefore, the senior military leaders must be ready to accept change other than in their cognitive domain frame of reference, which is the current model for the military. This study looks at the military's evolution in this area by research and various interviews of university ROTCs and subject matter experts to determine a possible way ahead for the current ROTC programs.

Chapter II: Review of Related Literature

This chapter describes the literature for a Joint Reserve Officer Training Corps relevant to the research requirements of this study. The subjects are arranged into five sections: (1) Introduction to Joint ROTC, (2) ROTC Evolves, (3) Change is Necessary, (4) Adult Learning Theories Reinforce Military Survival, (5) Learning Mismatch Compels Pilot Study on Joint ROTC. The relevance of each section and importance to the research reported in relation to the subject of Joint ROTC in the study is addressed.

Introduction to the Joint ROTC

The report of the Panel on Military Education of the One Hundredth Congress (Skelton, 1989) asserted that if the future ROTC candidates are going to survive in their rigorous academic, military and social environments, jointness is an important force enabler to that end. However, in the opinion of some, for new concepts to take root, the Department of Defense and our four Armed Services (Army, Air Force, Navy and the Marine Corps) must be willing to recognize and adapt to newer and progressive ideas, often requiring a change in policy, a shift in analysis, and most important a possible change to culture. Admiral Owens, previous Commander of Special Operations Command (SOCOM), believes the requirement for jointness, explicit in Goldwater-Nichols, has been adequately implemented in operations, but has not been implemented in acquisition, manpower, education and policy. As a result, jointness has not been implemented in pre-commissioning programs at the Service academies or in ROTC programs. While a strong education is important for the midshipman, cadets and candidates in these programs, and some officer graduates are given a choice of Service after graduation, the organizational goal is simply not to produce a good military officer

but Service representatives for the Army, Navy, Marine Corps, or Air Force. Some have the opinion that becoming a good Navy, Army, Air Force, or Marine Officer is based on the experience, education and mentorship received after graduation and commissioning. But the Services emphasize passionately the unique, distinctive and educational aspects of each Service while the students are undergoing their undergraduate education at the various learning institutions and academies. Admiral Owens said:

> That emphasis should be reversed. Service academies and ROTC programs ought to stress a joint perspective and, in particular, acquaint cadets and midshipmen with paradigms and systems found in other Services. The net result could be significant: each graduate might emerge proud not only of his or her Service, but of what the Armed Forces provide jointly to national security. Specialization in the mores, systems, and operational doctrine of a particular Service will come with experience and additional training. We must orient the academy experience toward producing good military officers. (Owens, 1999, p. 95)

In this environment of presidential elections, fear by young adults of a draft for future military accessions, increased officer requirements for the newly developed Department of Homeland Security, and higher projections for small war operations, led to acceptance of newer and more revolutionary concepts to maximize personnel recruitment and retention. The Joint ROTC standardized within an academic institution for the first two years is one concept needed with the potential to provide unique and positive support for Congressional standing requirements in joint professional military education as directed in the Goldwater-Nichols Congressional legislation of 1986. Exploring the concept of a Joint ROTC could lead to an increase in: 1. Student applications for scholarships in the ROTC, 2. Universities and colleges requesting a new ROTC presence on their campuses, and 3. Joint ROTC students deciding on the military as a career. A Joint ROTC student, choosing a military Service based on educational experience, goals and personal preferences may increase the numbers of Joint ROTC officers serving

longer than their minimum commitment. And 4, opportunity for two-year community college students to apply for Joint ROTC scholarships could increase as a result of higher numbers of two-year college students (including the minority communities) being eligible for applying for their junior year in a full four-year college program and being accepted into the Joint ROTC program with a specific service identified in their third year. Congressional, university, college and community relations are important ingredients to this programs success.

Driven by the statement of the problem, which is "Where should Joint Professional Military Education (JPME) Begin?" this research explores the various theories employed in the development and culture of the Reserve Officer Training Corps program, and the leadership and decision making involved from inception of the Goldwater-Nichols Amendment of 1986 to the present in Joint Professional Military Education. For nineteen years, the Joint Chiefs of Staff, the Joint Staff and the Armed Services have wrestled with the question of how much JPME is enough? Many theories have surfaced during this period of time as the military sought to better define their environment, organizational and cultural needs and attempted to provide a kind of academic wrapping to the decisions regarding JPME. However, the life cycle of the military is seldom calm and predictable. The convergence of operational requirements and their constraints with a JPME program of long-term commitment appears at times incompatible. The lines seem naturally drawn between the operational needs occurring during a time of wartime or crisis footing and the practice of JPME throughout all Armed Services emphasized during a period of peacetime or lesser operational commitments. The primary question for the military and the Department of Defense, since the

Goldwater-Nichols Amendment of 1986, focused on how early in an officer's career progression should the JPME requirements extend. Some very insightful and brilliant military commanders, during periods of both high operational needs and peacetime requirements, have attempted to resolve various guidance on JPME coming from the Goldwater-Nichols Amendment of 1986, the Chairman of the Joint Chiefs *Military Education Policy Document, 1 May 1990,* and the Chairman of the Joint Chief of Staff *Instruction CJCSI 1800.01A – Officer Professional Military Education Policy (OPMEP) 1 Dec 2000* and *CJCSI 1800.01B of 30 Aug 2004.* However, twenty-five years have passed since the Goldwater-Nichols legislation of 1986, and the current Department of Defense guidance on full Joint Professional Military Education is approved only down to the middle grade officer level. Presently, the Armed Services, Joint Staff, Joint Chiefs and the Department of Defense are discussing full Joint Professional Military Education (JPME) requirements at the junior officer level. The underlying problem is to find the right level for joint professional military education. Should the junior officer level and even further down, the pre-commissioning level, be considered for full JPME?

In order to answer this question, a search for some common ground is necessary to appreciate the current situation. First, is the importance of this study and second is the current climate in the United States regarding the military as a profession with high tempo operations. The linkage for both may be found through a better understanding of the civil-military relations dimension that affects our country's crisis today and the concerns of the people regarding the military.

First, consider Samuel P. Huntington's seminal book, *The Soldier and State: The Theory and Politics of Civil-Military Relations in 1957.* Huntington believed when

liberalism became the dominant ideology for this country after the Civil War in 1865, and as the military developed into the beginning of a profession late in the 1870's, that two dimensions shaped the country's perspective in working with the military. First is subjective control:

> Subjective control achieves its end by civilianizing the military, making them the mirror of the state … military participates in politics: civilian control decreases as the military become progressively involved in institutional, class, and constitutional politics (Huntington, 1957, p. 83).

Second is objective civilian control:

> Objective civilian control professionalizes the military, by rendering them politically neutral. This produces the lowest possible level of military political power with respect to all civilian groups. At the same time it preserves the essential element of power which (sic) is necessary for the existence of a military profession. A highly professional officer corps stands ready to carry out the wishes of any civilian group which (sic) secures legitimate authority within the state. In effect, this sets limits to military political power. (Huntington, 1957, p. 84)

Huntington prefers the objective control as a means to keep the military in check and to ensure that it does not lead to a threat for our society.

Second is Feaver's 1996 book, *The Civil Military Problematique: Huntington, Janowitz, and the Question of Civilian Control*. He commented that "The civil-military problematique is a simple paradox: because we fear others we create an institution of violence to protect us, but then we fear the very institution we created for protection." He concluded:

> … the observable friction in the relationship between civilians and the military has refocused attention on the theory of American civil-military relations. At its heart, the theory should address the civil-military problematique: the need to have an institution strong enough to protect civilians yet not so strong as to ignore civilian direction--in short, the problem of civilian delegation to and control of the military. (p. 170)

Third is Lasswell's 1941 article, *The Garrison State,* in which he predicted the possibility of a new world order based on this country requiring military support to bring crisis under control. The concept has the government basing all decisions first on their warfighting requirements. In essence, the economy is tied to war production that affects the legislatures, individual liberties, individual commerce and international peace. He wrote, "… the specialists on violence are the most powerful group in society. … the trend of our time is away from the dominance of the specialist on bargaining, who is the businessman and toward the supremacy of the soldier" (p. 455). Dubnick (2002), notes:

> Lasswell paints a picture of a society that is completely and permanently transformed to deal with the military and technological threats of the future. That Laswell's narrative captured the attention … when the attack on Pearl Harbor led to a full-scale mobilization for war, and scholars immediately noted the ominous implications of "total war" for the nation's social and economic institutions. (p. 87)

But Dubnick takes Lasswell's "garrison state" to another dimension by indicating that beyond the "total war" option there is another lesser extreme level that might better fit the experiences of the United States. Dubnick said:

> The label "temporary" is used to reflect the salient belief under this narrative that measures taken during wartime are regarded as necessary and transitory-expediency in the face of immediate dangers rather than permanent transformations. (2002, p. 87)

Finally, Perry (1970) provides a unique method to understand the way most students perceive, which must be considered in conjunction with the military's cognitive approach based on previous experiences. All of this information, as to the way students perceive their life conditions, is designed to help the faculty to better understand how college students make decisions. He asserts that college students move through nine positions, from a polar dualistic outlook to affirmation and commitment. He also provides

an analysis and rationale for why some students do not make certain commitments and thus delay their progress at college. Perry provides an excellent addition to the leadership of ROTC students by helping to complement the success of all students in the program.

In summary, Lasswell (1941), Huntington (1957), Perry (1970), Feaver (1996), and Dubnick (2002) help to describe an important perception of this country in relation to the military and their obedience to civilian control. More specifically, when people know the ultimate cost, and when the country becomes heavily committed in supporting another country's desires to embrace freedom for their people and governments in political will, nation's capital, and military support. When this perception occurs, the real common ground between the military and the government is education. And a major linkage between the academic institutions (colleges and universities) in the United States and the military's strong desire for a presence at these academic institutions is primarily through the ROTC, which provides for approximately fifty percent of military officer accessions annually (Mashland & Radway, 1957). While the threat of a misguided military raising up in this country is always present, the education of our future officers and the partnership among academic institutions of higher learning, the military and government are an important means by which future ROTC officers may carry their joint military education and civilian influence forward to help reinforce civilian control of the military.

ROTC Evolves

Period 1783 through Early 1900. The roots of the Reserve Officer Training Program developed during the period between the end of the American Revolution in 1783 and the Constitutional period of our country beginning in 1787. At the close of the

American Revolution, it was clear to many that the standing army posed a threat to the current government and, with the exception of a few officers and men, was disbanded. The new states had little money to fund active duty military. The threat was gone, independence was achieved, and all the states were in serious debt. Part of the rationale was that these citizens, if needed, could be called upon from civilian life to defend their homeland in minutes. The home guard is part of two constitutional principles: The citizen soldier and states' rights. "Guardsman are amateur soldiers, citizens first and soldiers second in the Minute Man tradition" (Huntington, 1957, p.173). As a result, they became the force responsible for the defense of our country at that time.

Michael Neiberg wrote the seminal book in 2000 on ROTCs from inception to 1980. In 1819, the seeds of the first ROTC began with the establishment of the American Literary, Scientific and Military Academy, (now called Norwich University). Military training was begun by Mr. Partridge (who resigned his commission as a Captain, serving as West Point's third superintendent) in order to start an institution that would help to "build a balance between the militia and the Regular Army, a balance that would bring the popular support and allegiances of the militia system into harmony with the training and discipline of an efficient army" (Neiberg, 2000, p. 18).

On the eve of the Civil War in 1861, with the resignation of so many officers transferring to the confederacy, the government assessed a need for approximately 20,000 additional officers for the Union to bring this disagreement between North and South to a speedy close. The Morrill Act of 1862 (known as the Land-Grant Bill), proposed by Justin Morrill (Representative from Vermont 1855-1867 and Senator from Vermont 1867-1898), friend of Alden Partridge, President of The American Literary, Scientific

and Military Academy (later to be named Norwich University), approved the appropriation for 30,000 acres of public land to be sold to generate funds for the development of public colleges. The colleges had an open curriculum except for the inclusion of three courses: agriculture, mechanical arts and military tactics. (Neiberg, 2000). The men at the land grant colleges were citizens first and if needed soldiers second. But most important, the colleges had the flexibility to modify their military training and rigor. As Neiberg said, "Morrill offered the alternative to military training in civilian educational institutions as a means by which a democratic people could gain a competent officer corps … without endangering their basic liberties" (2000, p. 21).

During the period after the Civil War (1865 to the beginning of World War I), the ROTC programs at the colleges were informal. But the National Guard Association continued securing funds from Congress in support of the National Guard at the colleges and the local militias, supporting a reasonable defense force for the United States National Security (Neiberg, 2000). However, at the turn of the 19th century, the military underwent resurgence in popularity and demand, which related in funding appropriations. As Peter Karstan wrote, the late nineteenth and beginning twentieth centuries were watershed years for the Army and Navy, "The military underwent a virtual revolution in the late 19th and 20th centuries-a revolution involving new missions, managerial and technological streamlining, professionalism, and sheer growth-in the process, the military was compelled to reorganize its own houses" (Karstan, 1986, p. 239).

Period 1920 to Commencement of World War II. The National Defense Act of 1920 found both military and civilians working together to develop a meaningful plan to mobilize reserves in time for any threat of war. William Odom writes of the NDA 1920

that "The act established an Army of the United States consisting of three components: the Regular Army, the National Guard and the Organized Reserves." (Odom, 1999, p.16). As a result, three lines of defense for this country evolved: the Regular Army, the National Guard, and the Reserves including members of the Reserve Officer Corps. In 1926, a Navy ROTC was established first at the institutions of "… Harvard, Yale, Georgia Tech, Northwestern, Washington, and California and made the nation's civilian colleges an indispensable source of reserve officers for all arms in the military" (Neiberg, 2000, p. 28). As was done during World War I, the federal government postponed the college ROTC units at the beginning of World War II. However, at the beginning of World War II, as a result of ROTC training during the inter war years, 100,000 trained men helped the war effort. He commented:

> General George Marshall, Chief of Staff of the Army and all Services, was so impressed by the ROTC contribution he said, 'Just what we would have done in the first phases of our mobilization, without the ROTC graduates, I do not know. I do know that our plans would have had to be greatly curtailed and the cessation of hostilities on the European front would have been delayed accordingly.' (pp. 34-35)

Period from World War II through the Early 1980's. WW II was a different type of war for the United States as Julian Thompson (1991) said, "In the Second World War, the scale and extent of the war was enormous, at its height involving simultaneous campaigns in Russia, North West Europe, the Balkans, Italy, Greece, the Adriatic, South East Asia, the Pacific and China … Egypt, Libya and Tunsia …" (p. 51). The United States is involved in a total war, meaning country, manpower, resources, and economy. As LaFeber said:

> The American's seemed to have stuck out their neck too far by 1942-1943. They were trying to fight a worldwide, multi-front war while suddenly having to deal with the most complex and far reaching diplomatic decisions. No more had the

> Big Three (that is, the United States, Great Britain, and the Soviet Union) joined to fight the war, they began to argue bitterly over the postwar peace … As far as the public was concerned, the climax came on New Year's Day 1942, when the United States, Great Britain, the Soviet Union, and twenty-three other nations grandly announced a "Declaration of the United Nations" to fight to victory and make no specific peace with the Axis powers of Germany, Japan and Italy. (1994, pp. 413-414)

The period during World War II from 1940 to1945 demonstrates one of the highest increases in industrial expansion ever seen in this country. "The shift to war efforts was so substantial that by 1944 more than 50 percent of the labor force in the manufacturing, mining, and construction sectors worked on military contracts" (Gropman, 1997, p. 146).

The final act that commits the country as a whole, to a total war effort as in World War II was the official beginning of mobilization and the United States' surge campaign. Here Gropman pinpoints the exact date of mobilization as "… January 6, 1942, the day President Roosevelt announced to Congress and the world his new "Must" program for obtaining astronomical quantities of certain crucial weapons of war planes, tanks, machine guns, merchant shipping" (pp. 212-213). For the United States, World War II becomes primarily a technological engagement, where resources, in support of scientific advancements enhance military superiority and favor victory. Another initiative during the war was the Servicemen's Readjustment Act of 1944, known as the GI Bill. This act

> … was designed to provide greater opportunities to returning war veterans of World War II. The bill, signed by President Roosevelt on June 22, 1944, provided federal aid to help veterans adjust to civilian life in the areas of hospitalization, purchase of homes and businesses, and especially education. (Schugurensky, 2002, p. 1)

Education became a sought-after reward for veterans' service during World War II. In fact, a historic major transformation began with the GI Bill. Nearly 9 million veterans from 1944 to 1949 would take advantage of this opportunity. During the

following 7 years, "… approximately 8 million veterans received educational benefits. Of that number, approximately 2,300,000 attended colleges and universities, 3,500,000 received school training, and 3,400,000 received on-the-job training" (Schugurensky, 2002, p. 1). In an interview session Mr. Stephen Ambrose said the "… GI Bill was the best piece of legislation ever passed by the US Congress, and it made a modern America. The educational establishment boomed and then boomed and then boomed" (Lehrer, 2000). Doris Kerns Goodwin, during the same interview, was even more specific when she said,

> … I think few laws have had so much effect on so many people. It meant that blue collar workers, a whole generation of blue collar workers were enabled to go to college, become doctors, lawyers, and engineers, and that their children would grow up in a middle class family … the people now had homes, instead of being renters in the city, so that they could bring up their children in a home that they owned (Lehrer, 2000).

After most wars the government took care of the returning veterans with rewards for Service to their country like land bonuses, except after World War I, when the veteran bonus marches protested the lack of recognition and funding. During World War II, President Roosevelt knew that when the war was over, thousands of Servicemen and women would return and there could not be the disgruntlement as in the bonus marches of World War I. The GI Bill solved this problem and more. As Stephen Ambrose said, "Millions of GI's who never, never dreamed that they might be able to go to college suddenly had the opportunity, and these guys went, and they became … the best students we ever had" (Lehrer, 2000). As a result of wartime experiences, the veterans matured, and brought to the colleges and universities a sense of responsibility, leadership and wanting to be the best. They excelled in academics, in campus leadership, and in all

athletic activities. Education changed the future way of life for America and the way they thought of the military personnel as capable in academics as well.

Jointness Defined

As previously acknowledged, coalitions are necessary in order to overcome and dominate large engagements or wars. Joint operations are not new to the United States. Since the American Revolutionary War, jointness in a combined force operation, particularly the battle of Yorktown, (America and France), as well as the Army and Navy working together, all helped to overcome the British. And as Julian Thompson concluded in his opinion on a scale of importance for success in World War II, "Most significant; the joint, unified Allied command over armies, air forces and navies, reaching down from government to the equivalent of corps and lower" (Thompson, 1991, p. 52).

Jointness in World War II through the beginning of the 1980's was important from a standpoint of attempting to work closer together in inter-Service operations. Jointness was a concept, more a target of opportunity where two or more Services could work together in future military operations. And this concept was the right thing to do, as long as it did not affect a particular Armed Service's share of the budget.

However, Robert Birnbaum in his book, *How Colleges Work*, provided an excellent relationship to jointness through his analysis in the academic community as a political institution competing for power and resources. He described an exemplar university he called Regional State University (RSU), as having five colleges: arts and sciences, education, business, health sciences, and technology. He described RSU as a political system in these terms.

> At RSU, as at Oxford long ago, individuals or groups with different interests can go 'on the Square' and interact by forming coalitions, bargaining, compromising,

> and reaching agreements that they believe to be to their advantage. These processes of interaction, in which the power to get one's way comes neither from norms nor from rules but is negotiated; identify Regional State University as a political system (1991, p.130).

The Regional State University, like the Armed Services, grew and became more diverse by adding new missions, by gaining more resources for various outside agencies, and by adding more personnel and staff. But these values and ideas were different than those people in the positions before them. Here is a clear example of academia being similar to the government in different administrations and different Armed Service values. Birnbaum said that organizational politics is usually initiated by situations where people disagree, and involves negotiation to produce a desired outcome. According to Birnbaum, (1991) to consider an organization a political system, is to "… focus attention on uncertainty, dissention, and conflict" (p.132). In Birnbaum's analysis of politics, he made it clear what is vital to the definition:

> Without interdependence, there can be no politics, and no power; it is only when individuals must rely on others for some of their necessary resources that they become concerned about or interested in the activities or behaviors of others. Political systems depend on social exchange and, therefore, on mutual dependence … When resources are plentiful, so that everyone gets what they want, these ambiguities and disagreements cause no problems. But when resources are scarce, their specific allocation becomes vigorously contested, and conflicts are inevitable. (pp.132-133).

The competition for resources toward the end of World War II, like Birnbaum's description of Political systems at universities, increased and produced significant conflicts between the Joint and Combined Chiefs of Staff and the senior commanders of the European and Pacific theaters. In this example, shipping provided the lion's share of all necessary resupply of resources. Competition would intensify for these resources as preparations for the final assaults in both theaters and inter theater developed. According

to Birnbaum's theory of the Political organization, scarcity of resources helps to stimulate negotiation among differing groups and promote dependence on each other. As Gropman said:

> The Joint Chiefs did caution the Theater Commanders… (General Eisenhower-Europe, General MacArthur-Pacific-Philippines, and Admiral Nimitz-Pacific) … that the shipping shortage could adversely affect both the European and Pacific Theaters unless all concerned made maximum effort to conserve resources. Further, it was clear that the shortage in landing craft would remain until after the Normandy invasion (1987, p. 331).

The dependence on others due to scare resources is the important factor in the transformation to a military that thinks and works together jointly.

However, after World War II, with the downsizing of the military, the United States engaged in a series of limited wars and operations other than war through the mid 1980s. At the end of each war, this country constrained the Department of Defense by downsizing the military and reducing the overall budget and resources for this department. However, the one factor which does remain constant over this period of time, as predicted by Birnbaum in his political organization, is when defense budgets dwindle, Armed Services are compelled to compete in earnest with each other for a larger share of resources. The very idea of jointness, or dependence on others, helps to bring the Services closer together in order to achieve mutual survival.

ROTCs Re-Defined

However, with so many returning military already on the campuses, it would not be until 1948 when the emphasis to start up the ROTCs on college campuses would return. The Gray Committee of 1948 " … submitted its final report calling for a single reserve component entirely under federal control" (Holley, 1982, p. 702). This bill

helped the ROTC to become a more permanent institution on college campuses as citizen soldiers.

The Korean War (1950-53) brought a new requirement for an additional two million military personnel to support the new National Security policy. The Air Force ROTC program began at this time. In June 1951, President Truman ensured passage of the Universal Military and Service Act, primarily for the ROTC program, which provided the potential for increased college student enrollments. Finally, in November 1952, the ROTC received their strongest support as a program from the Assistant Secretary of Defense (Manpower and Personnel), where graduates for the first time receive a direct active duty commission with a minimum requirement of twenty-four months (Neiberg, 2000).

Congress continued to amend the GI Bill at different periods throughout the Twentieth century. Overall, in 1952, the Veteran's Readjustment Act focused on more private education and training. The 1966 Veteran's Readjustment Benefits Act provided additional education benefits, which included farm loans and counseling for Vietnam Veterans through an assistance program requiring additional compensation for those on active duty. In 1984, Congress established the All Volunteer Force Educational Assistance, known today as the Montgomery GI Bill Program, which was developed into a permanent program in June of 1987 (Navy Personnel Command, 2005).

Understanding and managing changes in technology became an important part of education. The Armed Services perceived a need for superior officer candidates with unique technological capabilities that would be easier to grow at the best institutions in

the USA. Colleges and universities held the clear opinion that their participation in military training was important for two main reasons:

> First was that civilian participation would serve as a critical check on the growth of a professional military … the best way to prepare the citizen-soldier was first to ensure that he had a firm grounding in the demands and nature of his citizenship. Second and perhaps most important, the universities took great pride in preparing young men for all walks of life. Why should the military be an exception? As American interests became more international in scope and as the military became a more important profession in America … becoming like any other profession, why shouldn't the universities take an active role in the preparation of junior officers … (Neiberg, 2000, pp. 37-38)

Even though the concept of jointness was made apparent in the Goldwater Nichols legislation of 1986, partnerships as a precursor to jointness for the ROTC began in 1952. The ROTC stood out as the one organization that provided partnerships between the advanced academic colleges and universities and the military for the defense needs of the nation. As Neiberg perceptively indicated, "… its character would necessarily be dependent on changes in the nature of the relationship between academe and the military. Neither of these institutions … existed in a vacuum; as national and international contexts changed, so did the quality and character of the academic-military relationship" (2000, p. 38).

Neiberg is perceptive in the various influences that would affect the ROTC organization throughout the beginning of the twenty first century. The Army, Navy, Marine Corps, and Air Force ROTC units at several institutions throughout the United States face over time, and the peaks and valleys of respect and condemnation accorded to the military as representatives of the present administration's national policies.

In 1957 Mashland and Radway authored one of the seminal books of the time on military education and national policy, "Soldiers and Scholars, Military Education and

National Policy". They concluded early in their research that there is "An especially troublesome form of parochialism in Service bias" (p. 36). They believed military officers found difficulty having a clear mind when dealing with both Service and national interests. Loyalty is important when working within a particular Service. However, when the loyalty is too parochial, they believed "… it restricts executives to a very narrow range of factors in the situation, to a very narrow definition of the problem, and to a very short range view of their own interests" (p. 37). In 1956, the Air Force continued to receive up to twenty-five percent of the graduates from the U.S. Military and Naval Academy's plus the ROTC graduates from several hundred colleges and universities which became the largest single source of officers for all Services and totaling approximately 10,000 for the Air Force and Army and 3,000 for the Navy and Marine Corps. (p. 57).

During the 1947 review board, General Eisenhower, then Chief of Staff of the Army, called for a more cooperative joint educational approach between the Service academies of West Point and Annapolis when he testified:

> It is very difficult when you have kept Services apart and you wait until men are over 30 before they begin to meet and know each other…to develop the kind of team play that applies on one of the Knute Rockne football teams. What we must do is promote and adopt every method that gets us all together from the time we are kids … If I had my way, … I would trade classes between Annapolis and West Point and I would make every class going through Annapolis do a year at West Point, and do the same for West Point through Annapolis. (Mashland and Radway; pp. 111-112)

General Eisenhower, based on his experience as the Supreme Allied Commander during World War II, believed in the importance of developing friendships at the beginning of an officer's professional military career, where they will understand more clearly that the other Services do not "wear horns and a tail" (Mashland and Radway; p.

112), when doing their professional work for the country and nation. During this period of time, the Army and Navy were concerned about the increased discussions in the policy area on the idea of various forms of jointness. Three courses of action discussed in terms of jointness considered: 1. Blending of pre-commissioning classes between Service academies, 2. Enrolling of students in a separate joint education school prior to Service academy, and 3. Holding reservations about the approval of a separate Air Force Academy. Since the Service academies (Army and Navy) could not accept any radical changes, their support of an Air Force Academy seemed to be the least path of resistance in preserving their Service ways of life. Due to the Korean War, a postponement in activation of the Air Force Academy remained in effect until official activation on 15 August 1954 (p. 127). However, during this period of development, the ROTC programs played a more supportive role in undergraduate military education.

> While they are still identified by the term 'reserve,' they now constitute the principal source of junior officers for all three Services. The Army, Navy and the Air Force … now would procure up to 50 percent of their career officers from the ROTC programs. (p. 127)

Vietnam War: Difficult Years for the ROTCs

With the threat of war in Vietnam, and the Services not making their quotas for officer personnel, the Vitalization Act of 1964 proposed to reduce the number of contact hours from five to three per week in order to entice more ROTC membership (Neiberg, 2000, p. 97).

However, with anti-war protesters in the United States becoming more vocal and defiant about the Vietnam War, and particularly the young adults in college engaged in protests, the position for many ROTC units became a symbol, a lightning rod for political demonstrations against the administration. The critical concern for the ROTCs at the

ground level of the demonstrations and for the Department of Defense was the proper response to the antiwar protesters. The ROTC officer candidates were placed in an untenable position among their peers at college. First, as members of the military, they had to be careful not to say anything in violation of current policy. But by keeping silent, protesters labeled the ROTC candidates as lacking objectivity and academic freedom. The intent as Neiberg commented was to keep the ROTC military representatives away from the current debates, "Instead, however, it opened ROTC officers to new charges around campuses of anti-intellectualism" (p. 110).

Karsten, et al (1973) said, "Despite serious attacks on many campuses during much of the Vietnam War, the ROTC remains the major source of officer procurement for the military services" (p. 569). As a result of increased involvement in the Vietnam War, after 1968, "ROTC units came under attack on many of the nation's campuses" (p. 569). In fact, a number of universities asked ROTC units to leave campus, temporarily and in some cases permanently, "while falling enrollments, broken windows, burned out offices, and a hostile student environment have led the three Armed Services to cancel some of their programs" (p. 569). President Lyndon Johnson had once courted college students, but by 1968, "… their protests made it impossible for him to visit campuses and in some cities safely" (LaFeber, 1994, p. 615). President Johnson reportedly said to one aide, "… these students appeared to be extra-terrestrial invaders-not only non-American but non-earthly … the war had come home" (p. 615). "U.S. military vehicles moved on to Capitol Hill and the grounds of the White House to protect the government's leaders from the violence" (pp. 615-616). With a change in administration, President Nixon assumed his duties as the new President of the United States in January 1970. Anti-war

protests grew into massive protests forcing 450 colleges to go on strike. Students marched on Washington, DC, and in May, the Ohio, National Guard fired on the anti-war protestors at Kent State University. Four students died. (p. 641). Many colleges, including the elite Harvard, Princeton and Columbia, closed their doors to the ROTC units either for the duration of the war or permanently. Externally, the military's "… morale and fighting ability were being destroyed by the war" (p. 644).

In addition to the Vietnam War and antiwar protests, ROTCs faced a new kind of threat in 1973 -- an All Volunteer Force (AVF). In 1973, due to America's growing concern for the continued draft (conscription) in relation to the pressures of the Vietnam War, Congress directed an end to the Selective Service System (draft). Congress replaced the AVF with "… a new 'zero-draft' military environment; and for the first time since 1948, the United States military would rely exclusively on volunteers" (Neiberg, 2000, p. 151). With the termination of the Selective Service System, Janowitz (1973) said "… the number of officer recruits who will enter the active service will decline, their academic quality will be lower, and they will be much less representative of the nation as a whole …" (p. 653). The primary issue facing the Armed Services was the need to be seen as an effective profession and career path, particularly in the officer community, when the overall military continued to be downsized and the Armed Service requirement was no longer mandatory. Military career and promotions were redefined as well. Janowitz' unique perception of the future for the military and the officer community, including the ROTC program, became the seminal point of departure for the military as a profession. He said:

> … the military is no longer the distinctive, isolated, "heroic" calling of the past, that of maintaining "honor" of the society, but is now a *profession* and *occupation*

> subject to all the vicissitudes which life is exposed to in a bureaucratic setting … major reorganizations are necessary in the areas of education, career systems, deployment, and participation of the military in civilian life, if men of the quality that is necessary are to be attracted to the service, and if the military is to be compatible with the standards of a democratic society. (p. 651)

As a result, the period after the All Volunteer Force directive from Congress in 1973 until 1986 became a time for rebuilding of the military as a profession, just as Janowitz predicted earlier.

First, the influence and interaction in the 1960s by both Presidents Kennedy's and President Johnson's administrations, known as the "best and brightest" and the "whiz kids" because of their higher education from the best learning institutions directly affected their perception of the military's competence. As a result, for personnel within the military, civilian higher education became important for promotion and survival in working with the civilian leaders. Colonel, later to become Brigadier General, U.S. Army, H. R. McMaster said, "Kennedy placed a premium on academic qualifications and superior intellect. McNamara, Rusk, and Bundy all shared distinguished academic backgrounds. Moreover, Kennedy wanted men who shared his broad interests and could engage in wide-ranging, informal discussions" (McMaster, 1997, p. 4). During this period of time, President Kennedy reduced the access of the senior military to the President, which helped to foster a stronger feeling of distrust between the young New Frontiersmen of the Kennedy staff and the military (McMaster, 1997, p. 5). The need for jointness continued to be reinforced even at this period, since "… conflicts between the services led to inefficiency and redundancy" (McMaster, 1997, p. 14).

Even with President Kennedy's distinguished military career during World War II as a PT boat commanding officer under fire, he was well aware of the military culture

and the frames of reference in which we are taught to operate. Overall, President Kennedy believed:

> … generals and admirals were too formal, traditional, and unimaginative … Kennedy *would never feel really secure* about the military until young generals of his own generation in whom he has confidence filled the top positions in the defense establishment. Bundy knew it was important to Kennedy that the top military men be able to *conduct a conversation* with the President and to give him a *feeling of confidence and reassurance* … (McMaster, 1997, pp. 15-16)

Even Secretary of Defense McNamara and his Whiz Kids were all like-minded men of education and top former executives in civilian businesses. They were skilled in quantitative analysis and highly suspicious of any proposals based solely on the military experience of senior military. Secretary McNamara's point man in helping to establish firm civilian control over the Department of Defense was Alain Enthoven. A quantitative analysis expert but highly arrogant, he believed:

> … military experience was held in low regard and considered military men to be intellectually inferior. He likened leaving military decision making to the professional military to allowing welfare workers to develop national welfare programs…He was convinced that there was little in the typical officer's early career that qualifies him to be a better strategic planner than … a graduate of the Harvard Business School. (McMaster, 1997, p. 19)

ROTC education seems to fit the Kennedy, Johnson and McNamara preference for military representatives that are not from a Service academy education, but who have the benefit of a liberal college exposure on campus from both faculty and with other student influences at the colleges.

Meanwhile, the military Services, primarily after the congressionally directed implementation of the All Volunteer Force in 1973, began to separately push for graduate education for the middle grade officers. With the conclusion of the Vietnam War in 1973, a new breed of ROTC student began to take root on college and university

campuses. Many campuses severing relations during the Vietnam War began to revisit ROTC participation.

Road to Congressional Reform

During the three decades following the National Security Acts of 1947, 1949 and 1958, there was little Congressional action initiated to help further unify the U.S. Armed Forces. During the President Carter administration, (1976-80) liberal ideology demanded continued downsizing of the military forces, and an overall reduction in the budget of the Department of Defense. This period became the lean years for military spending. As discussed previously regarding Birnbaum's political model, scarcity of resources should force differing communities to recognize strength in jointly working together. However, during this period the military services continued to work separately, preserving cultural identity, and becoming accustomed to doing more missions with less funding and manpower. Overtime, and due to service parochialism, the military departments became less efficient in joint operational effectiveness. Regarding ROTC recruiting, the recruiting numbers during this time appear decent considering the foreshadowing of the All Volunteer Force (AVF) and significant budget reductions.

However, the impetus for Congress to become more involved in the direction of the military resulted from several important operations that were less than satisfactory in joint operations. The road to reform was paved with several marginal and unsuccessful operations, the first being the unsuccessful Iranian hostage rescue attempt (Operation Eagle Claw) on November 4, 1979. In 1980 a new administration with President Reagan came into office charged with restoring the United States image. The second operation, in April 1983, where the U.S. joined the coalition of French and Italian military forces,

was to help bring peace to the war-torn country of Lebanon. During the months after, several Marines were wounded and killed culminating on October 23 with a suicide bomber attacking the Marine barracks in Beirut resulting in 241 military killed and more than 100 wounded. And finally, Operation Urgent Fury, just two days after the bombing in Beirut, where the United States invaded the island of Grenada in order to rescue 1,000 United States citizens and defeat the Cuban and Grenadian forces and restore democracy to the country. While the operation was successful, there were many problems in the Armed Services operating jointly, which began a widespread Congressional perception that reform for the military could only be accomplished through Congressional direction (Lovelace, 1996, pp. 7-9).

> The Chairman of the Joint Chiefs, General David C. Jones, USAF, in 1980 said:
>
> > At the end of my first 2 years as Chairman, I became convinced that Admiral Mahan, the guru of naval strategy at the turn of the century, was right when he said that no military service could reorganize itself. The pressure had to come from the outside. These words pertain even more to a joint organization. (Quinn, 1999, pp. 4-7)

General Jones, from years of experience in working with the other services as well as his own, knew change would not be easy. The Secretary of Defense, the Honorable Casper Weinberger and General Jones' immediate boss, was opposed to any joint change. General Jones knew that his fellow joint chiefs were opposed to change, the Secretary of the Navy was strongly opposed, and Congress with any difference of opinion would often side with support for the Armed Services. James R. Locher, working for the Senate, provided a staff study entitled, *Defense Organization: The Need for Change*, known as the Locher Report (1985). This report provided strong supporting rationale in helping to influence Congress to call for wide ranging Department of Defense reform (Lovelace,

1996). The battle line of debate was set, and the political conflict that led to the Goldwater-Nichols Act, required intense Congressional and military discussions testing the upper limits of civil military relations. The Congressional debates lasted more than four and a half years (longer than World War II). Pro-reform members of Congress, resolute in their cause, led the pathway of change in order to help correct the many years of failed joint military integration, resulting in higher defense costs to the taxpayers and reduced national esteem. As James R. Locher indicates in his article "Building on the Goldwater-Nichols Act," this legislation was the most outstanding since the creation of the Continental Army in 1775 by the Continental Congress. He said:

> For the four decades after World War II, the dysfunctional organization of the military was a self-inflicted wound. During a period in which modern warfare demanded the integration of air, land, and sea capabilities, the Services fought to reserve a high degree of separateness. It was not until the passage of the Goldwater-Nichols Act that the nation finally created a unified military structure. It was not until passage of the Goldwater-Nichols Act that the military was freed, for the first time in the nation's history, from crippling ideological, political, conceptual, and parochial constraints. (Locker, 1999, p. 17)

Goldwater-Nichols Legislation and Reform

In enacting the Goldwater-Nichols Act, it was the intent of Congress to improve the civilian and military joint coordination in eight main areas:

> (1) to reorganize the Department of Defense and strengthen civilian authority in the Department; (2) to improve the military advice to the President, the National Security Council and the Secretary of Defense; (3) to place clear responsibility on the commanders of the unified and specified combatant commands for the accomplishment of missions assigned to those commanders; (4) to ensure that the authority of the commanders of the unified and specified combatant commanders is fully commensurate with the responsibility of those commander for the accomplishment of the missions assigned to their commands; (5) to increase attention to the formulation of strategy and to contingency planning; (6) to provide for more efficient use of defense resources; (7) to improve joint officer management policies, and; (8) otherwise to enhance the effectiveness of military operations and improve the management and administration of the Department of Defense. (Public Law 99-433, pp. 3-4)

The Goldwater-Nichols Act of 1986 is known as the "*joint*" operation and education bill. For the first time a formal definition of "joint matters" was identified by the bill which was intended to mean "relating to the integrated employment of land, sea air and air forces, including matters relating to -- (1) national military strategy, (2) strategic planning and contingency planning; and (3) command and control of combat operations under unified command" (Public Law 99-433, pp. 39-40). The primary focus of this dissertation is in Title IV-Joint Officer Personnel Policy, Sec. 401. Joint Officer Management, Chapter 38-Joint Officer Management, Sec. 666--Reserve Officers not on the active-duty list. The bill stated, "The Secretary of Defense shall establish personnel policies emphasizing education and experience in joint matters for reserve officers not on the active-duty list. Such policies shall, to the extent practicable for the reserve components, be similar to the policies provided in this chapter" (Public Law 99-433, p. 38). Locher, in an interview with Admiral Crowe, Chairman of the Joint Chiefs in 1986, indicated as a result of the Admiral's experience as the Navy Operations Deputy from 1977-1980, and as the Combatant Commander for the Pacific theater, that he realized the need for change when he said, "gradually I developed my own conviction on the need for reform." Later, he summarized these ills: "The main problems with the Joint Staff were not enough jointness and too much compromise" (Locher, 2002, p. 209).

In 1989, the panel on Military Education provided their report to the Committee on Armed Services, House of Representatives for the One Hundred First Congress. The scope of the study looked into many military educational areas relating to the Professional Military Education (PME) schools. "The first level of military education -- pre-commissioning education -- is accomplished in Service academies, in Reserve

Officer Training Corps (ROTC) units at civilian colleges, and at Officer Candidate Schools (OCS)" (Skelton, 1989, p.13). In attempting to define jointness, Admiral Harry D. Train, USN, and former Commander in Chief of the U.S. Atlantic Command said, "jointness is a state of mind" (Bruns, 2003, p. 14). Further, a former war college president added, "jointness is an acculturation process that takes both time and emphasis" (Bruns, 2003, p. 14).

Under the context of joint education as a spectrum applicable to all officers, the panel evaluated first, pre-commissioning through company grade. The panel asserted that joint education should begin early in an officer's career, probably during pre-commissioning training. This early exposure is not meant to provide in-depth knowledge of joint matters or to prepare prospective officers for joint duty. Rather, it should introduce them to a broader perspective from which to view the narrow, focused branch of warfare specialty training, primarily skill related, that he will receive in the first years of his commissioned Service. Early joint education should allow them to relate, in a general way, their contribution and that of their unit to the overall military effort. It should also help them to understand, in the context of their own branch, or warfare specialty, how "each Service supports missions of the other Services …. Finally, it should encourage them to reach beyond the knowledge and skills required of their warfare specialty and begin a career-long commitment to reading and studying about warfare, including its broader concepts" (Locher, 2002, p. 58).

The panel was perceptive enough to recognize from the beginning that joint education is more than a curriculum. Joint education is the composition of the student body and includes affective learning. The students from all Services learn to work

together, understand one another's Service cultures (values and traditions), and the problems they face in the execution of their missions. They experience in the crucible of learning, to respect and trust each other, and work exercises together where each can help the other jointly to solve their Service problems. Admiral Trost, the Chief of Naval Operations, stated in testimony in 1987 that "even if he had more officers, there is not enough time in most Navy officers' careers to give them both the experience in the professional and technical requirements they need to send them to two years of PME" (Locher, 2002, p.115). The Admiral's concern for the time required to train a student for PME helps to make a strong case for the possibility of beginning joint education at the pre-commissioning level primarily in the ROTC and the Service academies.

Joint Professional Military Education (JPME)

JPME Initiated. In response to the 1989 Panel Report on Military Education to the Committee on Armed Services, House of Representatives for the One Hundred First Congress, the Office of the Chairman of the Joint Chiefs of Staff, on May 1, 1990, released their first Military Education Policy Document (CM 344-90). Education at the pre-commissioning level was to focus on the basics of military science to include the areas of Service values, Service missions and organization, military history, conceptual awareness of the levels of war and an introduction to tactics at the unit level. The Joint Emphasis complements the Armed Service instruction for students by receiving "… an overview of the joint arena, its history and purpose, to commence the process of thinking from a joint perspective at the most formative stage" (Powell, 1990, p. II-4-II-5). Finally, Appendix A to the Military Education Policy Document CM 344-90 of May 1, 1990 discusses the primary taxonomies to be used by the educators in the teaching of

professional military education. Bloom's (1964) taxonomy provides learning in the cognitive domain and Krathwohl,et al's (1964) taxonomy describes a person's state of mind and refers to the affective domain. Each taxonomy provides a road map through various building blocks to a successful outcome. The importance to this document is the two taxonomies identified for helping students to make more informed decisions based on a proper state of mind. These taxonomies could be important keys to effectively educating ROTC students and enabling them to make valuable decisions on their Service selection, satisfaction and possible increased retention.

In the Chairman of the Joint Chiefs of Staff Instruction (CJCSI 1800.01A) of December 1, 2000, which superseded the original Military Education Policy Document (CM 344-90) on May 1, 1990, there are several differences of emphasis on jointness. The December 1, 2000 document identifies the learning areas for Bloom's taxonomy from the cognitive levels of achievement, but does not identify Krathwohl's taxonomy emphasizing the state of mind. Additionally, in the area of joint emphasis at the pre-commissioning levels, "… students should have knowledge of the basic United States defense structure, roles and missions of other Military Services, the combatant command structure, and the nature of American military power and joint warfare" (CJCSI, 2000, p. E-A-1). However, what is missing from an emphasis on joint education and exposure at the pre-commissioning level, is a similar defining statement in the Chairman of the Joint Chiefs instruction of 1990 which said: "In concert with the introduction to one's own Service, students should receive an overview of the joint arena, its history and purpose, to commence the process of thinking from a joint perspective at the most formative stage" (CM 344-90, 1990, II-5). In comparing one of the next iterations of the Officer

Professional Military Instruction (CJCSI 1800.01B, 30 August 2004), there was no change from the guidance in the previous (CJCSI 1800.01A, 1 December 2000), instruction regarding joint education for the pre-commissioning students, particularly in the college and university ROTC. The latest edition of the Officer Professional Military Instruction (CJCSI 1800.01C, 22 December 2005), indicates many new changes in joint professional military education in the four levels of officer education above pre-commissioning (Primary 01-03, Intermediate 04, Senior 05-06 and General and Flag 07-09). However, in this newest edition (CJCSI 1800.1C, 22 December 2005) there is no change in joint education for the pre-commissioning level from the previous Joint Military Education instruction in August 2004.

Since the implementation of the Goldwater-Nichols Act in 1986, joint interoperability of the Services improved through transformation and revitalization. The Services began to coalesce in the first major engagement after the implementation of Goldwater-Nichols, Operation Just Cause in Panama, and on a much larger scale in 1991 Operation Desert Shield/Storm in the Persian Gulf region primarily Kuwait and Iraq. Through the modern media, everyone could witness the visible successes of all Services working together more jointly during the Gulf War. As the Secretary of Defense reported, "All commentaries and after-action reports on Operation Desert Shield/Storm attribute the success of the operation to the fundamental structural changes in the chain of command brought about by Goldwater-Nichols" (Quinn, 1999, p. 18). Civilian perspective on the success of the military in joint warfare is important as well.

> The extraordinary efficient, smooth way our military has functioned in the Gulf is a tribute to … the Goldwater-Nichols Reorganization Act, which shifted power from individual military Services to officials responsible for coordinating them … The extraordinary achievements of Secretary Chaney and Generals Powell and

> Schwarzkopf would not have been possible without Goldwater-Nichols. (Quinn, 1999, p. 18)

Gulf War

The Gulf War provided for another "joint" interoperability opportunity at a higher level the unified and specified commanders. General Galvin, Commander in Chief, European Command, realized his theater of operations could be a forward base in support of the on scene theater commander for the Arabian Gulf, General Schwarzkopf. The European command now would be a strategic bridge for the Gulf War and other contingencies as well. General Galvin led the way for all the theater commanders both present and future, in support of the Secretary of Defense and the President of the United States, to embrace jointness from the perspective of a supporting commander.

> The job ahead was enormous. Creating the strategic bridge meant working out air and sea lines of communications, over-flight rights, diplomatic clearances, sea transit permissions … EUCOM was responsible for it all … It was an entirely new experience for the command, which had to redesign not only their philosophy of getting such things done but the mechanics of doing it. (Clancy, Koltz & Zinni, 2004, p.190-191)

The tone set at the highest of military leadership levels demanded that theater commanders put aside their egos and support totally another commander's area of responsibility in the name of jointness. The concept of jointness as a result of the Goldwater-Nichols Act in 1986, is now the imprimatur for the military. The Gulf War was successful in many ways as the first real test in joint operations.

> There was no intent to erase the differences of the Service philosophies and cultures. The idea was that the unique characteristics and strengths of each Service could be molded to complement one another so that the whole would be more than the sum of its parts … But the Gulf War showed there is much to be done if the Services are to operate in a truly joint manner. (Gordon & Trainor, 1995, pp. 471-472)

Overall, from a joint perspective, the Air Force demonstrated inter-Service tensions. The Navy and the Marine Corps displayed several significant operational and doctrinal differences. And the Army reported many differences influencing overall performance. Doctrinal differences among the Services at that time were prominent. And finally,

> The cultural differences between the services and General Schwarzkopf's decentralized command policy, which gave maximum freedom of action within the framework of his overall plan, combined to frustrate the allies' carefully crafted strategy to destroy the Republican Guard. (Gordon & Trainor, 1995, pp. 472-473)

Even though jointness and joint education are embraced by the services, and the ROTCs at the various colleges and universities, the Service resistance still remains both an obstacle and impediment in joint education. As Locher (1999) said, "… we are still plagued by Service attitudes that have not adjusted to their diminished, yet still important role. Too often, the Services view each growth in joint authority as a loss of a birth right and resist accordingly" (Quinn, 1999, p. 22). In addition, during the period, "… 1987 to 1994, active duty military strength dropped by 26 percent; DOD civilian strength decreased … 18 percent …" (Quinn, p. 41). Manning for ROTCs from 1987 to 2005 was 75 percent.

Somalia

During the period of 1993 to 2001, the United States continued to downsize in military strength, and was stretched thin in military manpower due to many military operations other than war. These various operations often required military support simultaneously in various locations around the world for peace operations, humanitarian relief, embassy evacuation, and small wars. In each operation, the Services continued to work and learn more about joint operations and advanced their interoperability. Somalia,

in 1992 became the focus of joint operations, but in the form of a humanitarian operation authorized by the United Nations called UNOSOM (UN Operations Somalia). During the Cold War, Somalia on the east coast of Africa was of strategic significance for both the Soviet Union and the United States. Each side poured into Somalia a great deal of money and arms in order to gain the country's support. With the end of the Cold War, the Soviet Union and the United States pulled out and left behind significant amounts of arms for the local dictator to manage the country. However, hostilities increased between factions vying for power and control. As a result,

> The country spiraled downward into banditry, wholesale looting, mass destruction, and finally spreading starvation. United Nations personnel who tried to feed people were repeatedly attacked. U.S. television crews soon showed American viewers fly-covered, starving children with rail-thin legs and bloated stomachs. Some 300,000 people died, with two million more starving. Demands rose that Bush and other world leaders act. The United Nations seized the moment and, for the first time in its history, became directly involved militarily in a nation's internal affairs without that nation's consent. It was a historic turn. (LaFeber, 1994, pp. 773-774)

President Bush and his administration come up for re-election in November 1992. From a political capital investment for the administration, support for Somalia presented a unique opportunity for the United States to respond humanitarianly with food and resources and provide a positive image to the people of the United States as well as internationally. All United States Armed Services joined forces together to support the Presidential mission from a humanitarian aspect, providing tons of food and medical supplies. The military provided assistance to the working relief agencies and NGO's (Non-Governmental Organizations) facing a land devastated by fifteen warlords, and to varying degrees, "… extortion, pillage, threats, and even murder, sometimes by the very guards they hired" (Clancy, Koltz & Zinni, 2004, p. 235). What began as a simple

operational request for humanitarian assistance by the military from President Bush in April 1992, led to three phases of United States involvement in Somalia. Each phase required more and more military support. The first phase, Provide Relief, (15 August 1992 to 9 December 1992), provided military assistance supporting humanitarian relief to both Kenya and Somalia. Phase two, Restore Hope, (9 December 1992 to 4 May 1993) became a bridge in the struggle for economic support to the area by having the U.S. military leading a multinational coalition to stabilize the chaotic situation to the level where a United Nations Peacekeeping Force would assume responsibility for the operation. And finally Phase Three, United States Forces Command, (4 May 1993 to 31 March 1994) where the United States provided approximately 5,000 American Forces on the ground plus Naval and Air Force support as part of a multinational force. The United Nations' mission for the operation in Somalia directed "… military operations to consolidate, expand, and maintain a secure environment for the advancement of humanitarian aid, economic assistance, and political reconciliation in Somalia" (Allard, 1995, p. 19). However, in October 1993, eighteen men died (many as a result of the shoot down of their helicopter) with another seventy-five wounded, and many of the enemy atrocities visible to Americans on television. As a result, public opinion for President Clinton's new administration declined significantly causing an announcement for a "… phased withdrawal of American troops that would end by 31 March 1994" (Allard, 1995, p. 20).

Presidential Tensions with the Military

The tension between President Clinton, his administration and the military is quite predictive. President Clinton, as the first Democrat to be elected since1980, represented a

new generation, people who opposed the Vietnam War. He never served in the military, actively protested the Vietnam War, and the military viewed him pejoratively as a draft-dodger. As a result, the military commanders, supporting the Chairman of the Joint Chiefs, General Colin Powell, resisted President Clinton's authority as Commander in Chief, by preventing his intent to remove the current ban on the military for openly gay men and lesbians. President Clinton intended to curb the harassment of gays in the military. However, his "don't ask, don't tell" policy played into the hands of the military, and harassment for the gays in the military increased. A higher level of education and training … will not improve a policy that at its core tolerates and promotes bigotry. That statement captures succinctly the culture gap as it exists today, the legacy of a long history of differing values aggravated by the conditioning of the 1960s, which pushed civilian moral judgments in one direction and military judgments in another (Feaver & Kohn 2001, p. 244).

Even though relations with the military became less hostile when the Chairman of the Joint Chiefs, General Colin Powell, ended his term in September 1993, the military reception from President Clinton's administration and staff remained cool. The military understood the clear signal from the President's staff; their presence and recommendations are not welcome at the White House. Why is this important in the overall discussion of jointness and the future of the ROTCs? First, jointness cannot be effective unless military Service men and women respect the commander-in-chief. Second, the military supported and supporting commands must have the unity of effort required for integrated operations. However, with President Clinton facing many Congressional and public charges of immorality, the military Services believe the public

holds the military accountable at a higher level that is interpreted as being "… ethically superior to civilians …" (Feaver & Kohn, 2001, p. 244).

Goldwater-Nichols and Jointness Evaluated Ten Years Later

The Bush and Clinton administrations demonstrated hesitancy in the commitment of forces to support military recommendations at the time called for in military operations. From the Gulf War to Somalia and Yugoslavia in the Bush presidency, and Somalia and Bosnia in the Clinton presidency, the decline in American civil military relations and the continued decline in overall force numbers provided an impetus for the military to avoid joint implementation of joint instructions, particularly with military commanders like General Wesley Clark (Combatant Commander, European Theater and Admiral Leighton Smith Supporting Commander for European Southern Command (Feaver & Kohn, 2001, pp. 455-456). During this period, members of Congress and James Locher (a driving force in the development of the Goldwater-Nichols legislation) conducted a ten-year review and evaluation of the military regarding the Defense Department's progress and performance in embracing the 1986 Goldwater-Nichols legislation. Regarding jointness, Senator Sam Nunn asserted, "The Pentagon's ability to prepare for and conduct joint operations has improved more in ten years, since the passage of the Goldwater-Nichols Act, than in the entire period since the need for jointness was recognized by the creation of the Joint Army-Navy Board in 1903" (Locher, 2002, pp. 446-447). According to Locher, the Department of Defense's overall report card shows improvement in five of the nine areas of military advice, unified commanders, contingency planning, joint officer management, and military operations. The remaining four areas of: objectives, efficient use of resources, qualifications of joint

officers, and defense management have not done well, all receiving grades of C+ and below. Our primary concern is in the area of joint officer management. Locher believed any success in this area is due primarily to the initiative of the officers who have the foresight to see the importance of joint education as a means toward improvement of their careers, and development of these unique capabilities vital to successful joint war fighting in the future. Locher provided a most cogent summation of the status of joint education during this period from the Defense Department perspective, which reveals an interesting insight into the possible joint education for the pre-commissioning level of the military in the ROTC programs at the colleges and universities. The department itself, however, still has no concept of its needs for joint officers or of how to prepare and reward them. The officer corps is much smaller now than it was when Goldwater-Nichols was passed; this is no area in which to be adrift. It requires, again, a balance between joint and Service emphasis. Joint officer education can be pushed too far; Service capabilities and perspectives are very important, for instance, and they can be taught only at command-and-staff and war colleges (Locher, 2001, p. 112).

Resistance to change is a natural tendency in organizations. However, with the reduction in the number of officers from the conclusion of World War II to the present day, the norm for the military should be to aggressively embrace jointness with the other Services in order to more efficiently shepherd resources. More specifically, Feaver and Kohn indicated "… the size of the military declined markedly since 1973" (2001, p. 298). Their chart indicates an approximate size of the military in 1973 of 225,000 to 1995 where the overall size of the military is reduced to approximately 180,000 personnel.

Jointness Re-Defined after Ten Years

In 1997, the Joint Force Quarterly, a professional military journal, sponsored by the Chairman of the Joint Chiefs (General Shalikashvli, U.S. Army) and produced by the National Defense University, published an article on "What Exactly is Jointness?" by Colonel Lawrence B. Wilkerson, U.S. Army. The article highlights Admiral William J. Crowe, U.S. Navy, Commander-in-Chief, Pacific theater, who was soon to become the Chairman of the Joint Chiefs by nomination from President Reagan. Admiral Crowe would be the first Chairman to implement jointness under the Congressional oversight of the Goldwater-Nichols legislation. Admiral Crowe remarked in 1985 before becoming Chairman of the Joint Chiefs: "I want people for my staff, who are thoroughly proficient in their own Service's capabilities. Everything else will follow … Proficiency in one's own Service is the *sine qua non* of jointness. Without it there can be no trust or understanding" (Wilkerson, 1997, p. 68). And General Colin Powell, as the second Chairman of the Joint Chiefs of Staff under the mantra of jointness and the Goldwater-Nichols legislation, and at the completion of the Gulf War in 1991 said this about jointness:

> All players try to do their very best because every other player, the team, and the hometown are counting on them to win. So it is when the Armed Forces of the United States go to war. We must win every time. Every soldier must take to battlefield believing his or her unit is the best in the world … But they all must also believe that they are part of a team, a joint team, that fights together to win. This is our history, this is our tradition, this is our future. (Wilkerson, 1997, p. 67)

Using the thoughts of Admiral Crowe and General Powell on jointness, they described the most contributing parts as Service professionalism first, partnership in a joint team second, with trust and understanding to follow. Thus, leaders find through their exposure

to other Services that the notion of true jointness cannot become inculcated into an organization by direction only. Colonel Wilkerson discussed jointness in the context of the trust of one another developed under combat conditions, including those shared dangers, decisions and even death that makes the team stronger and more joint. Jointness is a difficult subject to discuss quantitatively. However, Colonel Wilkerson, chose a unique method of working toward defining true jointness by first addressing what is not jointness. Colonel Wilkerson said,

> Jointness is not seamless. It has as many seams as human nature and technology impose … Jointness is not greater than the sum of its parts … it is at best the sum of its parts … and Jointness is not created by doctrine … It is brought about by people, good and bad. (Wilkerson, 1997, p. 66)

The main question is how does one facilitate the acquisition of the skills and attitudes of jointness? Without the close camaraderie developed during wartime, where trust is one of the vital links to life or death, the seminar situations developed at the war colleges in a peacetime atmosphere force students to use their own Service expertise sorting out both political and military problems at the same time fostering trust among their inter Service classmates. "… Short of the cauldron of combat, the seminar can be as searing and instructive in its own way, given the right context" (Wilkerson, 1997, p. 67). With this type of logic and results, the most important transformation lesson in joint military education at this time is to consider the teaching of joint education in seminars at the many college and university Reserve Officer Training Corps (ROTCs) programs. As in the prestigious military war colleges, with the use of multi-Service team teaching methods, and the assignment of joint qualified instructors to these college and university ROTCs, joint education could be taught in the same seminar-type cauldron with success.

General Anthony Zinni, U. S. Marine Corps (USMC), previous Commander in Chief of the Central Command (Africa and the Middle East) believed Goldwater-Nichols legislation in the mid-1980s gave the authority and power to the regional and supporting commanders as war fighters.

> By the end of the 90's, Goldwater-Nichols had come into bloom; the CINC's had become far more than war fighters; and the Clinton administration gave the CINC's all around the world a mission to shape their regions and use multilateral approaches in ways that went beyond the CINC's traditional role. (Clancy, Koltz & Zinni, 2004, p. 318)

Cheney Reports on Jointness

In 1997, the Center for Strategic and International Studies (CSIS) delivered a report chaired by Mr. Dick Cheney titled, "Professional Military Education: An Asset for Peace and Progress." The research looked at the Department of Defense as an institution and one of the largest and perhaps most expensive educational systems in the United States. The draw down in total military forces continued from 1990 to1997, reducing the total force from approximately 1.4 million (DOD Personnel & Procurement Statistics, 2006). The CSIS report provides excellent rationale to counter "… thoughtful critics who do call for dramatic changes or reductions of resources devoted to the PME system in light of significant reductions in defense spending over the past 11 years" (Cheney, 1997, p. vii). While the report covers professional military education throughout the Department of Defense, the portion related to the ROTC is significant. The ROTCs for many years provide one of the highest influxes of military officers. DOD Personnel & Procurement

> The military's heavy reliance on the ROTC for the bulk of its future officers, and the presence of military officers and ROTC pro-grams on hundreds of college campuses across the country, represent one of the most critical and enduring

> bonds that link the all-volunteer U.S. military to the American society from which it must draw its strength and, ultimately, its direction. (Cheney, 1997, p. 3)

The ROTCs provide a significant portion of commissioned officers per year. For example in 1995, the ROTCs commissioned 6,400 officers, the Service academies provided 3,070 new officers, and the Officer Candidate schools graduated 2,700 newly commissioned officers. This relationship is one that has existed for years, where the ROTCs matriculate at least half of the commissioned officer pool. Understanding this relationship is crucial is for three reasons. First, the ROTC program is the most egalitarian input of commissioned men and women into the United States military Service because the ROTCs are a unique reflection of the students on the campuses they are a part. And second, as the military continues to reduce in strength, immense care must be taken to insure the ROTCs continue to reflect the diversity particularly from this country's historically black colleges. Diversity among ROTC graduates helps the officer corps to better identify with the broad diversity in the enlisted ranks. Third, from a cost perspective, the simple fact according to the Government Accounting Office (GAO) from their data in 1991 indicates a graduate from West Point costs $299,000 compared with $60,000 for an Army ROTC scholarship and college graduate, and $26,000 for an accession from the eighteen-week Officer Candidate School (OCS). In addition, the GAO revealed the Naval Academy cost of a graduate was $197,000: similarly compared to the Navy which was about three times an ROTC and seven times an OCS graduate (Cheney, 1997, p. 26).

The Cheney report provided several key recommendations that realized the great need for earlier joint education for the Services at the pre-commissioning levels. First, even though the Services and the ROTCs represent separate but parallel programs

concluding in matriculation into the officer corps, the main difference is that each program has a different chain of command, which precludes greater synergy between programs and Services, particularly with the diminishing of total forces. The executive board recommended the Service academies and the ROTCs develop formal structural arrangements to improve synergy in the areas of leadership, administration, instruction, and ethics. Second, the panel recommended the Services must do more to inculcate a higher respect for a joint culture permeating down to the pre-commissioning levels. In addition, the Services must insure their pre-commissioning programs stress that all future military operations will be joint in nature and must provide mandatory courses in their program introducing students to the operations and Service cultures of their sister Services (Cheney, 1997, pp. 34-37).

One of the most important reasons for the recommended changes by the CSIS Study Group is the changing nature of the military. While the Services continued their obdurate nature toward change in culture, they failed to recognize the significant changes underway. One of the important milestones indicating a gradual loosening of the emotional and cultural grip of the Services is academy graduates promoted to positions of higher authority. For example, in 1964, almost 100% of the Army and Navy four-star generals and admirals, and approximately 95% of the three star generals and admirals were graduates from their respective Service academies. However, by 1989, the percentage of federal academy graduates who achieved three- and four-star ranks had dropped respectively to 33% and 64% respectively. In fact, regarding the highest position in all of the military, the Chairman of the Joint Chiefs of Staff has undergone the most visible change to the joint culture of the military.

> In fact, none of the last three officers to become chairman of the Joint Chiefs of Staff, the top uniformed position in the country, has been an academy graduate. In addition to Officer Candidate School (OCS) alumnus General Vessey, the pre-eminence of ROTC alumni Generals Colin Powell and John Shalikashvili should serve as encouragement to graduates from diverse commissioning sources. (Cheney, 1997, pp. 22-23)

The period after the Gulf War in 1991 had mixed reviews on the effectiveness of joint operations and education as a result of Goldwater-Nichols. In 1996, Senator Sam Nunn said, "The Pentagon's ability to prepare for and conduct joint operations has improved more in ten years--since the passage of the Goldwater-Nichols Act--than the entire period since the need for jointness was recognized by the creation of the Joint Army-Navy Board in 1903" (Locher, 2002, pp. 446-447). Many believed the overwhelming success of the Gulf War, known as Operation Desert Shield/Desert Storm (1990-1991), was directly attributable to the joint military Service requirements mandated by the Goldwater-Nichols Act of 1986. "As Malcom Forbes commented;

> … the Goldwater-Nichols Reorganization Act, which shifted power from individual military Services to officials responsible for coordinating them…The extraordinary achievement of Secretary Chaney and Generals Powell and Schwarzkopf would not have been possible without Goldwater-Nichols (Locher, 2002, p. 445).

However, many continued to resist this change in jointness. "As Lieutenant

> General Paul K. Van Riper, United States Marine Corps (USMC) Retired warned: The path to jointness some are advocating has grave implications for national defense … The organizational structures brought about by Goldwater-Nichols are not necessarily appropriate for the future. (Locher, 2002, p. 447)

Military Operations Other than War (MOOTW) and Jointness

Subsequent to the Gulf War in the Middle East region, the use of military force from the mid 1990's to early 2001, in foreign areas such as Yugoslavia, Somalia, Sudan, Balkans, Serbia, Liberia and Kosovo, now all required a much different approach to war

fighting than used previously by the military in their unity of effort and use of force. The important part for the people of the United States and the military to understand during this period is the use of force now involves many operations, smaller in size, across the spectrum of the whole world in areas now defined as peacekeeping, peacemaking, military operations other than war (MOOTW), and noncombatant evacuation operations (NEO). This last mission is designed primarily for specially trained military forces to extract U.S. Ambassadors and their Embassy personnel from countries where remaining is dangerous to life and untenable. For the military, the current period is one where the decision to intervene in a conflict is clouded by clear American strategic or political interests. Starvation, as a political and humanitarian purpose, is not limited to countries as Somalia. However, the reasons for intervention in Somalia included humanitarian, political, military, and expediency. Somalia was not the only country in 1993 that faced enormous proportions of starvation: 300,000 dead (many children) and two million starving. However, Somalia was highlighted by the U.S. media, and President Bush felt compelled to act in support of humanitarian interests. Somalia was not the only country facing starvation. Sudan, Liberia and Yugoslavia all faced similar and possibly worse conditions. For the U.S. and the United Nations (UN), Somalia, unlike many other countries requiring assistance, appeared to present little problem toward receiving aid. Somalia, from a military perspective, did not pose any threat, and the U.S. could provide an enormous humanitarian relief package due to Somali's close proximity to waterfront access.

The pressure is directly on the military as a result of increased worldwide operations. During the periods from 1990 to 2001, the incompatibility of the U.S. military is

significant. One the one hand, the military is downsizing during this period approximately 600,000 personnel; and on the other, the military is increasing operations worldwide, which presents higher levels of frustration for the military and their families from the standpoint of less time at home. In addition, jointness, a relatively young concept for the Services to fully embrace and incorporate into their education and training, includes another dimension, and international military joint cooperation.

The military Services in future joint operations are now part of a larger civilian and military picture, where one Service as combatant, operational, or joint task commander might be in charge of several other Services. One can imagine, jointness is a hard concept for the military Services to embrace and harder still when the United States politically supports other countries under the United Nations umbrella, that are permitted now to command U.S. military forces in peace and wartime situations. As a result of the continual downsizing of the United States military, there are several significant indicators that would point a reasonable person toward a stronger support for joint education. Some of these indicators are the recent requirements for Armed Services to be prepared under joint operations to work for one another, the reduction in overall military budgets among the Services, and finally in international operations, supporting the political direction of this country for United States military in certain operations to be commanded by other international military leaders as begun in the Somalia in the mid 1990's. All of these indicators support the need for joint education to begin in earnest by the military during the pre-commissioning phase of their military education. As a result, as the Armed Services continue to be constrained as indicated above, which according to Birnbaum commenting on educational institutions, forces jointness among the departments. Up to

this period of time, the Services have not been constrained enough to realize the need to shepherd resources. However, the period after the Vietnam War (1973-2001) began a dramatic reduction in military personnel and their supporting financial resources. Even through the military buildup during President Reagan's administration (1980-1988), Congressional direction through the Goldwater-Nichols legislation directing jointness, and President Bush's coalition fighting against Iraq's invasion of Kuwait in the Gulf War (1990-1991), overall the military continued the downsizing of personnel and resources through 2001.

New Commander/New Mission for Jointness

As General Tommy Franks assumed command of the Central Command responsible for most of the Middle East, he realized the ability to direct a joint command in a period of more modern warfare presented complex challenges intensifying to greater proportions in the future. With the Cold War behind us, the American military was downsizing.

> In fact, several of the Divisions that had fought so well on the sands of Iraq in 1991 would roll up their flags and be disbanded, as part of the overall cut back in forces. Future senior commanders would be expected to do more with less. In years to come, it was clear that practical joint cooperation, rather than mere "deconfliction," would be essential to victory. (Franks, 2004, p. 166)

As General Franks commented on complex challenges intensifying to greater proportions in the future, he had in mind a new and dangerous threat to the Middle East region, the renegade Saudi millionaire Osama bin Laden and his extremist Islamic terrorist group al Queda. Afghanistan became Osama bin Laden's main sanctuary in 1998 for his primary base of operations and supervision for several of his directly sponsored terrorist training camps. As a result, with Osama bin Laden's presence and

support in Afghanistan, in partnership with the "… ruthless, almost medieval Taliban Islamic extremists, Afghanistan had become a "terrorist sponsored state." By 1999, I was convinced beyond a doubt that before long the United States would be fighting terrorism on the ground somewhere in CENTCOM's area of responsibility" (Franks, 2004, p. 185). Osama bin Laden is recognized first for his early involvement in New York's World Trade Center attack in 1993 killing hundreds of people, and in 1998 on August 7, using massive truck bombs, attacked the United States embassies in Salaam, Tanzania and Nairobi, Kenya killing more than two hundred innocent people (Franks, 2004, p. 185).

Prior to assuming command of Central Command (CENTCOM), Marine General Anthony C. Zinni, General Franks' predecessor, provided some clear advice.

> Tom, your mission will be to foster peace, stability and security. But the region is boiling over with destabilizing tribal, ethnic, and religious hatred and is fertile ground for terrorism. If America gets involved in a major war in the next few years, it will probably be in this part of the world. It's a dangerous neighborhood. (Franks, 2004, p. xvi)

In August 2000, General Franks, after returning from a comprehensive visit to his new area of operations in the Middle East, went to the Pentagon to call on the military Service chiefs in hopes of trying to build a coalition of trust and support.

> The Service chiefs by culture and human nature are a little envious of the combatant commanders because in wartime they do not command forces but provide support and advice to the combatant commanders. I had spent thirty-five years trying to work around the problem of Service parochialism; now, as a CINC (Commander in Chief of the Middle East Region), I saw how that kind of narrow thinking had affected even the highest levels of military planning. As I worked out force requirements for CENTCOM, it became obvious that each of the Services was focused on winning wars—alone. They were funded as independent entities, and had no real inclination to fight together as part of a joint team. During my time in Korea, we had worked hard on "jointness," but our operations were far from perfect. If we were to get it right in CENTCOM, I would need to spend a lot of time with the Joint Staff and the Service Chiefs. We needed to train together, to think together, and to plan together. (Franks, 2004, p. 207)

United States Under Attack--Jointness Needed

Osama bin Laden and his extremist Islamic terrorist group al Queda planned a more devastating blow to the United States than imagined by its people. On the morning of September 11, 2001, hijacked American Airlines Flight 11 crashed into the North Tower of the World Trade Center in New York at 8:46 a.m. Seventeen minutes later at 9:03 a.m. a second airplane, United Airlines Flight 175, crashed into the South Tower of the World Trade Center and by 10:28 a.m. both the South and North Towers crashed to earth, killing almost 4,000 people. At 9:37 a.m. the west wall of the Pentagon was hit by the hijacked American Airline Flight 77 and approximately 125 people were killed. At 10:02 a.m., United Air Lines Flight 93 was hijacked and headed for the White House or the Capitol when it crashed into a vacant field in Shanksville, Pennsylvania killing all passengers on board (National Commission on Terrorist Attacks, 2002, pp. 285-314). From a standpoint of leadership and the strategic environment, September 11th presented President Bush a defining moment in his presidency. The Gulf War in 1991 defined his father's term in office. The terrorist attack on American on September 11, 2001, would do the same for George Walker Bush. Only a few Presidents in our history have been faced with similar, albeit in some ways fundamentally different, circumstances-James Madison when the British attacked Washington during the War of 1812; Abraham Lincoln during the American Civil War; Franklin Roosevelt reacting to the Japanese attack on Pearl Harbor.

When a country is threatened or attacked on its own shores, then the peacetime equation for doing business with the military, size of the military and the infrastructure to support retaliation by the military, and the political guidance for areas around the world

changes significantly. While the equation may not relate to the total war obligations of World War II, the fact that the downward trend in size of overall personnel strength and resources for the military establishment is slowed down considerably. General Franks was the designated senior commander responsible for the operation in Afghanistan against al Queda and the removal of the Taliban from power in retaliation for the September 11th attack on American soil. In order to do the job as the Combatant Warfare Commander of the Central Command, General Franks made clear in his discussions with Donald Rumsfeld, Secretary of Defense, that he had the unity of effort needed from the Service chiefs, supporting commanders, joint staff and civilian leadership to carry out the mission successfully. He said in his book that he faced Secretary Rumsfeld and wanted to say, I work for you and the President, not for the Service Chiefs. They were fighting for turf yesterday. If this continues, our troops-and the country-will suffer. We should not allow narrow-minded four-stars to advance their share of the budget at the expense of the mission. But he thought better of the situation and instead said Mr. Secretary; I have to know before we take this briefing to the White House that unity of command prevails. I will follow every order that you and the President give me. But I must have command authority to execute those orders. Rumsfeld thought before replying, "You have that authority, General. You are the commander" (Franks, 2004, pp. 277-278).

When General Franks reviewed the war plans submitted by his staff and component commanders, they reminded him of the planning in preparation for the Gulf War in 1990. The plans were individually excellent, but from a joint operation perspective, they were not executable. If one man stands out in advancing joint war fighting during this period of time from an operation-and Service-specific perspective,

General Franks must receive high marks. He gathered the component commanders and their staffs together and said,

> There were no ground campaigns, air campaigns, or Special Operating Forces (SOF) campaigns. There was one integrated plan, and our people must fight as a joint force … We will do it as a joint team. We will not take orders from the Service Chiefs in Washington. I will take my orders from the Secretary of Defense … and you will take your orders from me. No time for Service parochialism. (Franks, 2004, p. 283)

Two themes should be highlighted here on joint warfare during the year 2002. First, the current situation demands that a senior four-star officer in the military (General Tommy Franks) is necessary to ensure the men assigned to him from all the Armed Services think and fight as a joint warfare team. The second part of the situation is the continued Service parochialism, the resistance to change to jointness, and persistence by each Service regarding funding to promote their modernization and personnel end strengths, in spite of Congressional legislation requiring joint education, training and warfighting. However, General Franks provided a refreshingly newer emphasis to his force supporting joint operations in Afghanistan. He told his men, "I see Army, Navy, Air Force, and Marine Corps on your name tags. But the tags I want to see will read JOINT-- all Services acting together as one … Things will get more hectic. I want you guys eating with the same fork. Fight jointly" (Franks, 2004, pp. 383 & 473).

The United States, while engaged in Afghanistan, made the decision to invade Iraq. Based on a new philosophy called transformation, the Secretary of Defense designed a program that would help over time to reshape Service culture. The idea is to develop a force agile enough to support a continually changing environment with enough of a superior edge against any enemies small or large. While jointness is important and continues to be the mantra for the Department of Defense in Iraq today, joint operations,

according to Harlan K. Ullman in his book, *Finishing Business, 10 Steps to Defeat Terror,* are not being conducted. Ullman said, True, Special Forces are drawn from

> each of the Services. Navy and Air Force aircraft support the ground commanders. Intelligence and special investigation units are multi-Service. However, the postwar is a ground campaign waged by ground forces. Jointness is simply not relevant here. (Ullman, 2004, p. 141)

However, the initial phases of the Iraqi war combined all Services into an agile rapidly deploying force that accomplished initial success. The initial deployment of forces to Iraq achieved joint interdependence. The inability to perform adequately

> as a joint force in Grenada sparked major reforms in the American military that are still reverberating through the force today. But the Iraq War underlines how much progress has occurred, despite the continued existence of inter-Service rivalries. (Ullman, 2004, p. 242)

The degree to which the American military achieved interdependence between the ground and air forces (Army, Navy, Marine Corps and Air Force) is described by one of the senior ground commanders. He acknowledged freely that at the high point in one of the intense missions, he had absolutely no idea what Service or Services provided the destructive firepower to clear the way ahead for his division. "It could have been air force, navy or marine. All I cared about was that the stuff was killing the enemy" (Ullman, 2004, p. 242).

Interdependence

As a result of Congressional legislation by Goldwater-Nichols in 1986, jointness is now required by law and the Armed Services must develop joint education and doctrine in support of the Combatant Warfare Commanders and the Joint Chiefs. The law ensured total military support by tying each officer's promotion to joint professional military education and qualifications. Operationally, as indicated above, jointness continues to

improve since 1986 with every new crisis. However, joint professional military education for each Service is left more for the individual Armed Services to develop on their own, and is also met with greater resistance by the Services particularly in trying to advance joint professional military education down to the pre-commissioning levels. As James Locher said,

> The Pentagon's change-resistant culture represents its greatest organizational weakness. Because of the Pentagon's immense success in wars cold and hot, it suffers from the 'failure of success'… Two business scholars observed, 'Yesterday's winning formula ossifies into today's conventional wisdom before petrifying into tomorrow's tablets of stone.' (Locher, 2002, p. 448)

Leadership, since the inception of the Goldwater-Nichols legislation of 1986, improved significantly in the areas of doctrine, training, education and hardware improvement. On the military side, all the men assigned previously and currently serving as chiefs of their Services (the highest ranking men in their military Service during their terms of office), and all the previous civilian secretaries of their Services appointed by the President (both men and women), were people of the highest experience, military and academic education and steeped in leadership. Yet no one person or military organization would formally accept, approve or permit the extension of joint military education down to the pre-commissioning level. If the formal joint military education and training is permitted at the colleges and universities, the target audience is primarily for the men and women in the ROTC units at the many colleges and universities throughout the United States like George Washington University and the University of South Florida, or the six Senior Military colleges of which Norwich is the only private one, and the other colleges are Virginia Military Institute, Citadel, Texas A&M, Virginia Tech and North Georgia State College and University. Secondarily, the policy for joint

military education could include the men and women in the military Service academies, like the United States Military, Naval and Air Force Academies. The focus of this dissertation is primarily with the joint military education at the college and universities for their ROTC students. But it does not make any difference if you are at George Washington University or one of the six senior military colleges. The basic instruction is the same. How that compares, both in time spent on instruction, as well as curriculum, should be generally compared between federal Service academies and ROTC's.

Since the conclusion of the Vietnam War in 1973, three basic constants remain through the present day: 1. A continual reduction in funding, thus reducing the overall infrastructure in technology and resources; 2. Overall, a continual reduction in personnel force structure; 3. The Service Chiefs continued mediocre support for the combatant commanders and jointness.

Change is Necessary

In reviewing the literature on cultural change, several areas, such as military culture (Dorn, et al, 2000; Farrell & Terriff, 2002; Thornton, 2000), academic culture (Schein, 1997; Schein, 2004), organizational management (Argyris, 1990, Burns, 1978; Mortensen, 2004), and critical change management (Carr, Hard & Trahant, 1996), provided insights into several concepts that might me followed in efforts to accomplish appropriate change in civilian organizations. However, these did not provide sufficiently compelling rationale for the military to change their current ROTC procedures regarding joint military education for pre-commissioning, as directed in the Goldwater-Nichols legislation.

Action Research Models

Reframing Organizations by Bolman and Deal (1997) provides an excellent example for an individual to analyze complex situations and develop the theory and strategy into small and manageable steps to success. The key in this model is communication. Whether the individual is the leader or the employee, one gains an appreciation for which one of the four frames (Structural, Human Resource, Political, or Symbolic) is best to facilitate communications, based on the situation. The idea of reframing continues to be the central theme for the book, *Reframing Organizations.* In a particular situation, using Bolman and Deal, one can think how the same situation can be viewed in at least four different ways. Senge (1990) sees a core learning dilemma in organizations "We learn best from our experience, but we never directly experience the consequences of many of our decisions" (p. 23). Reframing, according to Bolman and Deal, permits the manager, leader and worker to determine if theories and ideas in a particular situation are confusing or clear, or might meet with disaster or become for the organization a meaningful learning experience. Theories are essential because of a simple but very basic fact about human perception: there is simply too much happening in any situation for us to attend to every-thing. To help us understand what is going on and to take action, our theories do two things: (1) they tell us what is important and what can be safely ignored, and (2) they group many different bits of information into patterns or concepts. (Bolman and Deal, 1997, p. 30).

While Bolman & Deal do not guarantee success as a leader, manager, president or just a change agent, by understanding reframing and the use of their four frames.

People can improve significantly their chances for success in communication and outcomes.

Action learning is a subject several authors write about in organizations and on the change required to be more effective. Michael Marquardt wrote about action learning, and believed "Today's turbulent world forces us to learn faster and better in order to survive. Problems are more difficult for us to decipher, much less to understand and resolve" (Marquardt, 1999, pp. 22-23). He identified six distinct interactive elements for effective learning; the problem identified, the group, the questioning and reflection process, the commitment to taking action, the commitment to learning and the facilitator. Corporations that change too slowly will not survive for long in the twenty-first century. The answer lies in finding ways to act and learn simultaneously. Learning and acting must become concurrent, since too many demands and too little time prohibit an exclusive focus on one or the other. For many organizations around the world, *action learning* has quietly become one of the most powerful action-oriented, problem-solving tools, as well as their key approach to individual, team, and organization development (p. 3).

Creating a Learning Organization

Watkins and Marsick (1993) described three types of actions that organizations use in creating a learning organization. Through action research, action reflection learning, and action science, organizations learn to work at all levels with the capability to create teams that have the authority to make changes previously reserved for management. By systematically increasing the team's ability to assess the need for change, and to learn how to monitor and measure a change project, and to make changes,

action teams are empowered with key self- management skills. Actions teams learn how to question the prevailing wisdom and values that now shape behavior and prevent learning. Self-management skills are key levers for change toward a learning organization.

Emotional Intelligence is another aspect of action research models for leaders, is to realize the power of emotional intelligence. Goleman, Boyatzis and McKee (2002) have studied the concept of enthusiasm being contagious in leadership, which leads to a positive impact in the strategy and vision of an organization. Through an appreciation and understanding of the brain, each person emotes a specific preference regarding personality. Some people are more comfortable leading in a judgmental discussion mode, whereas other's comfort level is stronger in the perceiving and analysis and with very little in discussion. We are by no means the first to suggest that the main tasks of a leader are to generate excitement, optimism, and passion for the job ahead, as well as to cultivate an atmosphere of cooperation and trust. But we wish to take that wisdom one step further and demonstrate how emotional intelligence enables leaders to accomplish those fundamental tasks. Each of the four domains of emotional intelligence—self-awareness, self-management, social-awareness, and relationship-management—adds a crucial set of skills for resonant leaders (pp. 29-30).

The domain of self-awareness feeds in direct support to the empathy of social-awareness and self-management, which together support a direct relationship with relationship-management. Without an ability to recognize a leader's own emotions, the leader is deficient at managing his own emotions, and subsequently less perceptive in managing other's emotions. The goal is for the leaders to understand their own values

and visions, perceive the organization's state of emotions, and once known, use their relationship-management skills to affect the proper and best responses from the four emotional intelligence domains. These values are very important to the military community. With the responsibility to work with diverse multiple personalities from all over the country and the world, every bit of knowing how to master the use of these action models to better lead with respect the people you deal with daily.

Overall, in the above section, "Change is Necessary," many innovative theories can help to prompt change. Culture and timing are important in determining if change is necessary. Schein (1997) identifies three mechanisms causing change, disconfirmation, guilt and psychological safety. When leaders are able to bring all these categories into balance, the system is unfrozen and change is possible. Refocus through cognitive means permits the leader to bring control to the situation (pp. 311-312).

The key is the leader defining the need for change. Whether through organizational change or critical change, the need must be clear enough for the leader to be willing to take the risk and move out from under the warmth of the old comforter to the colder place of uncertainty. In the action research categories, Watkins and Marsick (1993), Bolman and Deal (1997), and Davis and Meyer (1998), Marquardt (1999), and Goleman, Boyatzis and McKee (2002), all provide unique methods of research to overcome the resistance to change. All of these methods are reliable examples of success by many organizations and leaders. However, thus far no rationale is provided identifying compelling evidence for the military leaders to change in reframing their thought processes regarding joint education at the pre-commissioned level. A decision of this magnitude requires the senior level leadership in the military to approve joint

education becoming a significant part of the current armed Services Reserve Officer Training Corps program at universities and colleges throughout the United States. The current climate for the military is one of enormous strain on the organization and its people: reduced operation dollars for the armed Services due to the overall cost for the war in Iraq, the reduction in the overall retention of personnel due to the increased operation tempo of Service men and women being deployed overseas too often with little time at home with the family, higher numbers of married families than previously in the military affecting the Service persons' will to fight, and difficulty in providing all the correct training necessary for unconventional warfare. Therefore, any senior leader faced with these types of obstacles and uncertainty is not willing to take any additional risk to the current stability of the ROTC program as it exists today.

Adult Learning Theories Applicable to Efforts in Bringing About Change in Military Cultures

No compelling models for change surfaced as apparently acceptable for the military except, reframing organizations (Boleman & Deal, 1997), creating and learning organization (Watkins & Marsick, 1993), emotional intelligence (Goleman; Boyatzis & McKee, 2002).

This section considers the extent to which selected adult learning theories may appeal more to senior military leaders as a basis for introducing concepts of jointness at the pre-commissioning levels because the rationale for change is over a period of learning and permits time for a more phased approach, with time to encapsulate support for change through multiple levels of leadership in a few interdisciplinary adult areas like, transformation, behavior modification, sense-making and knowledge management. Several authors provide a good introduction into the field of adult learning that provide

relevance for today's senior military leaders in decision-making and can be applied to joint military education at the ROTC level as well.

Teaching and Learning

Gage (1972) asserts, "While the theories of learning deal with the ways in which an organism learns, theories of teaching deal with the ways in which a person influences an organism to learn" (p. 56). Knowles, Holton and Swanson in *Adult Learner* also highlighted the importance of the principles and theories of teaching and learning. They noted, understanding of this distinction between teaching and learning leads to a better understanding of the differences pedagogical and andragogical theories of adult learning and teaching. In the pedagogical model, the teacher is assigned

> … full responsibility for making all decisions about what will be learned, how it will be learned, when it will be learned and if it has been learned. It is teacher-directed education, leaving to the learner only the submissive role of following teachers' instructions. (Knowles, Holton, & Swanson, 1998, p. 62)

This model is based on two primary assumptions, need to know and the learners' self-concept. Need to know represents the philosophy that the learners, (in the case of the military-freshman students at college as part of an armed Services ROTC program) only need to know what the teacher teaches, if they want to pass and be promoted. Therefore, what the student learns is not important in relation to how it applies now or in the future. Second, is the learner's self-concept, where the teacher expects the learner to be dependent on the teacher for the most important information to survive. As a result, the learner's personality becomes dependent on the support structure. Knowles, Holton, and Swanson, indicated the pedagogical model is similar in characteristics to an ideology, where the beliefs require a strong amount of loyalty and conformity for the safety of the participants and the learners are dependent on the teacher. In contrast, the andragogical

teacher does everything possible to help the learner to understand why, and helps the learners to take their own responsibility for the learning and management of their lives.

In summary, the pedagogical model is similar to the military's cognitive domain, where students are taught as if they are children, based on the full responsibility of the teacher for content and experiences and with total dependency by the student on the demands from the system. In contrast, the andragogical model, similar to the affective domain of a student, is focused on treating the learners (students) as adults being responsible for their learning, decisions and their educational breadth. In the end, the "… andragogical model, is not an ideology; it is a system of alternative sets of assumptions, a transactional model that speaks to those characteristics of the learning situations" (Knowles, Holton, and Swanson, 1998, p. 72).

Transformation

Mezirow, 1990; Binnendijk, 2002 and Spannus, 2003 were reviewed in an effort to understand transformation as a possible means to reorient the military services to support joint professional education down to the pre-commissioning level. These models were deemed to be confrontational to be viewed as acceptable vehicles for change in the United States military cultures.

Behavior Modification Theories

Corsini (1973) was reviewed in connection with rational–emotive theory. Blake & Mouton, 1964; Blake, Mouton & McCanse, 1989 and Kotter & Heskett, 1992 were reviewed in connection with the concept of the managerial grid. Womack, Jones & Roos, 1990 and Kotter & Heskett, 1992 were reviewed. Mills & Mills, 2000 and Weick, 2001

were reviewed in an effort to understand ways in which sensemaking, as a behavioral theory, may contribute to the military's change alternatives.

Like transformation, sensemaking is excellent example of using the tools and process to facilitate change. However, if the senior leadership in the organization remains resolute that change is not in their best interest from a parochial viewpoint or joint organizational viewpoint, then change will not occur. The idea of Joint Professional Military Education (JPME) being extended down to the pre-commissioning levels of the military at the ROTC units of colleges and universities through the vehicle of transformation or sensemaking is highly improbably. The organizational culture and the required numbers of accessions for each Service cannot be compromised.

Knowledge Management. There is another adult learning theory that could assist the military in developing rationale and support for the development of Joint Professional Military Education (JPME) being extended down to the pre-commissioning levels in the ROTC of colleges and universities. However, knowledge management is similar to transformation, behavior modification and sensemaking by a systematic process connecting people to the organization and to each other by sharing the information needed to influence people to move together towards a common and agreed direction.

In summary, knowledge management is an excellent example of another adult learning theory that provides a progressive planning formula leading to successful organizational change. However, as in the other theories, the senior leadership must embrace the opportunity for change and support and welcome the new exchange of ideas. The senior military leadership from each of the armed Services do not appear ready to accept any of these adult learning theories as compelling enough arguments and rationale

to commit to a change in policy that initiates a pilot program for a Joint ROTC at the Pre-Commissioning levels. The stability of the officer accessions for each of the Services is more important, particularly now with the high cost of operations for Iraq, Afghanistan, the Middle East and other theaters throughout the world. Therefore, joint professional military education at the pre-commissioning levels for all Services appears not required at this time by the senior civilian and military leadership. As Peter Drucker said, "To remain competitive--maybe even to survive--businesses will have to convert themselves into organizations of knowledgeable specialists" (Drucker, 1998, p. 11). The military would agree with Drucker but more from the standpoint of becoming more knowledgeable within their own respective Services.

Top Down Decision Making

In review, the previous research to this point, through various models, permitted an evaluation of the fundamental question, "What change is necessary to bring about pre-commissioning, Joint Professional Military Education (JPME) to the ROTC candidates at the colleges and universities during their four years of education?" The research provided the means to evaluate the top down senior leadership opportunities in both the military and civilian arenas for the teaching of (JPME) at the (ROTC) pre-commissioning levels as required in the Goldwater-Nichols legislation of 1986. In the section titled, "Change is Necessary," models in the areas of cultural change, organizational management, critical-change management and action research provided the wisdom of many subject field experts. However, whatever models for change senior leaders were utilizing over the past twenty years, none seems to have led them to take the risk for

approving a program for joint ROTC professional military education at the pre-commissioning levels in the approved colleges and universities.

Regrettably, the action models for change did not influence the senior Department of Defense leadership enough to commit a policy change in favor of joint professional military education for the ROTC programs at the pre-commissioning levels. The next phase of research reviewed adult learning theories that could help to reinforce military survival and influence senior Defense Department officials to consider favorably the approval of a new policy for Joint Professional Military Education (JPME) at the ROTC pre-commissioning levels. The adult learning theories are selected for their compatibility to the military, and for their potential for military acceptance. The adult learning theories developed in four major areas; transformation, behavior modification, sensemaking, and knowledge management did not support the change required. Earlier in this section of research, it was reported that the Secretary of Defense attempted to use the adult learning theory of transformation as a means to accomplish more authority in the area of defense management to include more dollars and manpower. Congress and many top ranking military believed the "… Defense Secretary Donald Rumsfeld's 'Defense Transformation for the 21st Century Act' violates the separation of power provisions of the United States Constitution, …" (Spannaus, 2003, p. 1). As a result, Congressional, senior governmental civilian leadership, and top military representatives did not support Secretary Rumsfeld's transformation initiative. The Defense Secretary lost this battle, and a great deal of political capitol and effective leadership. The importance of this example is clear. For senior leadership to embrace an adult learning theory to help reinforce military survival, there is a risk for a new initiative receiving, on the one hand,

enormous acceptance, or on the other hand, greater resistance. As in the case with transformation, other theories in adult learning like behavior modification, sensemaking, and knowledge management all require senior leadership to make the leap of faith to achieve success. Recognizing that change is always met by a certain level of resistance, the leadership believes they can gain support from the external influence and the internal organizational leadership at all levels. The final assessment from the organization's senior leadership must be that moving from the current comfort zone is worth the effort, can withstand the resistance at all levels, can be done in a reasonable time frame, and that in the end the organization will be in a better place.

Overall, the research done in the previous eight areas of Change is Necessary (Cultural Change, Organizational Management, Critical Change Management, Action Research Models) and Adult Learning Theories (Transformation, Behavior Modification, Sensemaking, and Knowledge Management) provide the wisdom of great experts in these fields with a high rate of success for organizations. However, with respect to the Department of Defense, some people may feel personally that it is the right thing to do in complying with the Goldwater-Nichols legislation for Joint Professional Military Education (JPME) being extended down to the pre-commissioning level in the ROTC in colleges and universities. As a result of the senior leadership's inaction for twenty years in attempting to bring JPME down to the ROTCs in colleges and universities, the research concludes to this point that no formula in change or adult learning provides enough of a comfort zone to compel the senior officers in the armed Service and the senior Department of Defense civilian officials to act in support of JPME at the ROTC pre-commissioning levels.

As a result, in the next portion of the research, the emphasis shifts to a reframing of the question, and another attempt to provide a compelling rationale for JPME at the ROTC pre-commissioning levels. The new rationale moves away from the senior military leadership's traditional top down decision-making described and observed in the areas of analysis of change and adult learning theories and emphasizes the levels Joint Professional Military Education should include. The new analysis now focuses more on the learning development progression of the college students from their junior class development in high school through their university/college development and their ability to matriculate into excellent ROTC candidates. The emphasis is now on the new statement of the problem and more on the question, "Where should Joint Professional Military Education Begin?" and to further assess, should Joint Professional Military Education begin at the pre-commissioning level?

Learning Development in College Students

Evans, Forney and Guido-DiBrito in their 1998 book, *Student Development in College,* explored the research on a student's late-adolescent and adult development preparing for and during college life. Student development falls into three basic areas: Psychosocial Theory, examines an individual's personal and interpersonal lives. Cognitive Structural Theory, illuminates changes in the way people think but not what they think, and Typology Theory, examines individual differences in how people view and relate to the world (pp. 10-12).

From the period of time when students in high school apply for college, are accepted into college, and journey through college, these students face many changes that can have short- or long-term effects on their lives. More importantly, under the

conditions of moral development, there can be a "Disequilibrium, or cognitive conflict, that occurs when individuals face situations that arouse internal contradictions in their moral reasoning structures or when they find that their reasoning is different from that of significant others." (Evans, Forney & Guido-DiBrito, 1998, p. 178). Finally, in discussing the progression of learning of a young adult from high school to college, the learning styles have a direct relationship between learning and development. Learning is the process whereby knowledge is created through the transformation of experience … with a four stage cycle consisting of *concrete experience*, a feeling dimension; *reflective observation*, a watching dimension; *abstract conceptualization*, a thinking dimension; and *active experimentation*, a doing dimension (Evans, Forney & Guido-DiBrito, 1998, p. 178).

Each step in the progression of learning, beginning with the concrete experience, provides a platform for the previous experience. Concrete experience forms the basis of developing observation and reflection. With this experience, ideas and theories are formed by the individual known as the abstract conceptualism. As a result of these ideas, newer initiatives for action are developed known as the active experimentation. These are Kolb's four components of the learning circle (Evans, Forney & Guido-DiBrito, 1998, p. 209). As Strange indicated, educators are beginning to understand more about the importance of a student's development from high school to college. As educators acquire a more sophisticated understanding of human environments, they will be better positioned to eliminate those features of institutions that are needlessly stressful or inhibiting, and ultimately, to create those features that will challenge students toward active learning, growth, and development (Strange & Banning, 2001, p. 4).

Cognitive and Affective Domains

Each of the domains is important to understand from the standpoint of a student's development from high school to college; the influence of teachers, mentors and family and the influence of the military in the ROTC unit as well.

Cognitive Domain. The objectives in this domain emphasize recall and the ability to produce that which is previously learned. The range of this domain is from accomplishing tasks learned to using both original and creative thought to produce new ideas. From a student to teacher relation, it is important to understand the "… cognitive domain focused most directly on the objectives emphasized by our teachers and on the examination work being done by the examining staffs" (Krathwohl, et al, 1964, p. 8). The cognitive domain, particularly when discussing teaching objectives, is developed with a great deal of coordination between the teachers and the evaluators and is very precise. Bloom indicated that the taxonomy for learning is organized into six major classes: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. "Thus, the behaviors in the cognitive domain are largely characterized by a rather high degree of consciousness on the part of the individual exhibiting the behavior …" (Bloom, 1964, p. 19). The teachers and the evaluators in the cognitive domain make a very sharp distinction between the primary emphasis of remembering the information on the one hand and to a lesser emphasis, taking the initiative in problem solving where the individual solves a new problem.

Affective Domain. Primarily, this domain shows how people emotionally deal with issues through feelings, values, appreciation, motivation, and attitudes. It is primarily a state of mind, where a person can pass from the level of general awareness to

a level where the affect becomes internalized and then a guidepost in the controlling of a person's behavior. At the initial level, *receiving* is the state of being aware or sensitive to the existence of certain ideas, material, and a willingness for toleration. This level of response is more passive, with complete trust and reliance on the adult or leader for guidance in order to accept, listen and respond. "… behaviors in the affective domain are much more frequently exhibited with a low level of awareness on the part of the individual"(Bloom, 1964, p. 19).

Categories of the Two Domains in Relationship. The following table provides an excellent visual relationship between the Cognitive and Affective Domains.

Cognitive	**Affective**
1. *Knowledge* – recall, recognition through the active range	*Receiving* – passively attends to subject matter
2. *Comprehension* – of knowledge	*Responding* – responds on request
3. *Application* – knowledge that there is comprehension	*Valuing* – voluntarily responds
4. Skill in *Analysis*	*Conceptualization* – of response to values
Skill in *Synthesis*	
5. Skill in *Evaluation* – judgment	*Characterization* – values into systems
	Characterization – of the individual

Table 1. Cognitive and Affective Domains (Krathwohl, Bloom & Masia 1964, p. 56)

However, for the purposes of understanding how the ROTC student at college fits into this relationship, it is noteworthy to be aware that from a cognitive domain perspective, the senior military instructors and leaders act in an advisory role based on their previous experience. And the ROTC student responds to this leadership from an affective domain receiving role, being passive yet trusting that the leader will take care of the student because of his experience. As Krathwohl stated:

> In other instances teachers use cognitive behavior and cognitive goals as a means to multiple affective ends. This occurs especially in areas where the problem of

> indoctrination arises. Cognitive behavior may be used to indoctrinate points of view and to build attitudes and values. Indeed, we do this shamelessly in the aesthetic fields, where we want our students to learn to recognize "good" poetry, painting, architecture, sculpture, music, and so on. But in most areas of the curriculum, we have a horror of indoctrinating the student with anything, but on the most basic core values; unfortunately, we cannot always agree on the nature of these core values, as the court cases on religion in the schools are an example. (Krathwohl & Bloom & Masia, 1964, p. 56)

Learning Development of Students from High School to College

Youth, embarking on a path that permits acceptance to college, are trying to find where they fit in, to find their place and to fix a point where they can begin on their own. Because of their inexperience, they are continually faced with the question, who can they trust? Teenagers deal with so many new issues that are so complex for them, they become overwhelmed in making clear decisions. Thomas Hine, in his book, *The Rise and Fall of the American Teenager,* discussed the American youth's adolescent experiences in trying to achieve respect from their family while mapping their journey to college. He said, "The American teenager is the noble savage in blue jeans, and is the future in your face" (Hine, 2000, p. 9). Our youth are often described in two terms. First, the teenager, the origin of the term appearing during World War II, and the assumption that all young people, no matter location, ethnicity or class standing in the community should have essentially the same educational experience in high school with people their own age. The second is the idea of adolescence, which is an older term used by psychologists to define "… a period of psychic development that precedes maturity … and sociologists and anthropologists who speak of a period between physical and social maturity" (Hine, 2000, p. 9).

Beliefs of parents and mentors about teenagers are filled with simultaneous contradictions of what is expected of a teenager and what the adult actually believes. For

example, here are three contradictions in the adult trying to evaluate the maturity of a teenager beginning the college process of acceptance. 1. Teenagers should be free to become themselves--But they will need many more years of training and study; 2. Based on their study and experience they know more about the future than adults do-But they know hardly anything at all; and, 3. Teenagers are the hope for our world-But they are the end of our culture. Hine believed that parents continually see the youth in these types of contradictions. "… teenagers bear an inordinate share of the blame for society's failures, while they're given too little responsibility for its improvement. Teenagers are people of whom too much is asked and too little expected" (Hine, 2000, p. 295). The teenager of today is very much different than in the earlier part of the century. Steel mills are overtaken by microprocessors, television overtaken by the Internet. "Nearly all the conditions that produced the classic teenager have changed, though we still assume that high school is the answer for everyone" (Hine, 2000, p.297).

However, those students selected for the ROTC program are part of a rigorous testing requirement both physical and mental in testing. Many participated in High School JROTC (Junior Reserve Officer Training Command) prior to college providing a wealth of information on the military requirements and operating procedures. Those ROTC candidates selected standout in their class as one of the top few, with good grades, good senior mentor recommendations, and excellent leadership capabilities.

As a cut above, these special category ROTC Freshman may just rise above the pressures of the routine influx for the freshman. Another part of this analysis to consider is the ROTC may be too hard, and too time consuming for those who are weak and not focused.

It seems this difficulty in the program could be a cause for leaving the ROTC program in addition to not coping with the idea of jointness.

Parents find it difficult to see their ideas and dreams for their teenagers rejected and their hard-earned wisdom casually ignored. Parents establish the levels of expectations for their teenagers. And we tell our teenagers as parents much of what they know and with difficulty would admit. "Our own fears and biases color the way they see the world. Despite widespread suspicions to the contrary, young people believe most of what their parents and other adults in authority tell them" (Hine, 2000, pp. 303-304).

Finally, it is important to understand the role of the parent from a cognitive domain perspective. As an authority figure, the student believes in the advice of the parent. The parent has the greater experience and exposure and the son or daughter from an affective domain perspective trusts in the advice given. Instead of forcing young people to delay their new thoughts, we should see them as beginners in a very tough and long race.

Perry's Intellectual and Ethical Development

William G. Perry, Jr. in his seminal work on intellectual and ethical development of students from high school to college begins with the cognitive structure, where parents and teachers make sense by what they have experienced. Perry provided "… a frame of reference for interpreting the meaning of events, for choosing behavior, and for solving problems" (Chickering & Reisser, 1993, p. 6-7). Perry's (1970) *Forms of Intellectual and Ethical Development* is graphically displayed over his nine stages of growth, including those who fail to meet the challenges and as a result, either escape, retreat or are placed in the category of temporizing. Perry understood the young adult's growth

pattern, and the various pressures facing them from high school to college. As a result, by perceiving more about the cognitive and affective domains of Krathwohl, and the growth of the youth from high school to college as defined by Hine, the assimilation of this information into a cogent developmental scheme by Perry highlights clearly the growth and influence of a young adult from high school to college.

Perry's Developmental Scheme is easily understood and gives credible information relating to the journey of the Reserve Officer Training Corps candidates from high school through the application process, including the influence from the military instructors along the way to college, and the difficulty in assimilating information and making choices as they pass from the first level of Dualism to the next higher level of Multiplicity and finally to the highest level of commitment in Relativism.

a. Dualism is the first two positions, and the youth generally adheres to the "… belief that there is only one right career for them, they tend to turn toward the parents, teachers, counselors, interest inventories, the job market and economy …" (Parker, 1978, p. 140). Students at Position 1 in high school lack the ability to analyze and synthesize. There is little career decision-making responsibility except where they can turn to authorities (parents, mentors) for the right answers. According to Perry, this stage is where authority and the absolute truth, which is the criterion for all knowledge, is omniscient.

b. In Position 2 (Dualism), still a part of Dualism, the idea of right or wrong decisions is beginning to be recognized and questioned for the youth. In college, some of the students begin to reject the teacher's or parent's authority while, others found a smoother path by perceiving their instructors' actions in a

relatively bland and ingenuous way. These students supposed that Authorities were presenting complexities, diverse views and alternate possibilities as 'something they want us to work on so we can learn to think 'independently', meaning to learn to find the answer for ourselves. (Perry, 1999, p. 78)

c. Multiplicity in Positions 3 & 4 and is usually at the sophomore level. In this stage of multiplicity, the student is more cognizant of the possibility of making right or wrong choices. The complexity is increased for the student. The student turns to the decision making process provided by the adults, and they begin to see the important cause and effect relations. "As the student matures in multiplicity, the decision making process expands to include a wider variety of topics that carry different degrees of weight" (Parker, 1978, p.141). Students at Position 3 realize they now have a greater responsibility for making right or wrong decisions for their career. Students accept the fact of diversity, where questions can have multiple answers. While they seem to believe they have chosen the right career for the moment, they also realize that some of their friends have made bad decisions that are obvious to them which are cause for concern for their decision-making.

d. Position 4 in multiplicity is where youth are faced with right and wrong decisions but with much more complexity going into the decision-making. Here is a new world of thinking for the student. The person with a different opinion is no longer looked at as wrong. The student has a new sense of community that usually begins in the sophomore year. "This community is based on a real sharing of ideas, rather than the banding together of 'we' against 'they.' Indeed,

the ground is laid for a community in which 'we' and 'they' can merge." (Perry, 1999, p. 108) The student faces complexity, and does not accept overall responsibility for his decisions, leaning on his counselor for the wisdom to define his priorities.

e. Relativism in Positions 5 & 6 is usually at the junior level. Authorities are no longer resisted and perhaps valued. Their expertise and all opinions are valued because the student now uses all information to solve the problems. For the student in dualism and multiplicity, teachers, parents, counselors, and other authority figures have been the prime resources in the decision making process. When the student moves to relativism, these influences continue to be helpful resources but the student now becomes the prime focus of the decision making process. (Parker, 1978, pp. 142-143) Position 5 is where the student owns his decision making process. The student works with the counselor, who is now considered an experienced and knowledgeable source not someone of unquestioned authority, as in the dualism for positions 1 and 2. The student has the power to make the decisions, even if this means without additional advice from his counselors and parents.

f. In Position 6, the student faces chaos, and to restore some type of order the student must make some decisions. However the student is still not ready to commitment regarding a career. This stage for the student is more reflective, defining career in terms of the traditionally defined roles.

g. Commitment within Relativism is the Position 7, 8 & 9 as described in Perry's Intellectual and Ethical Development. Here, the student begins to realize that

choosing a career is a personal commitment. There is some trepidation on the student's part that by making a decision, future opportunities may be narrowed. In reality, the student finds that the opportunities are expanded. Career identity and self-identity become stronger. "Each student's values, thoughts, and behaviors become more consistent and, at the same time, the student is open to new challenges from and changes in the environment" (Parker, 1978, p. 144). Position 7 is the experience of the student and the commitment to a career role. As mentioned above, the student does experience a sense of narrowing in the earlier part of this position, but realizes toward the end of this position that he or she has defined the career that brings confidence to the student.

h. Position 8 is where the student experiences the consequences of his or her career commitment, which is both pleasing and unpleasant, and most of all some that are expected and those not anticipated. Each of these alternatives lead to a re-evaluation of the prior decisions made, and forces the student to re-evaluate "… who they are, what it is they believe, and how they will act in the world. Individuals in this stage experience a high degree of integration among all aspects of their lives." (Parker, 1978, p. 144) Position 9, the final stage is where the student demonstrates a greater sense of maturity and confidence. They can face each challenge because of a firm knowledge of who they are, their capabilities, and limitations. They are risk takers knowing their capabilities and limitations. They actively seek new challenges and new ways to interact.

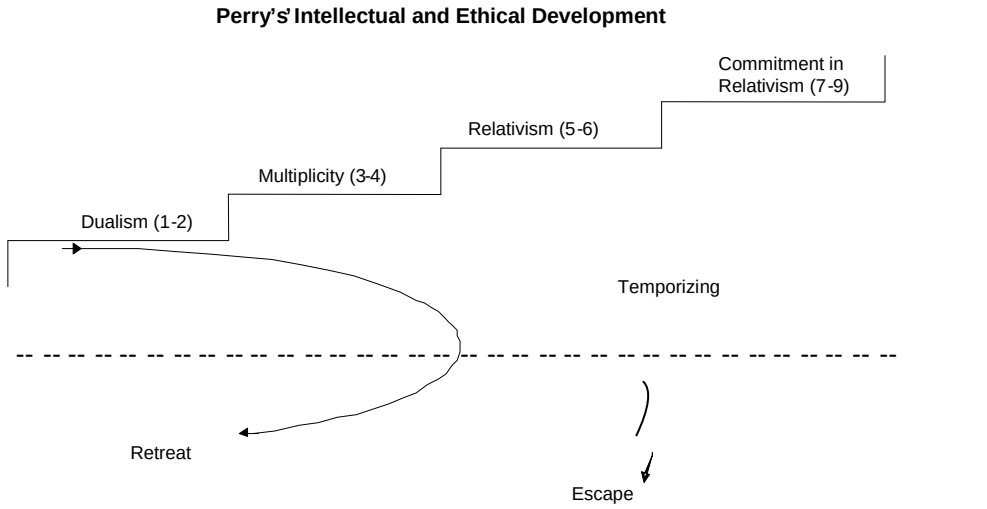
Finally, there are three positions on the scheme that show that some students are not successful in the journey to the commitment to Relativism. Perry calls them

Temporizing, Retreat and Escape as indicated in Figure 1. Temporizing is what I call a student's strategic pause. The student is aware of what lies ahead and what he or she must do. Perhaps the person is trying to gather enough forces to build the confidence to move forward or he or she may find in further research that is more comfortable to go back to the old ways of dualism where there was a comfort zone of family and counselors. 2. Retreat is where the student may decide the otherness of the multiplicity and relativism is outside of their comfort zone and so they retreat back to the "black and white" comfort zone of the adult leadership and authority of parents and counselors. And finally there is category 3. Escape, where the student detaches from the progression in the middle of the road, between multiplicity and relativism. The student decides to avoid the embarrassment of failure in the decision-making at the commitment to relativism position and decides that avoidance from personal responsibility is a go-it- alone choice, alienating oneself from responsibility.

The scheme shows that it takes courage for the student to move forward, gaining membership, acceptance, and encouragement. The decision is clear--take up new responsibilities or pull out, and retreat, escape or temporize. Often alone, the student must draw strength from the past where the decisions were easier because the answers were more black and white and the parents made those decisions. Life overall was less complicated. As the decision process becomes more difficult as the youth moves to the area of committed relativism, the youth needs more encouragement and understanding, not less.

Perry's Intellectual and Ethical Development, Figure 1, shows graphically the relationships in growth of individuals from high school to college in the periods of Dualism, Multiplicity, Relativism, and Commitment in Relativism.

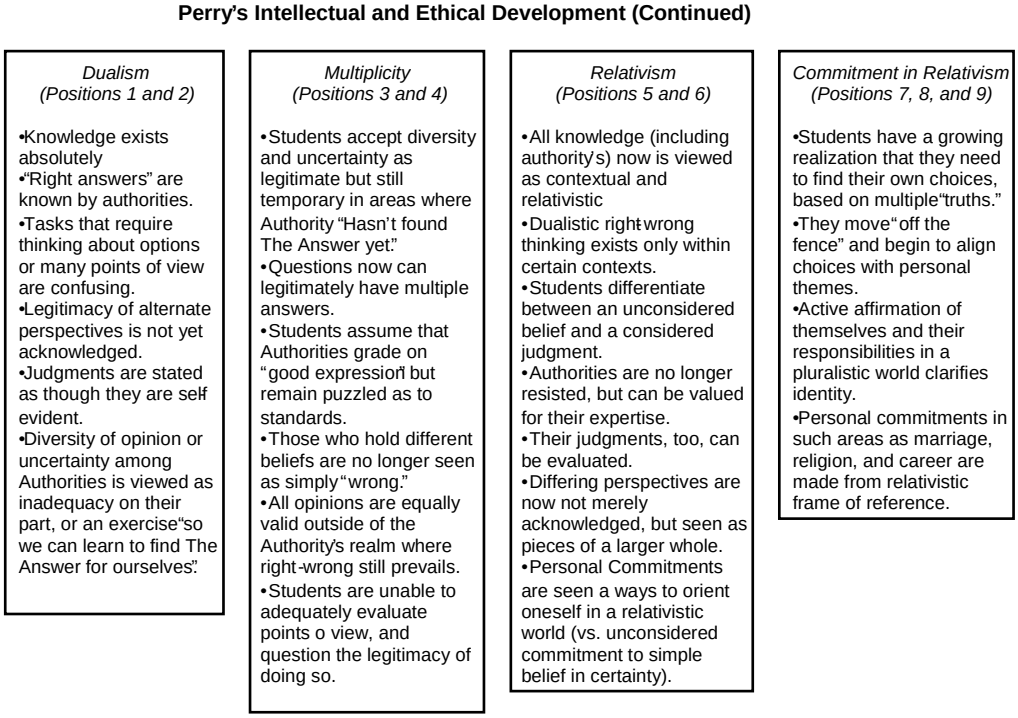
Figure 1. Perry's Intellectual and Ethical Development



Tempering: The student delays in some Position for a year, exploring the implications or explicitly hesitating to take the next step.
Escape: The student exploits the opportunity for detachment offered by the structures of Positions 4 and 5 to deny responsibility through passive or opportunistic alienation.
Retreat: The student entrenches in the dualistic, absolutistic structures of Positions 2 or 3 (quotation from Perry, 1970, p. 10)

And across the spectrum of these four categories Perry shows graphically what courses of action an individual may progress toward and the outcome decided upon which may be one of an individual in retreat, escape, or temporizing.

Figure 2. Perry's Intellectual and Ethical Development Continued.



Learning Mismatch

The learning mismatch begins first with the Armed Services directing that Joint Professional Military Education (JPME) (after twenty years) be extended down from the Command and Staff level to the junior officer level only. The military has not extended the teaching of JPME down to the pre-commissioning levels at the ROTC. The military, from the perspective of teaching JPME, uses the cognitive method (teaching from experience) to instruct at the ROTC for the various colleges and universities. While this might be effective after the first two or three years at college, as we have seen from the research of Hine and Perry, teenagers during their last two years in high school and during their first two to three years in college, are going through a great deal of turmoil and transition trying to find out what they are, who they are, what career field they want

to pursue, and how do they get to their end game successfully. Many students making decisions in their junior and senior years in high school change their priorities significantly by the time they arrive at college, and continue this change for the next two to three years, where hopefully they will arrive safely at the commitment to relativism. College and university educators and the military must be mindful of the uncertain condition that characterizes most students in college and determine the best way to help each student grow.

The literature review began with the opening of Chapter II and provides an introduction into the subject of a Joint ROTC. Chapter II provides both the historical and academic context on the way to discovering all the issues involved in a Joint ROTC.

This chapter provides the historical context, and analyzes several leadership models that could be embraced to move towards a Joint ROTC by senior leaders. Part of this review reveals two models for young adults by William G. Perry on the Intellectual and Ethical Development and Thomas Hines discussion of youths' development from High School to College. Each author provides excellent predictions as to how and why these young adults may act in facing the pressures from high school to college.

The information obtained provides an excellent transition from the research accomplished to the process of paradigm and methodology selection for this research.

Paradigms, Methods and Methodologies

Starting Point for Research Project Identification. Creswell indicated there are six questions the researcher must address as the starting point for a research project. First, identify the topic, which leads to the selection of a paradigm (quantitative or qualitative), methodology and data collection.

The six questions are:

1. Is the topic researchable, given time, resources and availability of data?
2. Is there a personal interest in the topic in order to sustain attention?
3. Will the results from the study be of interest to others (eg. In the state, region, nation)?
4. Is the topic likely to be publishable in a scholarly journal (or attractive to a doctoral committee)?
5. Does the study (a) fill a void, (b) replicate, (c) extend, or (d) develop new ideas in the scholarly literature?
6. Will the project contribute to career goals? (Creswell, 1994, p. 3)

The research topic, "An Inquiry into the Educational Effects of a Joint ROTC," does fulfill in the affirmative as the correct starting point for a research project in accordance with each of Creswell's questions.

Rationale for Research Selection

Subsequent to a valid identification of a dissertation topic, the next step in the dissertation process is to understand the reasons why a particular approach to research for this policy orientation dissertation is selected. Four reasons can be identified for selecting a policy orientation for the dissertation (Finch, 1986). First, no matter what type of dissertation, qualitative or quantitative, there is increasing pressure from those awarding grants to a particular project that policy relevance is included in the rationale. Second, the policy orientation focuses research on those who are powerful enough to make policy, being excluded previously in most research endeavors. Shills provided a contemporary justification for the policy orientated research advocating that in the past the government stimulated research primarily in the quantitative field. However, by concentrating on the current key issues in society for the day, researchers could help to

increase awareness of the values of social importance to research (Shills, 1949, pp. 171-172). Third, the policy-oriented research is a moral one, in which the social scientists, using their well-developed skills, could artfully contribute to the issues of public debate of the day. And fourth, the researchers in the field of education must identify the issues and provide both the political and policy consequences of their research (Finch, 1986, pp. 2-4). Therefore, in view of the above, this dissertation should, from a moral perspective, provide both policy and political consequences in support of the research.

Paradigm Selection

The next step is to evaluate the two primary paradigms accepted in dissertation research. The quantitative paradigm uses deductive theory in the research. The main objective is to test or verify a theory. This is different than qualitative theory where the researcher develops the theory. The researcher in the quantitative paradigm advances a theory, collects data to test it, which reflects on the theory by the outcomes. "The researcher tests or verifies a theory by examining hypotheses or questions derived from the theory" (Creswell, 2003, pp. 125-126). The qualitative knowledge is provided from a number of interesting viewpoints on social reality. The qualitative researchers use the information at hand to create theories. Social reality is not conceived of as "out there" waiting to be discovered and measured, but rather it is relational and subjective, produced during the research process. Social theory is always a part of the qualitative research process. The theory is particularly important in the qualitative research because generating, building and refining theory is one of the prime goals. (Leavy, 2006, pp. 16-17).

Creswell, in helping the researcher to determine which paradigm to use, provided rationale for both quantitative and qualitative assumptions in table format at Appendix A. Creswell's work helps the researcher to have a better understanding of the paradigm relationship in order to ultimately choose the applicable path by asking questions is five major areas: 1. Ontological--what is real? 2. Epistemological--what is the relationship of the researcher to that being researched? 3. Axiological--What is the role of values? 4. Rhetorical--What is the language of the research? And 5, Methodological--What is the process of the research? (Creswell, 2003, p. 5).

Creswell's Phases

In order to look at the whole paradigm picture, Creswell provided important phases to consider. First is a review as a snapshot of the assumptions for a quantitative compared to qualitative research. And second are the reasons for selecting a particular paradigm:

Assumptions. 1. Reality for the *quantitative* is objective and apart from the researcher. The *qualitative* reality is subjective with the participants as part of the study; 2. The researcher in the *quantitative* is independent from the research participants. And the *qualitative* has the researcher interacting with that being researched; 3. The role of values in the *quantitative* is value free and unbiased. And in the *qualitative*, the actions are value laden and biased; 4. The language of the research in the *quantitative* is formal, based on set definitions, using an impersonal voice. The *qualitative* is informal, with the decisions evolving, and the use of the personal voice to conduct the research; 5. The process of the research in the *quantitative* uses the deductive process, through cause and effect, using a static design where the categories are isolated before the study. However

in the *qualitative* approach, the inductive process is used, with a mutual shaping of factors, which helps to provide an emerging design with categories identified during the research process (Creswell, 2003, p. 5).

Rationale for Paradigm Selection. 1. In the training and experience for the researcher, from the *quantitative* perspective the researcher is involved in technical writing skills, computer statistical skills, and library skills. In the *qualitative* realm, the researcher is involved in literary writing skills, computer text analysis, and library skills. 2. For the psychological attributes, the *quantitative* comfort is with specific rules and guidelines for the conduct of the research, with a low toleration for any ambiguity, and a short duration for the time of the study. The *qualitative* is different because the emphasis in comfort is with the lack of specific rules and procedures for conducting research, having a high tolerance for ambiguity and a more lengthy time for the completion of the study. 3. And finally in looking at the nature of the problem from the *quantitative* perspective, a body of literature exists which is studied previously by other researchers, the variables are known and the applicable theories exist. From the *qualitative* meaning, the research is exploratory and the variables are unknown. The research may lack any theory base for the study and the contest is important (Creswell, 2003, p. 9).

Paradigm Selection. The final portion of the analysis in selecting a paradigm is to define the various types associated with the quantitative (traditional, positivist and experimental), and for the qualitative types (constructivist, naturalistic, interpretive approach and post-positive perspective).

Quantitative Types

The Quantitative-Traditional Type, as indicated by "…Firestone (1987), …tried to persuade the reader through the de-emphasizing of individual judgment and stressing the use of established procedures, leading to more precise and generalizable results" (Miles & Huberman, 1994, p. 41). In addition, Leavy indicated for the quantitative-traditional that …the significance of numbers is carefully taught, and statistical significance is based on frequencies, averages, and the distribution of data. Frequency is central to the analysis, and if a particular instance is too abhorrent, it may even be deleted from the data set as an "outlier" or an error" (Leavy, 2006, p. 73).

The Quantitative-Positivist Type "… is taken to imply a search for causes requiring quantitative measurement and statistical analysis, using most characteristically the technique of the social survey" (Finch, 1986, p. 9). The positivistic type looks at the concrete social reality as something unknown but waiting to be defined. According to Leavy, researchers should be 'objective' in their interpretation of that reality; that is, not allow their values or attitudes or feelings to enter into the research process, by holding them in abeyance or 'bracketing' these attitudes and values (2006, p. 47).
Overall the classic concept is linked to the social reality of validity defined in strict terms of measurement.

The Quantitative-Experimental Type according to Finch is an … action research, part of the natural science model of experimental design, where a controlled intervention is made before and after measurement is taken. This implies that quantitative techniques are an essential feature of action research. (Finch, 1986. p. 189)

The quantitative methods are considered to be objective, hard, rigorous and more statistically based and suited to a shorter duration of analysis.

In comparison to the three types in the quantitative paradigm, the qualitative paradigm identifies four types: constructivist, naturalistic, interpretive, approach and post-positive perspective. Overall, most qualitative paradigms support the importance of the subjective meaning individuals can bring to a particular research effort and the importance of the social construction in defining reality (Leavy, 2006, p. 79).

The Q*ualitative-Constructivist* in approaching research is linked to a reality in the subjective process where research is produced by individuals within their natural settings. However, the constructivist "… asserts that there is no "objective" social reality out there that is waiting to be found" (Leavy, 2006, p. 77).

The Q*ualitative-Naturalistic* builds on the strengths of qualitative research by combining the study of social life in its natural context instead of using more artificial methods like the generating of social surveys. The goal is to identify the diversity within the research and the many means by which selected human candidates recognize their world and the various influences causing action and involvement. The naturalistic orientation of qualitative research has particular benefits for social policy studies concerns and its capacity to reflect the subjective reality of those people who are the targets for policy decision. (Finch, 1986, p. 167).

The emphasis on naturalistic research reveals two primary areas of concentration. A main task is to explicate the ways people in particular settings come to understand, account for, take action, and otherwise manage their day-to-day situations … and second,

… Relatively little standardized instrumentation is used at the outset. The researcher is essentially the main "measurement device" in the study (Miles & Huberman, 1994, p. 7).

The Q*ualitative-Postpositive* perspective is similar to the quantitative positivism, with the primary difference identified in the study of social reality, where the post positivism researchers are not as definite about their results. The post positivists build

> the supporting rationale to support pre-existing theory. In other words, relying on deductive logic and hypothesis testing, just as positivists do, post positivists attempt to create evidence that will confirm or refute a theory though not in absolute terms. (Leavy, 2006, pp. 37-38).

The Q*ualitative-Interpretive* approach as stated by Finch is " … concerned with uncovering 'meanings', which requires non-statistical in-depth approaches, based on techniques such as unstructured interviewing and participant observation" (Finch, 1986, p. 9). The qualitative-interpretive approach challenges the quantitative-positivist type and is completely opposite to this objective point of view. This perspective epistemologically believes that social meaning is created during the interaction and people's interpretations of interactions. The implication is that different social actors may in fact understand social reality differently, producing different meanings and analyses. Research of this kind involves the building of relationships between the researcher and research participants who are collaborators in the research process. (Leavy, 2006, p. 36)

The critical approach is part of the interpretative paradigm in research as well, because this area primarily deals with "… how power, control, and ideology dominate our understanding of reality" (Leavy, 2006, p. 77).

Methodology Discussion

The next step following the selection of a paradigm is to identify a methodology. A brief summary of the key points of both quantitative and qualitative paradigms can help the researcher to determine the best methodology to support the proposal. Briefly, the quantitative research uses more deductive reasoning, testing the hypotheses by cause and effect because the concepts for the study are chosen before the study begins and remain fixed throughout the project. The qualitative side of the research is not completely juxtaposed to the quantitative, but there are some important differences. The qualitative research design is inductive in logic, meaning more of a literary product, where the procedures and rules are not fixed and the researcher interacts with the research process because the information on the topic is limited and the researcher can help shape the final analysis.

Quantitative: Creswell identifies methods in support of the paradigms for quantitative and qualitative research. Creswell believes for the quantitative methods portion, two types exist--experiments and surveys. *Experiments* include true experiments with the random assignment of subjects to treatment conditions and quasi experiments that use nonrandomized designs. Included within quasi experiments are single-subject designs. *Surveys* include cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with the intent of generalizing from a sample to a population (Creswell, 1994, pp.10-11).

Qualitative: These methods have a tradition based in both the human and social sciences. Creswell identifies twenty types in the areas of language, identifying regularities, meaning and reflection. Others like, “noted anthropological perspectives,

sociological perspectives, biological perspectives, the case study, personal accounts, cognitive studies, and historical inquiry" (Creswell, 1994, p. 11). Creswell cites four methodologies which are frequently found in qualitative paradigms covering research in the areas both of human and social science, which are ethnographies, grounded theory, case studies, and phenomenological studies.

Ethnographies according to Leavy (2006) relies on an interpretive perspective, "… as the researcher defines the social reality of the group or organization exploring and describing the social phenomena" (p. 236). For most research efforts in the qualitative paradigm area, the period of research is more prolonged in order to take the additional time required for observation and collection of data on cultural groups in their natural settings. However, a subset of the category of ethnography is *critical ethnography***,** which challenges currently accepted policies, judgments and theories. "Critical ethnographers attempt to aid emancipator goals, negate repressive influences, raise consciousness, and invoke a call to action that potentially will lead to social change" (Creswell, 1994, p. 12). The critical ethnographer seeks the truth through a unique involvement between the researcher and the researched all the while remaining objective and impartial in the process. As in any process, part of this research may become more dedicated through the fieldwork to modify their goal toward some sort of social change as the outcome. According to Leavy (2006), "The goal of critical ethnography is to understand social life in order to change the way that those in power marginalize those with less power" (p. 236).

Case Studies permit the researcher to probe the single excursion "the case", in time, activities, events, process, and the involved social groups. The researcher "…

collects detailed information by using a variety of data collection procedures during a sustained period of time. Creswell (1994)

> … discussed dominant modes of data analysis such as (a) the search for "patterns" by comparing results with patterns predicted from theory or literature; (b) "explanation building," in which the researcher looks for casual links and/or explores plausible or rival explanations and attempts to build an explanation about the case; and (c) "time-series analysis," in which the researcher traces changes in a pattern over time, a procedure similar to time-series analysis conducted in experiments and quasi-experiments. (pp. 156-157)

Grounded Theory is where the researchers "… stick close to their data and are constantly testing their ideas as their data is being collected" (Leavy, 2006, p. 77). The researcher through this process is attempting to develop a theory based on several iterations of data collection, re-evaluation and category correlations. "Two primary characteristics of this design are the constant comparison of data with the emerging categories, the theoretical sampling of different groups to maximize the similarities and the differences of information" (Creswell, 1994, p. 12).

Phenomenological Studies is theoretical in perspective and directed toward identifying information concerning people's experiences. For the phenomenologist,

> …there is no "one reality" to how each of these events is experienced. Experience is perceived along a variety of dimensions. How the experience is lived in time and space and vis-à-vis our relationship to others as well as to the bodily experience. Phenomenologists use a variety of methods, including observation, in-depth interviewing, and examining written accounts of experiences found in materials such as diaries (Leavy, 2006, p. 24).

The phenomenologist studies a few subjects over a long and extensive involvement developing patterns and meaningful relationships. "Through this process the researcher "brackets" his or her own experiences in order to understand those of the informants" (Creswell, 1994, pp. 156-157).

What the Dissertation is Not. In reviewing the quantitative and qualitative paradigms and the various methodologies to support this dissertation, "An Inquiry into the Educational Effects of a Joint ROTC", the path to paradigm and methodology decision making for identifying this dissertation is made based on "what this dissertation is not**"** in terms of structure. First, what paradigm does not fit this policy oriented dissertation. This dissertation is not quantitative, meaning objective and apart from the research participants. The research is not value free and unbiased. The language is not formal, based on a set of definitions using the impersonal voice. And, the dissertation does not use the deductive reasoning process through cause and effect. Second, the research is not involved in technical writing skills, does not require special rules and guidelines for research, does not have a low tolerance for ambiguity and is not shorter in duration. Finally, this type of paradigm is not traditional, meaning a de-emphasis in individual judgment. It is not positivist, meaning the use of quantitative measurement by statistical analysis. And it is not experimental, meaning objective and statistically based. Therefore, from a paradigm and method perspective, *this dissertation is not quantitative in nature.* The methodology in support of the paradigm is not experimental meaning with the random assignment of the subjects, and is not survey oriented using either the cross-sectional or longitudinal methods. Therefore the methodology in support of the paradigm is not quantitative.

What the Dissertation Is. Therefore, in view of the above, what then is the type of qualitative dissertation "An Inquiry into the Educational Effects of a Joint ROTC? Overall, the dissertation research design is qualitative in nature and is the type most representative of research being exploratory with the variables unknown and evolving.

Four types of research are part of the qualitative paradigm. The first three, constructivist, naturalistic and post-positive perspective, are not considered to be a part of this dissertation. The constructivist believes no objective social reality is out there waiting to be found. The naturalist uses a social reality waiting to be found, where the researcher is the main measurement in the study. And last, the post-positive perspective, builds rationale to support the pre-existing theory. However the fourth type of paradigm, interpretive approach is the type of qualitative paradigm that best supports this dissertation. The interpretive approach develops the creation of social meaning during the interaction of people by building relationships between the researcher and the research participants. And the critical approach, a subset of the interpretive paradigm approach, highlights how power, control and ideology dominate the understanding of reality.

Methodology Selection

In support of the qualitative paradigm there are normally four general areas: ethnographies, case studies grounded theory, and phenomenological studies. The last two are not identified primarily with this dissertation. The grounded theory sticks close to the data and constantly tests ideas as data is collected. The phenomenological studies primarily identify information concerning people's experiences in order to understand better the researcher's own direction in the study.

Ethnography, with a supporting subset in critical ethnography, could fulfill the role of the dominant methodology, except for the time requirement needed in the research validation for this dissertation. From an academic perspective, it is important to recognize some similarities exist between the case study and the ethnographic

methodology. Both can focus on culture, use the researcher as the main researcher instrument, agree on the importance of the participants and their views and perceptions in explaining the outcomes, and both can focus on political outcomes for a particular portion of the case. However, as Walford indicates from an ethnographic viewpoint,

> …It is quite evident that the time necessary to conduct, analyze and write such studies makes them unusable by policy-makers at any level as evaluations, which might directly lead to changes in policy. By the time such studies are published, so much else is likely to have changed that no direct recommendations for action can be made. (Walford, 2001, p. 5)

Additionally, the process of doing ethnographic research from an academic standpoint requires extensive ethnographic experience on the part of the researcher. According to Walford, at the doctoral level of research, "… often, it is only at the beginning of an academic career that ethnographers will be able to devote three years to the task …" of immersing themselves in the necessary time and research in order to interpret the correct cultural perspective by academic ethnographic research standards (Walford, 2001, p. 5). Critical ethnography challenges accepted current policies, judgments and theories, which attempt to raise the consciousness of society, and invoke a call to action that leads potentially to social change. However, … It is the essential

> anthropological concern for cultural context that distinguishes ethnographic method from fieldwork techniques and makes genuine ethnography distinct from other 'on-site-observer' approaches. And when cultural interpretation is the goal, the ethnographer must be thinking like an anthropologist, not just looking like one. (Merriam, 1998, pp. 14-15)

Therefore, the research design for this dissertation is qualitative, and the methodology is the case study. The case studies methodology is the best format for the research of this dissertation because it uses a variety of data collecting procedures, searching for patterns predicated from the theory to explain the case. Yin (1994) defines

the case study as an "…empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and the context are not clearly evident" (Merriam, 1998, p. 27).

The researchers conducting the case studies methodology are not interested in hypothesis testing, but are more focused on discovery and interpretation in order to gain the vital insights pertaining to the subject matter.

The Case Study can be identified by its features. First, the case study methodology is analyzed and broken down into three special features, particularistic, descriptive, and heuristic.

Particularistic case studies determine that the case is the most important part of the research and is able to concentrate on a particular portion of the study that could be a situation, event, or phenomenon. It can provide a prediction based on the facts of what to do if something similar occurs, identify the specific problems, and be influenced by the author's bias.

Descriptive case studies help researchers to work toward the accomplishment of a more rich and thick description of the phenomenon. This is a term more closely related to anthropology, which gives credence to well researched information from a wide variety of sources, developed over a longer period of time, usually measured in years.

Heuristic case studies help the reader to have a better understanding of that phenomenon under research and review. The process can help to bring about change based on the expected results and to determine what failed.

Therefore, the special feature of the case study best suited for this dissertation is the *heuristic* because it permits a greater degree of flexibility and innovation in developing the phenomenon.

The Case Study categories are important. The second part of the classification for the qualitative case study, with the special feature of the heuristic is to further define the case study based on two categories, disciplinary orientation and overall intent. Mirriam, (1998) provides an excellent and easily understood analysis for the categories of qualitative case studies. Mirriam also makes it quite clear that the type of case study selected for a dissertation may be chosen from either of the two categories (Mirriam, 1998, p. 38). The two types of qualitative case study categories are as follows.

The disciplinary orientation category provides a method to better understand the problems of practice and analysis that can be identified. The first type is an ethnographic case study, which helps the researcher to orient the process in the cultural setting. The second type is the historical case study, which conducts the research over time, is descriptive from an historical perspective, and includes direct and systematic observation. The third type is a psychological case study, which predominantly focuses on the individual. The medical and educational fields have benefited from the studies conducted in the psychological case study area on children, adults and some aspect of human behavior. The fourth and final type is the sociological case study. Demographics play an important role in the analysis of data for the sociologist. Education is the main focus analyzing "…the roles people play in it; the community; social institutions such as family, church and government; classes of people including minority and economic

groups; and social problems such as crime, racial prejudice, divorce, and mental illness" (Merriam, 1998, pp. 37).

The Overall Intent category of case studies is descriptive, which helps to better assess the significant parts of the case, and particularly when the success of a program could be at risk. Three types of overall intent case studies are identified. The first type is the *descriptive case study,* which is entirely descriptive and according to Mirriam "… moves in a theoretical vacuum" (Mirriam, 1998, p. 38). Because of the extensive research on the topic, it is important for areas where little research is done. The second type is the *interpretive case study*, rich and thick in analysis, meaning a great deal of research is required to support both analytical and descriptive case studies. And the last type is the *evaluative case study,* which uses "… description, explanation and judgment" (Mirriam, 1998, p. 39). The most important part of the evaluative case study is the ability to assess all the information and to produce the best judgment. With all the best information at hand, "… Judging is the final and ultimate act of evaluation" (Mirriam, 1998, p. 39). Overall the educational evaluation explains, describes and explores in helping to provide the final judgment. The case study is a particularly good means of education because of

> its ability to *"explain"* the causal links in real-life interventions that are too complex for the survey of experimental strategies. A second application is to *describe* the real life context in which an intervention has occurred. Third, an evaluation can benefit, again in a generative mode, from an illustrative case study-even a journalistic account of the intervention itself. Finally, the case study strategy may be used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes. (Yin, 1984, p. 25)

In view of the above, the best type of qualitative case study for this dissertation from either of the categories, (a) disciplinary orientation or (b) the overall intent *is* the *evaluative case study approach from the overall intent category.*

Summary

The research looks carefully at the question, "How far down should Joint Professional Military Education be extended? The implied question being, "Why has JPME not been extended down to the pre-commissioning levels of the ROTCs?" As a result of the research, primarily Hine and Perry, and in accordance with the reframing techniques of Bolman and Deal (1997), the question was finally reframed to ask "Where should Joint Professional Military Education begin?" With this question in mind, and using the research in this document as the frame of reference, there is a better chance to evaluate the current question from an academic perspective and avoid the extreme parochialism and cultural bias observed from the previous question. By observing the paramount objective of retaining as many ROTC candidates as were approved from high school, perhaps there might be a more compelling case for JPME at the ROTCs during the first two years when each student is still wrestling with what career field they must choose and what Service might accommodate those needs. These types of questions and discussions were a critical part of the interviews reported in Chapter IV.

Therefore, in view of the above discussions on paradigms and methodologies, this dissertation "An Inquiry into the Educational Effects of a Joint ROTC is described best as qualitative overall. The paradigm type describing best support for this qualitative approach is interpretive, including a subset in the critical approach. And finally, the methodology most corroborative to the paradigm is the case studies methodology, which

supports best this dissertation. The special feature design of the case study is heuristic, with the overall intent category being evaluative in type and developing research, which confirms an excellent academic relationship for the qualitative paradigm.

Chapter III: Methodology

This chapter identifies the paradigms, methodology and analysis selection used to collect and analyze the research data, process the information and deliberate the results. This chapter, identifies the overall research effort as under the qualitative paradigm, and discusses the research sample as a case study with sub-units and specific interviews, regarding Joint ROTC education at the pre-commissioning levels at colleges and universities. This research on "An Inquiry into the Educational Effects of a Joint ROTC" is described best as qualitative overall. In addition, this research project includes the selection of the research subjects, the research design, data collection procedures and the analysis in support of the data, the limitations in the use of the case study research, including the human participants and ethical precautions, and finally the summary.

The Reserve Officer Training Corps program (ROTC) is one of the two most common vehicles by which the military Services prepare future officers. The other is the Service academies, which are highly selective. Reserve Officer Training Corps (ROTCs) at colleges and universities are Service-specific. That is, they can only prepare students for commissions in their given Service. Students therefore commit themselves to that Service from the very beginning (junior in high school), by the mere act of applying, at a time when they know very little if anything about the relative benefits of one branch of one Service over another. This is like the military academies that are designed to produce officers from a single Service. Today, when jointness is a widely accepted norm in all other aspects of military planning, organizing and operating, the question arises as to whether the Service-specific ROTC norm has outlived its usefulness.

It is important to first develop the meaning and purpose of jointness as it relates to the military culture. In 1986, the Goldwater Nichols legislation created the current impetus behind jointness. Even those who initially resisted this redirection now recognize its wisdom, which has only been reinforced by recent military activities abroad in Afghanistan and Iraq. Now that progress toward jointness has settled in as an accepted goal of defense policy, the "whether or not" debate has been reduced to a question of "how best to make it happen." Literatures on this research were explored and developed in policy and academic circles over joint technologies, joint plans and operations, joint management of human resources, and also joint training and education. The following will help assess current policy on how the Services train, educate, and acculturate future officers.

Through prior analysis, the concept of a Joint ROTC can be considered as a candidate for radical change in support of military jointness. More research will help identify all of the relevant questions, to include the defining of Joint ROTC. A newer framework could open the door and require ROTC units to adopt a newer set of procedures for recruiting, for higher levels of joint focus, for the building of trust among the Services, and for higher rates of retention among the officers after their first five years of required Service. Some of the new initiatives that could be explored are: identical ROTC application process for every ROTC unit regardless of which branch of Service it currently supports; training curriculum that is identical for the first two years of ROTC regardless of which Branch of Service is supported by a particular unit; a policy that permits ROTC candidates to change their commitment from one branch of Service to another during their final two years in college prior to commissioning; and a curriculum

that can be offered by any accredited institution of higher learning which includes ROTC enrollments at two-year Junior Colleges, and supports diversity enrollments for students in lower income families, who develop academic motivations and skills after high school.

The legislation enabling Joint ROTC involves a variety of other provisions. But for purposes of this research design, in each case, one or more aspects can be enlightened by focus group discussions and significant interviews throughout the research.

Because current ROTC candidates are the ones most in tune with the benefits and liabilities of the current approach, and because they would be affected most directly by these changes, their personal opinions will provide a valuable check on reality and expectations. ROTC candidates know better than anyone what motivations, professional trade-offs, peer pressures, uncertainties, and identity risks are involved in ROTC decisions, and in branch of Service selections within the ROTC community. The degree to which the ROTC students accept or reject any of these proposals in policy and cultural change can be a true measure on how easy or difficult is the implementation of each of the proposed phases in Joint ROTC. In short, the ROTC students can enlighten and influence this research assessment of whether the system is ready for change, or whether it would face an inhospitable reception that could only be overcome by extraordinary leadership.

Overview

As discussed in Chapter I, ROTC students commit themselves to a specific Armed Service from the very beginning, by the mere act of applying, at a time when they know very little if anything about the relative benefits of one branch of an Armed Service over another. Perry in his research on the “Forms of Intellectual and Ethical Development

in the College Years-A Scheme" would strongly support this lack of understanding and development for the pre-college and early college experiences and confine them to what he calls the stage of dualism (Perry, 1970, p. 58). The government cannot afford to lose this talent by substituting at will new candidates from the college. According to Perry, many of the students coming to college cannot deal with all the pressures and either escape from their new environment of relativism, or retreat back to their previous environment of dualism in high school. Based on interviews with students at all three colleges and universities, Perry's statement is supported by the number of students that left the program.

In the era of transformation, this dissertation could be the impetus for the Secretary of Defense to commission a Department of Defense feasibility study to: (a) look at standardizing all armed Service ROTC applications; and (b) designate all ROTC candidates, for the first two years of college life, to fall under the umbrella of the Office of the Secretary of Defense Joint Professional Training (JPME). With the possible inclusion of the two-year community colleges (Academic Transfer Program) students sharing in the ROTC accessions to the four- year institutions, diversity education would be favorably addressed. And in addition, the number for ROTC accessions could increase substantially throughout the country within federal budget constraints. The end result potentially is a stronger Department of Defense, with more youths in the USA committing to some capacity of public Service.

There are some officers that have truly understood the importance of joint education and have reframed the question from the current thinking in the Department of Defense. As a result of twenty years passing since the approval of Jointness and of Joint

Professional Military Education (JPME) by the Goldwater-Nichols legislation in 1986, JPME evolved from joint education for the Flag and General Officers, down to the Senior Officers, and the Command and Staff middle grade officers, and most recently down to the Junior Officer levels. This research study began with the question, *How Low Should We Go in Joint Professional Military Education?* The meaning for this question rests with the fact that for over twenty years, JPME was slowly approved by the senior military and civilian leadership at each of the levels, but not down to the lowest level of the pre-commissioning group as recommended by the 1986 legislation. As a result of the literature review in this research effort, and in particular the research by (Perry, 1999) and (Hine, 2000) on high school to college student development, and through the reframing techniques of (Bolman & Deal, 1997), the more important question developed to better assess Joint Professional Military Education for this dissertation is: *Where Should Joint Professional Military Education Begin?*

The underlying problem is to find the right level for joint professional military education. Should the junior officer level and even further down, the pre-commissioning officer level be considered for a robust JPME? In order to answer this question, a search for some common ground is necessary to help appreciate the current situation. First, is the importance of this study, "An Inquiry into the Educational Effects of a Joint ROTC"; and second, is the current climate in the United States regarding the military as a profession. The critical factors impacting on accessions into military Service are the overall higher tempo of operations, and a paucity of funds for the armed Services being diverted from future programs because of the current policy to divert funds in support of the Iraq and Afghanistan war. The linkage for both may be found through a better

understanding of the civil military relations dimension that affects our country's crisis today and the concerns of the people regarding the military.

Problem Statement

This year, for the first time, (JPME) education reached down to the educating of of junior officers. However, to date, no joint professional military education is implemented for the pre-commissioning officers.

Perry (1999, pp.64-65) through a developmental scheme on "complex dualism" provides a clearer understanding as to how students in the period of getting ready for college and attending college respond to the influence of relativism. Perry's research helps to reveal the effects on a student's intellectual and social environmental development through the nine stages of dualism, multiplicity, relativism and commitment. Additionally, Krathwohl, Bloom and Masia (1964, pp. 60-61) in their treatment of the affective domain, provide an interesting comparison of the cognitive and the affective domains in relation to a student's learning. Overall, adults in the cognitive domain preference make decisions based on their experience. In the affective domain preference, students make decisions based on trust since they have no experience base to make wise decisions. The difference in learning development is important between the leaders and students, and indicates a learning mismatch which based on the final research for this dissertation may provide compelling enough rationale for the commissioning of a pilot study on Joint Reserve Officer Training Corps methods to improve jointness and retention for candidates at the pre-commissioning levels.

Purpose of Research

The purpose of the research effort is to assess through the tripod of (academic research, focus groups, and significant interviews), the Joint ROTC question "Where Should Joint Professional Military Education Begin?" There are three contributing parts to this assessment:

a. Academic Research: The academic research discusses the evolution of the ROTC (Neiberg, 2000); (Locker, 2002); (Feaver & Kohn, 2001); (Murray & Scales, 2003); the change necessary through various action models (Argyris, 1990); (Senge, 1990); (Schein, 2001); (Kotter& Cohen, 2002); (Weick, 2001); change possible through the adult learning theories (Mezirow, 2000); (Knowles, Holton, Swanson, 1998); (Marquadt, 2002); (Tennant & Pogson, 1995); and finally the learning development of high school to college students, (Hine, 2000); (Chickering & Reisser, 1993); the ideas of cognitive and affective domains (Bloom, 1964); (Krathwohl, et al, 1964); and the mismatch of learning through Perry's lens of dualism, multiplicity and relativism (Perry, 1999).

b. Case Study and Focus Groups: The case study and focus groups (Morgan, 1997); (Merriam, 1998); and (Yin, 1994); provide the in-depth responses to the selected topics from the ROTC students and leadership to gain a clearer understanding if their responses compliment the academic research.

c. Significant Interviews: And last are the significant interviews with senior military and civilian personnel to gain insights into the decision logic at the highest levels on Joint Professional Military Education for the Joint Reserve Officer Training Corps.

Finally, with academic awareness and logic, hopefully this study could interest the senior military and civilian leadership and prompt them to favorable action to direct a pilot study be conducted in this area, which may reveal many outcomes and benefits from the program or determine based on academic logic that JPME at the pre-commissioning level for the ROTCs is not at this time in the best interests of the armed Services.

Methodology and Case Study Analysis

Therefore, in view of the above discussions on paradigms and methodologies, the dissertation "An Inquiry into the Educational Effects of a Joint ROTC is described best as qualitative overall. Creswell cites four methodologies which are frequently found in qualitative paradigms covering research in the areas both of human and social science, which are ethnographies, grounded theory, *case studies*, and phenomenological studies. (Creswell, 1994, p. 11) Therefore, the research design for this dissertation is qualitative, and the methodology is the case study. The *case studies methodology* is the best format for the research of this dissertation because it uses a variety of data collecting procedures, searching for patterns predicated from the theory to explain the case. "A case study might be selected for its very uniqueness, for what it can reveal about phenomenon, knowledge we would not otherwise have access" (Merriam, 1998, p. 33). The case study has three special features, particularistic, descriptive, and *heuristic.* The research up to this point identifies the *heuristic type of case study* as the best type because it provides the highest degree of flexibility and innovation from all the research in developing the phenomenon. "Heuristic means that case studies illuminate the reader's understanding of the phenomenon under study. They can bring about the discovery of new meaning, extend the reader's experience, or confirm what is known" (Mirriam, 1998, p. 30). The

heuristic further defines the case study into two categories, disciplinary orientation and *overall intent* (Mirriam, 1998, p. 38). Mirriam discusses further these two types of *qualitative-heuristic case studies*. The disciplinary orientation has four types of analysis: ethnographic, historical, psychological and sociological. None of which apply to the subject matter of this dissertation. And the *overall intent case study* is descriptive, and should help to better assess the significant parts of the case. The three types of *overall intent case studies* are first the Descriptive case study, the second type is the Interpretive case study. And the last type is the *Evaluative Case Study,* which uses "…description, explanation and judgment." (Mirriam, 1998, p. 39) This case study is both descriptive and evaluative. "The descriptive type is useful in presenting the basic information about areas of education where little research has been conducted. Innovative programs and practices are often the focus of descriptive case studies in education" (Mirriam, 1998, p. 38). The most important part of the evaluative case study is the ability to assess all the information and to produce the best judgment. With all the best information at hand, "…Judging is the final and ultimate act of evaluation." (Mirriam, 1998, p. 39)

Overall then, the methodology most corroborative to the paradigm and this research methodology, which supports best the dissertation is the Qualitative Methodology. The special feature design of the Qualitative methodology is the Heuristic Case Study, with the Overall Intent category being both Descriptive and Evaluative in type and developing the research, which is conducted primarily by three phases, independent research, focus groups, and specific interviews, which confirms an excellent academic relationship for the qualitative paradigm.

Focus Groups

The rapid growth of the Focus Groups is due in part to the social scientists in the late 1980's, who made "focus groups" their primary process for the qualitative data collection. Morgan indicates they adapted this technique to their own purposes for their research in three basic methods of use. First is the self-contained method, where the focus groups are the primary vehicle to collect qualitative data. The second is the supplementary data which can be a source of information through questionnaires, surveys, and follow up focus group sessions. And third, the multi-method, which is a combination of observation and interviewing for the qualitative data. (Krueger, 1994; Stewart & Shamdasani, 1990; Vaughn, Schumm, & Sinagub, 1996; Morgan, 1997, pp. 2-3). The inclusive approach to focus group research as defined by Morgan defines the focus group as a research technique that "… collects data through group interaction on a topic determined by the researcher. In essence, it is the researcher's interest that provides the focus, whereas the data themselves come from the group interaction" (Morgan, 1997, p. 6).

Qualitative Data Collection

There are two primary means of collecting qualitative data from groups: Participant observation is a technique used with groups and open ended interviews conducted primarily with individuals. Clearly, focus group research cannot replace or substitute for this individual interview research. However, focus groups can provide "…access to forms or data that are not obtained easily with either of the two individual interview methods" (Morgan, 1997, pp. 7-8). The importance of the research techniques of both focus groups and participant observations is each group shares an overlapping

interest and each can be a force multiplier in the overall research documentation for a project. From an efficiency viewpoint according to Morgan, …there are many topics in which

> the effort required by participant observations would be excessive or in which here the need for rapid data gathering would supersede the need for the depth and detail of participant observation. In each of these cases, focus groups could well be the preferred method (Morgan, 1997, p. 10).

The individual interview techniques have the advantage over focus groups because it permits closer communication with the informant and the interviewer. However, this may also put more pressure on the target informants for their testimony, which can be done with little input by the interviewer. Whereas, the focus groups rely on two specifics, the importance of the researcher's focus in dealing with the groups, as well as the importance of the groups interaction. Morgan note, the comparisons that participants make among each other's experiences and opinions are a valuable source of insights into complex behaviors and motivations (1997, p. 15).

Focus Group Interviews. "Focus group interviews are known by at least three names: focus group interviews, focused interviews, and group depth interviews" (Vaughn, Schumm, & Sinagub, 1996, p. 5). The small groups differ from the focus groups because they are trying to reach consensus and problem solving in their discussions and interviews. The focus group interview aim is not consensus building, but developing a basis of trust with the interviewees by recording a range of their opinions on the identified issues. Lederman provides an excellent table on the merits of the focus group interviews.

Table 2 is adapted from Lederman (1990) Table 1.2 Assumptions Underlying the Focus Group Interview by, Vaughn, Schumm, & Sinagub (1996, p. 7).

Assumptions Underlying the Focus Group Interview

1. People are valuable sources of information, particularly about themselves. This assumption, of course, is also inherent within all self-report measures.
2. People are cable of reporting about themselves and are articulate enough to put opinions about their feelings and perceptions into words.
3. The best procedure for obtaining people's feelings and opinions is through a structured group conversation in which information is solicited by the moderator.
4. There are effects of group dynamics that enhance the likelihood that people will speak frankly about a subject, and these cannot occur through individual or small-group interviews. Related to this assumption is that the information obtained from a focus group interview is genuine information about what each person feels rather than a group mind in which people conform to what others believe.

Table 2. Assumptions Underlying the Focus Group Interview. Adapted from Lederman (1990).

Focus Group Use. Therefore, based on the previous documentation, focus groups are an excellent method for qualitative research. The guided group discussions help to develop the rationale, which is the basis for a rich exchange of the participant's experiences and cultural biases based on the questions and discussions inserted by the moderator. As a result of these exchanges and determinations, Morgan believes that focus groups draw on those fundamental strengths that are also shared by the all qualitative methods in three major areas: "(1) exploration and discovery; (2) context and depth; and (3) interpretation. For each of these three general strengths, what focus groups

emphasize is the specific pursuance that comes from collecting qualitative data through group discussions" (Morgan, 1997, p. 12). Morgan in his Table 2.1, The Four Basic Uses for Focus Groups, identifies four areas that are really the stages within the project as a whole. First is the Problem Identification -- defining the goal; Second is Planning-by finding the best way to achieve the goals; Third is Implementation-the refining of the plans by discussions in the focus groups, which can provide a clearer vision on many issues related to implementation; And finally fourth, is Assessment-where the initiating team is responsible for the lessons learned, which will provide guidance for future work in the area. In addition to these planning and execution stages, Morgan correspondingly provides the names of the four groups that will inculcate these four basic uses for the focus groups being, Academic Research, Product Marketing, Evaluation Research, and Quality Improvement (Morgan, 1997, pp. 13-14).

	Academic Research	**Product Marketing**	**Evaluation Research**	**Quality Improvement**
Problem Identification	Generating Research Questions	Generating New Product Ideas	Needs Assessment	Identifying Interventions
Planning	Research Design	Developing New Products	Program Development	Planning Interventions
Implementation	Data Collection	Monitoring Customer Response	Process Evaluation	Implementing Interventions
Assessment	Data Analysis	Refining Product or Marketing	Outcome Evaluation	Assessment Redesign

Table 3. Four Basic Uses for Focus Groups (Morgan, 1997, pp. 13-14)

Focus Groups -- Freestanding or Jointly. Focus groups can stand alone as a freestanding research methodology, or jointly with survey and individual interviews. In

this academic project, a wide range of scholarly research studies, to include focus groups and specific individual interviews work together jointly for a final research product. Billson, in discussing the versatility of focus groups provides some rationale for when to use focus groups and when not to use focus groups.

When Not To Use Focus Groups:

- When you need statistical data, yes/no answers, or rated, scaled answers. Focus groups do not yield quantitative data.
- When trust cannot be established with the target audience.
- When free expression of participants cannot be ensured.
- When participants have problems with social aspects of group participation.
- When you have little control with the research situation.

When To Use Focus Groups:

- When group interaction around certain research questions is desired.
- When "how" and "why" questions are more important than "whether" and "how much."
- When you seek contextual responses rather than "yes" or "no" responses.
- When you want to know how people feel about a certain issue or why they feel a certain way.
- When you want qualitative rather than quantitative data.
- When immediate feedback to questions is needed.
- When complexity of behaviors and motivations is of interest.
- When the range and intensity of opinions is important. (Billson, 2001, p. 7)

Communication is the key ingredient to a successful focus group dialog. When the interests of the research team, primarily the facilitator or moderator are shared by the participants being interviewed, then the stage is effectively set for excellent interaction and results. The questions asked are designed to generate enthusiasm and excitement

within the focus group, which helps in the end to provide better analysis for the final report. While communication between the research team and the participants is important, the area having the most influence for the success of a focus group is the attitude of the members of the research team. As Morgan confirms the special opportunity for the relationship to develop between the research team and the participants by concluding,

> …Imagine that this chance to communicate with the participants in a special privilege that they are granting to you. Plan for discussions that create a merger between your interests and those of the participants. Create a genuine opportunity to listen to the participants in your focus groups and then learn from them. (Morgan, 1997, p. 11)

Procedures

The heuristic type of case study is the type of research tradition used in this academic project because it provides the highest degree of flexibility and innovation from all the research in developing the phenomenon. Within the heuristic case study there are two categories, disciplinary orientation and overall intent. Mirriam discusses these two types of qualitative-heuristic case studies (Mirriam, 1998, p. 38). However, the overall intent case study is the method that best assesses the significant parts of this case study and research. And further, within the three types of overall intent case studies, Descriptive, Interpretive and Evaluative, it is the Evaluative Case Study, which uses "…description, explanation and judgment" (Mirriam, 1998, p. 39). The most important part of the evaluative case study is the ability to assess all the information and to produce the best judgment. With all the best information at hand, "…Judging is the final and ultimate act of evaluation" (Mirriam, 1998, p. 39).

Additionally, a portion of the research of this overall intent is also a part of the descriptive as well. The description is useful in presenting because "…basic information about areas of education where little research has been conducted. Innovative programs and practices are often the focus of descriptive case studies in education" (Mirriam, 1998, p. 38).

The special feature design of this qualitative methodology is the heuristic case study, with the overall intent category being primarily, evaluative, and secondarily descriptive in type and developing research, which is conducted primarily by focus groups and specific interviews, confirming an excellent academic relationship for the qualitative paradigm.

The focus groups and specific interviews will be the two main procedures for gathering data for this research project. The size and composition of the focus groups will be from ROTC personnel from two primary academic institutions, Norwich University, Northfield, Vermont and the University of South Florida, Tampa, Florida. Three focus groups will be conducted in each university location. The composition of each of the six focus groups will be six to eight people.

Group A: Senior representatives: (1) from each of the ROTCs (Commanders of the Units), Head of the ROTC Program, and Director of Military Science Department.

Group B: ROTC students: 6-8 students representing each of the Services from the junior/senior classes, including at least one female.

Group C: ROTC students: 6-8 students representing each of the Services from the freshman/sophomore classes, including at least one female. (All representatives must be 18 years of age or older)

The significant interviews are also an important part of the information development for this research. These significant interviews will consist of presidents of

universities or their appointed senior representatives, and other senior representatives at universities both civilian and military, to include the Norwich University, University of South Florida, and the National Defense University. Other significant interviews will include senior military, like previous Chairman's of the Joint Chiefs, Vice Chiefs of the Armed Services, and other significant military with a rich experience in Goldwater-Nichols and joint professional military education, and some responsible for the execution of this legislation into the Joint requirements for the military. Finally, other significant civilian interviews will be with senior representatives having experience in the political development involving Goldwater-Nichols, the legislation and the discussion of its importance.

Focus Group and Significant Interview Questions

A. Issue: Senior civilian and military leadership during the past twenty years have approved Joint Professional Military Education (JPME) from the Flag and General officers, to recently extending this education down to the level of the junior officers.

Question:

1. Why have the senior civilian and military in the Department of Defense, since the Congressional guidance of Goldwater-Nichols twenty years ago, refused to extend Joint Professional Military Education (JPME) down to pre-commissioning candidates (ROTCs, Military Academies, and other military universities?

B. Issue: Perry's "Complex Dualism" describes the effects on a student's progress and journey from high school to college. Perry's nine stages of dualism, multiplicity, relativism and commitment plus Krathwohl, Bloom and Masia's affective

and cognitive domains all involve a newer methodology on how better to understand a student's intellectual and social environmental development.

Questions:

1. How do you understand the journey of a potential ROTC candidate from high school through college in relation to Perry's Dualism and the affective and cognitive domains described by Krathwohl, Bloom, and Masia?

2. How could the knowledge of a concept on Dualism, and the roles of those in the cognitive and affective domains help to provide an academic and intellectual rationale for considering Joint Professional Military Education (JPME) at the pre-commissioning ROTC level?

C. Issue: Goldwater-Nichols in 1986 directed that Joint Professional Military Education be extended down to the pre-commissioning schools for officer training and education. Joint Professional Military Education has been accomplished thus far from the Capstone (newly promoted Flag and General Officers), to the senior, middle schools and recently to primary schools. Joint Professional Military Education at the ROTC level can provide many advantages to the student. The ROTC candidates must balance college academic courses, (core curricula, the changing of majors and minors) and military requirements. The ROTC is only one program of many that a student must contend with in the first few critical years at college.

Questions:

1. How can a policy during the first two years for ROTC candidates under a Department of Defense Joint Professional Military Education (JPME) umbrella help improve ROTC joint education?

2. If an ROTC policy was changed in favor of a candidate delaying a commitment to a particular branch of the military until after the second year in ROTC how effective would this be for the ROTC candidate to better help decide on a particular branch of Service, based on completion of university core curriculum requirements, major in academic curriculum identified with interests compatible within a particular Service, and exposure to joint education?
3. How do you feel about the ROTC program being under a Department of Defense Joint umbrella for the first two years where the atmosphere permits you to change career options based on academic and personal interests?
4. Why should a Joint ROTC program during the first two years be directed to focus on the ROTC candidate's academic and core credit requirements without having pressure from a particular branch?
5. How, in your opinion, could a standardized application process make it easier for ROTC candidates to transfer, when a candidate during the first year in ROTC decides that another Service might be more beneficial in support of their major courses?

D. Issue: Standardizing ROTC applications, after reporting to college, can help potential candidates applying for ROTCs. All Services have their own specific requirements for ROTC applications, like SAT scores, physical fitness requirements, interviews, and time frames for submission to name a few. Potential ROTC candidates in high school might be more interested in applying to an ROTC program knowing inter-Service transfers at their college between ROTC units is permitted through standardized

applications. Standardizing applications may help candidates after reporting to an ROTC at college by permitting easier student inter-college ROTC transfers.

Questions:

1. How important would a policy be for a potential candidate's decision to commit to an ROTC scholarship in high school knowing that all ROTC candidate applications are standardized after reporting to the university/college in order to permit an ease of inter-Service transfers?

E. Issue: If Standardization of ROTC inter-Service applications were directed by the Secretary of Defense, ROTC candidates desiring inter-Service transfers could be accomplished with no stigma attached or pressure applied from the armed Services.

Questions:

1. Why would it be important for an ROTC candidate to have the flexibility to apply for inter-Service transfer? As a result, could a transfer increase a candidates satisfaction and improve the overall program policy by helping to reduce the number of ROTC dropouts?

2. How, in your opinion, could an inter-Service transfer policy help to reduce ROTC dropouts?

F. Issue: The ROTC environment at universities helps ROTC students to foster a greater opportunity to experience a shared environment. The ROTC program at college is one of many requirements that a candidate is involved with during the day. In the military Service academies, candidates are involved with the same events and the same senior and student leadership every minute of the day; whereas, ROTC courses require only a portion of the student's daily time and infrequent senior/junior leadership

exposure. Joint Professional Military Education could be an important portion of the ROTC experience at the college/university level.

Questions:

1. How would two years of Joint Professional Military Education (JPME) curricula during a four-year period improve Service retention for candidates?

2. How could the flexibility provided in a two-year joint professional education program improve the chances of ROTC candidates fulfilling their commitment to an armed Service?

3. How could a Joint Professional Military Education program improve ROTC officer retention beyond the basic payback time?

Human Participants and Ethical Precautions:

The reliance on human subjects involves consideration of ethical issues, including the informed consent of study participants and the protection of the anonymity of respondents. The study subjects will be provided the cover letter, including an explanation on the nature of the study, affiliation of the researcher, issues of anonymity, and a description of the steps needed to maintain this anonymity. The subjects were also advised that by returning the survey questionnaire, they were consenting to study participation. In addition, and regardless of the voluntary nature of the study, the informed study population, and the minimal potential for harm, a separate informed consent form is required and forwarded to the participants with all the applicable sections as directed by the Institutional Review Board (IRB). Participants have the right to discard the survey and not respond if they feel at risk. As mentioned previously, the survey data will only be discussed among members of the researcher's dissertation committee.

All required non-medical research documents must be forwarded to the George Washington University Institutional Review Board (IRB), in accordance with the procedures delineated in the Graduate School of Education and Human Development Doctoral Student Handbook. As directed by the IRB, the student may not begin to collect official dissertation data or conduct interviews until approval is received from the documents submitted to the IRB.

Summary

The case study can be identified by its disciplinary orientation, by intent, or by some combination of both. While some case studies are purely descriptive, many are a combination of description and evaluation as in this one. "The case study offers a means to investigate complex social units which consist of multiple variables of potential importance in understanding the phenomenon. The case study is anchored in real life situations, and the case study can result in a rich and holistic account of a phenomenon." (Merriam, 1998, p. 41) The case study supports educational innovations, contributes to the evaluation of programs, and most of all is used for informing policy. Some say case studies can oversimplify or exaggerate the information leading the reader to possible erroneous decisions. And others comment that the results of case studies are limited by the sensitivity and the integrity of the investigator and facilitator. However, in balance the case studies are described best with three special features, particularistic, descriptive or heuristic. And the researcher might choose one special feature area to illuminate a particular phenomenon.

Overall, for this research effort, the research design is qualitative, the methodology is the case study, and the special feature of the case study is heuristic,

meaning an emphasis on the researcher's understanding through the discovery of new meanings. The heuristic special feature is best supported by two categories. The primary category is the *evaluative*, and secondarily is the *descriptive* category. The evaluative helps the researcher to develop a better understanding of all the dynamics of the program, supporting development of the research with only the best of judgment. And secondarily but in support of the research is the descriptive category, which provides analysis on the research based on an education emphasis, and is known for the development of innovative programs in the educational arena. Therefore, as a result of the case study strengths, the case study is particularly appealing in design for fields such as education, which is a strong portion of this research effort.

Chapter IV: Analysis and Findings

Overview

This chapter contains two important sections contributing to the final recommendations from the study. Part I is the Analysis of all the interviews conducted in accordance with the approved list of questions below (six sections and fourteen questions) addressed at each of the three universities: George Washington University, Norwich University, and University of South Florida. Each university permitted their ROTC programs to participate (freshman, sophomore, junior, and senior classes) with all Services included where assigned. Part II is the Findings based on the interviews from each of the classes at the three universities, plus one other category, the newly commissioned officers (recently graduated Navy Ensigns and Marine Corps Second Lieutenants) at the George Washington University Naval ROTC.

Analysis of Data

Chapter III described the method of collection of the material based on the interviews scheduled for the ROTC candidates in the various types of universities, the method of collection, the process in analysis of the data, and the results of the analysis. Recommendations are based on the results of the interviews of the ROTC candidates in the freshman, sophomore, junior and senior classes, recently commissioned officers who just completed their ROTC training, senior military ROTC commanders from each of the Services who oversee their ROTC programs, and special interviews with senior military, both active and retired. And finally, a review and recommendations developed, based on the data obtained, interpreted and categorized, and the analysis used to confirm the research data, the processing of information and the deliberate results.

This dissertation, "An Inquiry into the Potential Effects of Establishing a Joint ROTC Program to be Implemented During the Early Years of College," is a policy research effort. The Congressional mandate in the "Goldwater-Nichols Act of 1986" legislation requires the Department of Defense to implement joint operations, joint force planning, and joint education. This study examines the potential educational effects of implementing a standardized "Joint Reserve Officer Training Corps" during the first two years of college. One of the main methods used to test the questions is through interviews with subject matter experts and interviews at various ROTC universities.

ROTC Programs

The ROTC program is one of the two most common vehicles by which the military Services prepare future officers. The other vehicle is the Service academies, which are highly selective. ROTC at colleges and universities are Service-specific. That is, they can only prepare students for commissions in their given Service. Students therefore commit themselves to that Service from the very beginning (junior in high school) or as a walk-on when they get to college in the freshman or sophomore years. This is a time when the student knows very little about the relative benefits of one branch of Service over another Service, or what career path within a Service he or she might be interested in pursuing as a military commitment and possible career.

The candidate's maturity level at the time of arrival at college is tested significantly. The student's ability to make crucial decisions dealing with the complexity of core course requirements, choosing a major, obligating years of military Service, and balancing time in commitments to core requirements, ROTC time, and a social identity, all have a significant psychological effect on a student. Each student matures at a

different rate. According to Perry (1970), many of the students coming to college cannot deal with all the pressures and either escape from their new environment of relativism, or retreat back to their previous environment in high school. Here the students are more comfortable in the environment of dualism, where parents provide ground truth and the answers are either right or wrong (p. 58).

First, the interview and analysis process addresses the meaning and purpose of jointness and the culture must developed as it relates to the military Services. The 1986 Goldwater Nichols legislation organized the current impetus behind jointness, which was to refocus the excessive power and influence of the four Services in order to permit the full integration of their separate capabilities for more effective joint warfighting. Even those who initially resisted this redirection, over time (now a little over twenty years) recognize its wisdom, which is reinforced by the need for increased military activities overtime abroad requiring additional military Service manpower forcing Services to share responsibilities. Now that progress toward jointness has settled in as an accepted goal of defense policy, literatures must be further developed in the academic and policy areas on how the military Services train, educate, and acculturate future officers.

Second, after assessing the Service-specific and other ways in which military officers are currently recruited and trained in the ROTC programs, further review is made for the ROTCs adaptability to policy change involving a joint military culture. At the completion of the assessment of the various ROTC locations, there may be relevant data in the analysis to support the ROTC community as a candidate for radical change in military jointness. As a result, the concept of a "Joint ROTC" is introduced as a new and revolutionary initiative. With the implementation of the Joint ROTC, also additional

research and development is required in several areas in support of higher education. Some of the newer initiatives to be considered in this research are: An identical ROTC application process for every ROTC unit regardless of which branch of Service it currently supports; a training curriculum that is identical for the first two years of Joint ROTC regardless of which Branch of Service is supporting a particular unit; a policy that allows ROTC candidates to change their commitment from one branch of Service to another during their first two years in college; and a curriculum that can be offered by any accredited institution of higher learning which would not foreclose the expansion of the ROTC opportunity to the graduates of the two-year institutions as well; and finally, a Joint ROTC administered by the Office of the Secretary of Defense during the first two years of college life to ensure the playing field for the candidates is kept positive and neutral during the first two years.

Also, from a higher education perspective, two very important concepts could emerge from this study. Students for the first time in the military ROTC experience might have time and space to ruminate and mature during their initial two years in college, deciding on their major courses of study while completing their college core course requirements. The creating of a Joint ROTC during the first two years can reveal two very important considerations. First, the four-year college student would have two years of experience before deciding on a Service, and to finish their core college requirements and more important develop their rationale for the major they will declare. If the ROTCs can help the student to match a major field of study with Service compatibility, then the students have invested in their own decision-making process time for a Service, which overall is good for job satisfaction and most of all, may improve a

longer retention within the Service. Second, is the issue of compatibility of a Joint Reserve Officer Training Corps to provide the opportunity to recognize the two-year community college students during the first two years of joint training. Such action would enable the two-year community colleges to compete for scholarships at the end of their two years of college at the universities. For the four-year colleges, this would permit a higher diversification in the ROTCs, help to improve community relations and provide upward mobility for two-year graduates in the community colleges.

Purpose of the Study

The purpose of the study is to assess the academic review of the Joint ROTC question, "where should Joint Professional Military Education (JPME) begin?" Hopefully, the concept of a Joint Reserve Officer Training Corps with full logic through academic awareness will awaken the senior civilian and military leaders and prompt them to favorable action in support of this dissertation's recommendations. The goal is to accept this dissertation as a pilot study by the senior civilian and military leadership, which could reveal many unique and unexpected outcomes and benefits from the program. Some of the more positive outcomes are the permitting of ROTC candidates to change Service selection within the other ROTCs through the second year of study without any stigma and penalty for change, and permit candidates to finish their core studies at the college first and to decide on a major that would be supportive to their armed Service selection. And finally, in support of community college and local community relations seek to permit two-year community college students the opportunity to compete for the ROTC scholarships at the university and expand the opportunity for students to rise from a vocational to an academic track.

Participants in the Study

Three universities of different size, location, and composition were selected for the ROTC candidate interviews including the senior commanders responsible for the administration of their specific Service ROTC candidates. The first university selected was George Washington University in Washington, D.C. where the freshman through senior Navy ROTC candidates were interviewed plus the recently graduated and commissioned officers. George Washington University is one of the highest cost scholarships of the ROTC locations in the country for the Navy, mostly in the technical areas and is the only Service at the university. Washington, D.C. is a unique location with many universities within close proximity where students are able to pick the ROTC Service of choice and travel off campus to another university ROTC by using the Washington, D.C. Metro transit. For example, some of the candidates that I interviewed were attending Howard University, but they preferred the Navy/Marine Corps and Howard only offered the Army ROTC. The second university selected was Norwich University in Northfield, Vermont. Norwich, the oldest private military college in the country, and is known as the birthplace of ROTC in the United States. Norwich is a Corps type of university where most of the students are in uniform and everyone, including the Commandant and faculty, is in uniform. Norwich houses four ROTCs: Army, Navy, Marine Corps and Air Force. There is a large civilian low residence graduate population and a significant population of civilian undergraduate students who attend classes on campus. There is a small population of students who elect to live within the military corps and are not enrolled in an ROTC program. Interviews were conducted with the Commandant and Provost, and all the ROTC commanders (Air Force, Navy,

Marine Corps and Army). Subsequently, I interviewed all the ROTC classes of freshmen, sophomores, juniors, and seniors. Each ROTC class consisted of two volunteers from each of the ROTCs programs for a total of eight ROTC candidates per class. Some classes were a little larger because there seemed to be interest in learning what my research was all about. The classes were scheduled for an hour with normally six to eight ROTC candidates per session. The last ROTC interviews for this dissertation were conducted at the University of South Florida in Tampa. The University of South Florida has one of the most forward thinking Presidents. With the President of the University and the Director of Military Science Department, and with the assistance of the Congressman from Florida, they commissioned the Joint Military Leadership Science Center building which houses all four ROTCs. The building contains a large auditorium, classrooms, and offices. Each ROTC is on a separate floor and there is a common recreation facility and training area to enhance ROTC camaraderie. The idea being that ROTC candidates would get to know other ROTC programs because of their close proximity and this contact would make it easier for students to transfer because all the ROTC commanders would be near one another and would be more receptive to change in the name of jointness.

The last category of interviewee's was the Subject matter experts and the expectation was to spend about one hour in discussion. Subject matter experts are significant interviews that are an important part of the information development for this research. Significant interviews are with senior representatives having experience in the political development involving Goldwater-Nichols, the legislation and the discussion of its importance.

For each of the Focus Groups, a participant spent one session assigned to his group for approximately two hours in preparation and one hour in discussion. And the Subject matter experts can expect to spend about one hour in preparation and one hour in discussion. Three important Subject matter experts were selected who understand the demands and intent of Goldwater-Nichols. General Cartwright, US Marine Corps and Vice Chairman of the Joint Chiefs of Staff; General Myers, US Air Force (Retired) and previous Vice-Chairman and Chairman of the Joint Chiefs of Staff. Admiral Erik Olson, US Navy and currently the Combatant Commander for Special Operations Command was also interviewed. In 2003, Admiral Olson was on the dais with me when we jointly helped to commission the University of South Florida's, Joint Military Leadership and Science Center (JMLSC). The JMLSC would provide information on the importance of co-locating the ROTC Services to help improve joint relations on the campus.

Read Ahead Information

Representatives of the freshman through senior classes of the ROTCs at The George Washington University, Norwich University, and University of South Florida were interviewed during this study. Additionally, the commander of each ROTC unit was interviewed as a Subject Matter Expert (SME), as well as Admiral Olsen, US Navy, Commander Special Operations Command; General Cartwright, US Marine Corps, Vice Chairman, Joint Chiefs of Staff; and General Myer, US Air Force, Previous Chairman of the Joint Chiefs of Staff; who were interviewed for their perspectives on the roles of ROTC as a source of newly commissioned officers for their Services.

All read ahead information was approved by George Washington University's Internal Review Board (IRB), and was then sent to each of the university's IRB

representatives for approval to interview their university ROTC classes and leaders. The interviewed classes included freshman to senior (each interview class being no more than eight students and provides a good mix of male and female candidates representing all Services (Air Force, Army, Navy and Marine Corps) depending on the size of the ROTC for each university. In addition, one extra Navy ROTC class from The George Washington University requested consideration for an interview and represented the graduating class of Navy/Marine Corps ROTC students, who are newly commissioned Navy Ensigns and U.S. Marine Corps Second Lieutenants. This opportunity was considered to be both important and special, because each of these newly commissioned officers, both men and women, were soon to assume positions in various aviation, submarine, surface warfare, and infantry specialties. These newly commissioned officers provided credible recommendations based on their knowledge, experience, and exposure. The opportunity to interview these newly commissioned officers provided a unique reach back opinion of how the ROTC might function and contribute to our understanding of how jointness might be implemented at the pre-commissioning level.

The interviews cover fourteen main questions provided as a read ahead to the students, ROTC commanders, and the SME's. The interviews begin with the ROTC commanders and then the ROTC classes starting with the freshmen. The order of interviewing was intended to account for the likelihood of increased levels of knowledge, maturity, and commitment to the ROTC program. The opportunity to interview the recently graduated senior ROTC class at The George Washington University as newly commissioned officers (men and women) provided a unique opportunity for insightful from recent ROTC graduates. This interview in this study followed a "one of its-kind"

protocol that has yielded extremely valuable and credible information related to the objectives of the study.

George Washington University, Freshman ROTC Cadets, 21 October 2009

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 95% agreed they did not know why JPME was not extended down to the ROTC Pre-Commissioning level. They had a fair knowledge of the importance of learning about the other Services and their capability. But they did not know about any of the regulations regarding JPME.
- 60% heard of the term jointness, but not the term JPME, in helping to learn about the value of other Services and to make friends. But they did not understand why it is a requirement, nor the amount of time required for qualifications.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understanding why the journey from High School to College through Perry's Dualism/Relativism to other domains?

- 100% agreed they had not heard about Perry's journey for teenagers going through stages (domains) like Dualism and Relativism.
- 90% agreed after reading Perry's domains, their parents support and the making of new friends at college, they could identify with the paradigm.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 85% agreed with exposure of the four areas would help in confirming the selection of an armed Service. (a.) The military experience of their parents; (b.) Perry's prediction of how people progress from High School through college; (c.) The effects of Cognitive and Affective domains; and (d.) Knowledge of this paradigm, plus JPME extended to the pre-commissioning level. All or part of this category would be most helpful in confirming the selection of their Service.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two years of ROTC to work out competing demands?

- 45% agreed, based on parent exposure to the military and High School Joint ROTC influence that the Department of Defense controls should be in the last two years of college with the first two years devoted to the students' academic development and identification of a major.
- 55% agreed that the Department of Defense could control the ROTC's during the first year to support candidates who want to change Services and to insure a rapid change of any scholarship between the armed Services.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 85% agreed a change in policy for a year would enhance the ROTC candidates time to confirm their present selection of Service or to make the change to another Service with the inclusion of a formally approved scholarship if currently under one from a Service.
- 70% agreed their parents are currently in the military and provide a significant amount of knowledge and guidance about the armed Services. This makes a good case for only one year vice under control of the Department of Defense for two years.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 80% agreed as the issue is framed and discussed, that academics should lead in their decisions for a major. Most had not thought about this discussion point because they were more committed to their military Service.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 85% agreed they made an early decision about their Service selection, through research and parent/family and friends influence. They see no need of a two year joint training and therefore prefer four years of Service specific so they are prepared well for their commissioning and Service commitment following

college. As freshman, they did not have the ability to look back and make a decision as can be done by the sophomore thru the senior classes.

- 40% agreed, while making a decision to change an ROTC Service could be difficult when attending college. But when the candidate is enrolled in a different university, (Example: Enrolled at Howard University academically, but accepted into the Navy ROTC with a scholarship across town at George Washington University) can be a challenge meeting important events at both universities when traveling to the other side of town. When academic and social events are on a separate campus from the ROTC, the situation may be very difficult to manage.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 80% agreed that a standardized application for all Services is not needed. They believed the forms should be Service specific: Navy/Marine Corps, Army and Air Force. The candidates believed that the ROTC is not going to be their whole life. A big part of your college life is academics and a social life. If you wanted the military to be your whole at college, the candidates indicated then the student should have applied to one of the military academies.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 90% agreed if the candidate did his/her research ahead of time in making application for a specific Service in ROTC and the university, then there would be no need to change. There are several references to consider parents in the military, JROTC in High School, ROTC interviews for application, university interviews, and scholarship possibilities. The applicant must have a seriousness in purpose.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 80% agreed that standardization would help to reduce the ROTC dropout rate and support the scholarship rate across ROTC's. By helping the candidates up front, the program supports candidates who have gone through the long process for acceptance vice letting colleges refill from the drop-outs.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 95% agreed that inter-Service ROTC transfers could enhance the overall ROTC retention if advertised as a Department of Defense policy and supported by the various ROTC units. This policy supports all the initial work up time, and selection process for each candidate.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 85% agree that it would be nice to know more about the other Services and their capabilities, but JPME training must be done in the junior and senior years after the candidates have the time and exposure about their own Service, opportunities and responsibilities.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 90% agree it is important to get the academic portion of the education emphasized in the first two years pointing to a major. But simultaneously the ROTC candidate for the most part is on an ROTC scholarship. Without the scholarship, the candidate probably would not be able to pay bills at the George Washington University. So it is just as important to learn about the other Services in the first two years so a transfer of scholarship could be negotiated from one Service to another.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 95% agreed the parents and friends first hand armed Service experience is important. The second place of early emphasis is participation in the High School JROTC. These two networks provide significant emphasis on the ROTC,

their scholarships, the leadership, and at college, all the ROTC's influence during the four years, plus a one to two year JPME program during the last years at college.

- 90% agreed all this military exposure during college should provide in class an expert in civil military relations. And as a newly commissioned officer, the ROTC graduate has significant maturity and armed Service knowledge to lead his group in promotions and assignments.

George Washington University, Sophomore ROTC Cadets, 21 October 2009

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 90% agreed they did not know why JPME was not extended down to the ROTC pre-commissioning level. But they did understand the importance of joint training and discussions among all the ROTCs.
- 85% agreed their first year as a freshman is a sharing of information among the ROTCs to better understand each other's missions.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understanding why the journey from High School to College through Perry's Dualism/Relativism to other domains?

- 80% agreed that knowledge of Dualism and Perry's nine stages, and a basic understanding of Cognitive and Affective domains as they pertain to military

education, could help a candidate to understand the concept of jointness better and their expectations in traveling through the stages.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 85% agreed that knowledge of Perry's research, when explained in terms of a student's progression in college from Dualism to Multiplicity, Relativism, and commitment along with the notion of retreat and escape provides a progression of both intellectual and ethical development that could be helpful. A student after reading these thoughts might understand better why they or some of their friends at college decide the program is too hard and leave college for a while. While others may not progress through the various stages on time in college to graduate, but will need to add one or two years more. When looking back some of the candidates indicated that Perry's research is a good prediction of student life at college.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two years of ROTC to work out competing demands?

- 95% agreed there must be better coordinated interaction between the armed Services ROTCs at the George Washington University and the other local universities and their Service ROTCs (George Washington University-Navy and Marine Corps; Howard University-Air Force; Georgetown-Army)

- 90% agreed at least for the first year the ROTCs could be under the Department of Defense in order to provide more structured time for the ROTCs in determining the education required for each ROTC candidate.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 90% agreed for a change in ROTC procedures for at least a year that permits more time for students to make their choice of Service through a more comprehensive exposure to all the ROTCs.
- 95% agreed with a social room for all ROTCs, as described at the University of South Florida, where they could meet off duty socially and get to know better each other and their programs.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 95% agreed that under the Department of Defense for the first one or two years the ROTC can have an opportunity to work together and most of all the ROTC students can get all their academic requirements in order. These measures help to foster confidence in the ROTC candidate working the technical aspects of his chosen profession.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 95% agreed it would be useful to have a year to see what the other branches of Service are about. But it is important for the ROTC students to focus during the

first two years on academic/core requirements. If the ROTC students could focus on academics during the first two years, they would be better aware in developing their major, one the important keys involved in the final selection of a Service.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 90% agreed that standardizing the application process could help the applicants in confirming their Service selection or permitting an easy transition from one Service to another including the transfer of any scholarship during the two year academic focus.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 90% agreed that a Department of Defense standardizing of all ROTC armed Service applications to include all scholarships would benefit all the Services. Currently the transfer of both ROTC candidates and scholarships is a significant impediment to this process at this time.
- 95% agreed if the standardizing of all applications and scholarships is approved, all armed Services would benefit and encourage more applicants to be part of the ROTC system and likely to permit an increase in ROTC manpower as well.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 85% agreed that a formal standardization of ROTC programs by the Department of Defense could help to reduce candidate dropouts, because of the candidates having a choice among all four Services for a specific Service and the transfer of scholarships as well.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 95% agreed that signing up for an option may be the best way. There is a period of training, where the new ROTC candidates learn how to work with each other. The flexibility to accommodate the ROTC member to find the best Service and specialty will help to reinforce retention past the obligated time in Service.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 90% agreed that there should be a one-to-two year JPME requirement for the ROTC that should occur in the junior/senior year. At this time, the students have had two years to complete their academic selections for a major and keep their academic credentials current. The process should help the student both academically and professionally, and strongly supports retention.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 85% agreed that the flexibility of the ROTC program enables the candidates during the first two years to complete their academic requirements and decide on a major, with the last two years available to confirm support of their choice of Service and JPME program.
- 90% agreed that parents and friends and some junior ROTC programs in high school, all have significant influence in the student's initial choice of Service and ROTC program. However, in college, with a student's maturity, many candidates become aware of other Service options participating in the ROTC program.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 95% agreed a higher retention model beyond the basic payback time for education is a program for the first two years in academics and the last two years in JPME programs with the ROTC curriculum.
- 90% agreed many senior Service leaders acknowledge overall successful military careers for the ROTC officers. ROTC graduates seem to have more leadership skills, self-directed discipline, and a more comprehensive approach to jointness, which helps them in further promotions and assignments. Many senior ROTC leaders indicate that ROTC graduates bring a real Joint presence to the table and a high level of full-time Service for twenty to thirty years.

George Washington University, Junior ROTC Cadets, 18 September 2009

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 85% agreed they did not know why JPME is not extended down to the ROTC pre-commissioning level at college, but some type of joint unit training, where all the Services can get together and learn about one another in the first year is important.
- 90% agreed the first year is pretty generic in military training and could inculcate joint training and education of all Services. However, after the first year the training and education becomes pretty technical for the Navy-specific courses, particularly math and engineering.
- 90% agreed the military missions we hear about today make a good case for a joint ROTC. Whether the Chairman of the Joint Chiefs is Navy or Air Force, we see all the Services and their missions intertwining. After the first year, the candidate becomes immersed in the technical knowledge required to succeed in their Service. However, they would not be opposed to having some sort of training that would allow more knowledge for today's joint kind of missions.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understanding why the journey from High School to College through Perry's Dualism/Relativism to other domains?

- 85% agreed when in High School in 11th or 12th grade, candidates do not know what they are signing for in the ROTC involving all the Services. Knowing more about Perry's nine stages might help the candidates think about what they should be prepared for as they progress through the nine stages.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 90% agreed that knowledge of Dualism and Cognitive and Affective domains could help the candidate to understand why a person might think and how this thought could be vacillate altered. If given the freedom of action, students could vacillate between Navy and Marine Corps. Students' progress and mature over time. Some change a few times between Services they are partial at that time to join. While others cannot make the good decision because they cannot remain objective.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two year of ROTC to work out competing demands?

- 85% agreed that at least for the first year, the ROTC should be under the Department of Defense in helping the students to decide what Service is best for them and ultimately increased retention.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 95% agreed if the ROTC policy is changed to permit more time for candidates to make their choice of Service, this helps the candidates to focus on leadership.
- 90% agreed with the policy at University of South Florida, where there is a common building dedicated to all four Services, with an auditorium for guest speakers and joint discussions, a common break room with refreshments, each Service with offices, and classrooms on separate floors. By meeting and talking with other Service members, each ROTC candidate learns much about the programs available in the other Services.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 90% agreed that the ROTC program under the Department of Defense for the first year or two years permits the candidates to get a taste of all the branches of the armed Services and enhance their decision of a Service to serve. After that point, when the student decides on a Service, the student needs to focus on the technical and traditional aspects of that Service.
- 95% agreed the first two years under the Department of Defense could enhance career options both personal and academic. For example, establishing a shared break room and conducting shared drills would help to facilitate informative discussions between and about the Services.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 80% agreed they visited their respective academy's (Army, Air Force and Navy) in helping to decide what type of program and scholarship opportunities fits best for them. Overall, the candidates indicated the Service academies are too restrictive and concentrate more on military than academics. While ROTCs are less restrictive but also military intensive. If the ROTC students could focus more on academics for the first two years at college, this could help the candidates to develop a major more compatible with their Service selection and Service specialty.
- 95% agreed the summer experiences (Navy cruise and Marine camp), and at the end of the first year (Air Force and Army unit exposure) all help to reinforce the candidates' opinions and selection of a Service. The selection of a Service may either confirm the current selection or require approval of a change of Service and transfer of scholarship.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 85% agreed a standardized application process should make it easier for an inter-Service transfer. Many of the ROTC candidates are not prepared for what they will encounter. The candidates feel like they are just barely keeping their heads above the water. They have no real time to process during the year.

- 95% agreed if the application process is standardized, this process would be much more beneficial, and the candidate could be in the Service of their choice with their scholarship transferred as well.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 90% agreed that if a policy of inter-Service change (to include scholarships) is established, this would encourage more applicants to be part of the ROTC programs. Currently, the Navy and the Army grant full scholarships and the Air Force only partial scholarships. Between the Services, this policy is an impediment to mutual operations and requires significant paperwork. For some candidates, the scholarship drives their Service participation. Otherwise, financially they would not be able to attend.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 85% agreed that a more standardized ROTC would help to reduce candidate dropouts. The candidates are reassured knowing the movement between Services is eased.
- 90% agreed that that most candidates' ages 17-19 years old (High School to Freshman/Sophomore in college) are very indecisive and are not sure what

program they really want to pursue. However the options as they mature are very positive.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 90% agreed the inter-Service ROTC transfers could affect retention significantly in a Service beyond the required initial commitment.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 85% agreed that some type of JPME would help improve the success of future officers as they graduate from college and go off to their officer assignments. The best time recommended for JPME education is in the senior year as the cadets prepare for graduation and assignment in their Service. The Marine Corps, after graduation, sends their cadets to Officer Candidate School (OCS) for eight weeks of intense Marine Corps infusion and preparation for their first assignment.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 80% agreed that the best time for two years of JPME training is in the last two years (junior and senior) after the candidates have distinguished themselves in the first two years academically, including the choosing of a major.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 90% agreed, with a good two-year JPME program within the ROTC curriculum, the ROTC commissioned officers are armed with confidence, experience, knowledge and future multi-dimensional abilities beyond the capabilities of academy graduates. When assigned to their units, the officers will demonstrate better leadership, which helps them in promotions.

George Washington University, Senior ROTC Cadets, 17 September 2009

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 80% agreed that some of the Naval Officers on the staff just returned from combat tours in Iraq and Afghanistan where they were assigned primarily to the Army units and provided a joint perspective.
- 90 % agreed joint training and a better understanding of all the Services is important before arriving at their duty station. In this present military culture

there is a lot more cross training needed so an officer can move between different Services with ease.

- 80% agreed they came in with one idea of a Service but during the first year had doubts. Some felt forced to stay with the Service because of a scholarship. And the rule is if you change Marine Corps to Navy, you lose your scholarship and must reapply.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understanding why the journey from High School to College through Perry's Dualism/Relativism to other domains?

- 90% agreed that understanding better the journey from high school to college through the lens of Perry's Dualism/Relativism is important so candidates know more about themselves and what military program at college they are committing to.
- 85% agreed now that joint military training benefits and retention are important to understand, but difficult for ROTC cadets going to college to know what program they will end up assigned.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 85% agreed that knowledge of Dualism and an understanding of the additional stages from Perry plus the Cognitive/Affective domains perspective, all contribute to a better understanding of why decisions are made. One candidate switched

over from the Marine Corps to the Navy and claims this was the best decision of his life.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two years of ROTC to work out competing demands?

- 90% agreed taking the level of the Department of Defense down to the first two years would benefit retention and help students to decide first what academic program is best for them and then confirm their choice of armed Service.
- 95% agreed being in the program for two years permits a person to have flexibility in making a decision.
- 50% agreed it is more important to get your training completed during the first three years.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 85% agreed that a better knowledge of Cognitive/Effective domains supporting Dualism and JPME at the pre-commissioning level. For example, a candidate signed up for Navy but found in the first year (freshman) in the ROTC at college that Navy does not permit direct access to the Judge Advocate General (JAG) Corps after graduation. Navy requires one tour first before transfer. However, the Air Force permits direct access after graduation. If the candidate knew the rules prior to college and ROTC, the candidate would have chosen differently.

- 90% agreed the option to change is important for the ROTC candidates for the first two years because they really do not know what they are getting into as far as Service requirements and culture.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 95% agreed keeping the ROTC program under DOD for the first two years would permit a better understanding of all the armed Services, and their scholarship opportunities, which provide more options to learn JPME requirements and Service selection.
- 90% agreed with the Marine Corps model for those ROTC cadets going into the Marine Corps. Upon graduation from college, the Marine Corps cadets go to the Marine Officer Candidate School (MOCS) for about twelve weeks of intense training in the most current knowledge in USMC operations. The Marine Corps lightens Marine candidates' requirements during college in order to ensure each of their candidate's priority is on their academic track and successful graduation. All Marine ROTC and academy cadets upon graduation attend the MOCS.
- 85% agreed the Marine Corps model, four to ten weeks of intense schooling, helps newly graduated seniors and commissioned officers undergo the most current information of their Service, which can help significantly each new officer to be more effective and knowledgeable in their Service.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 95% agreed that it would be good for ROTC students to focus on their academic/core requirements for the first two years to determine their best major and then work their academic and ROTC requirements simultaneously through graduation.
- 85% agreed to start mastering what job is going to be done in the 3rd and 4th years.
- 85% also fear that the Navy will change their major due to the needs of their Service for developing additional nuclear officers. So as officers near the end of their fourth year, they may be re-directed, due to the needs of the Service, to a higher manning priority assignment.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 40% agreed the standardized applications process could make it easier for inter-Service transfer. These students were enrolled at George Washington University's ROTC program. However, some students could be assigned to other local universities in the Washington consortium, such as Naval ROTC at Howard University. If all Navy and Marine Corps ROTC candidates in the Washington, D.C. area are brought together at George Washington University, then everyone's schedules outside of George Washington University are different and require extra time for coordination in order to participate in all the ROTC events. The ROTC students, in general, like George Washington University ROTC because it is not like the cadet programs at Virginia Military Institute or Norwich University. Some cadets appreciate the civilian aspect of the program. However, scheduling everyone together is a significant challenge.

- 70% agreed that determining if you want to stay in the ROTC for one year may not be enough time with the academic priorities, but the military must recruit people who are motivated enough to know what is going to happen to them if they do not make a decision.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 90% agreed, if potential candidates knew ahead of time that an inter-Service change is possible during the first two years, more candidates would be encouraged to participate in the ROTC program. Today, within the Navy/Marine Corps, it would appear easier to transfer since both Services are part of the Department of the Navy. However, transfers between Army, Air Force, and Navy are not as easy.
- 85% agreed on the importance of joint training, but keep everyone in the same Service together so they acknowledge that while you are in the Navy this is how we all interact.
- 25% agreed there should be an avenue for retaining those that decide ROTC is not for them.
- 75% agreed that knowing inter-Service change is possible when they get to college could encourage more applications, but the leadership must be personally driven to help the students in their request for change.

- 55% agreed the joint training experience should be held at a place like Pennsylvania State University to avoid too many competing areas of interest like interns, and multiple agencies, which use up available time.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 70% agreed standardization of the ROTC program during the first two years gives each candidate a better look at their whole Service and inter-Service programs.
- 90% agreed that standardization could have a stronger influence in retaining potential dropouts.
- 80% agreed surprise assignments from one Service branch to another could affect significantly retention.
- 85% agreed all Services speak to their people through their leaders.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 95% agreed that standardization of the ROTC program during the first two years to permit inter-Service transfers of the ROTC could affect the retention of candidates beyond their committed Service requirement.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 70% agreed being qualified in JPME would improve success in their field of choice, but also be better qualified for their areas where they might be assigned due to the needs of the Service. Unlike the academies, the ROTCs can be used to fill immediate vacancies particularly in the highest educational position needs in submarine and surface nuclear propulsion assignments. For example, an ROTC officer candidate points all his training and interest to become a naval fighter pilot. In the last year (senior), the candidate was told he must now be part of the nuclear power program, which may cost more commitment in time and may for the Navy affect any chance of retention.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 50% agreed that to be a good officer, fully prepared at commissioning, three years of ROTC training and education is needed with the last year including the joint training.
- 80% agreed that there should be a good method to move easily between the Marine Corps and the Navy, or the reverse. Now if a student has a Marine Corps scholarship and decides to change from Marine Corps to Navy, there should be a policy for an easy inter-Service transfer. However, the current policy is for the candidate to dis-enroll from one Service, including the cancellation of a

scholarship, and then reapply to the other Service of choice and apply for a scholarship with no assurance of approval of either selection from the Department of the Navy.

- 90% agreed an ROTC candidate having the ability to change Service once he or she learns about all uniformed Services would be beneficial.
- 95% agreed the ROTC produces different types of leaders, more personality driven, where many live off campus and have evening jobs, which helps to develop different leadership skills than academy or corps-type military training.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 90% agreed that as seniors having four years of military training, they have achieved a basic understanding of jointness.

George Washington University, Newly Commissioned Navy Ensigns and Marine Corps Second Lieutenants, 29 October 2009

A. *Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.*

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 100% of the graduating seniors, now commissioned officers, had not heard of the term "Goldwater-Nichols legislation". They had heard about "jointness," meaning working with other Services, but this education would come when they got to the fleet or other unit, meaning when they arrive at their operational duty assignment.

- 85% of the newly commissioned officers acknowledged as a result of discussions from some returning officers from duty in Iraq and Afghanistan that joint military training and education discussions are important early in your career. This can lead to better knowledge of the capabilities of all Services that might help in the overall decision making of a rising officer.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understand why the journey from high school to college through Perry's dualism/relativism to other domains?

- 50% agreed with one of the students that said scholarship could mean a lot of extra pressure, knowing your parents cannot afford paying for college, yet trying to move from the control of your parents to sorting it all out at college with little guidance (dualism to relativism).
- 60% agreed with another's comments that freshman ROTC students might want to revert back to the Dualism of Perry because they now have to think for themselves and are more comfortable with leaving and moving back to the comfort and safety of home. But in the ROTC, we have squad leaders, both enlisted and officers who tell you what to do, advise you, and things become a lot easier when you do them. Now it may not be the same for the academic portion of our studies, but it seems similar to Perry's Dualism as you first start out in the ROTC.

- 80% agreed that if you decide to remain in college but still have difficulty thinking for yourself, they stayed in college but it was always a struggle and was not a good experience.
- 40% agreed that sometimes everything builds up too much pressure, college relationships, teachers and grades, ROTC commitments and these people just need to take time off for a semester to figure out what they are going to do.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 95% agreed that while they did not have enough knowledge of dualism and cognitive and affective domains, they also had very little information on JPME.
- 80% agreed there can be competition between ROTC and other programs like Crew which may require a decision to do one program and not two. This idea is no different than reverting back to Dualism and the comfort of the parents.
- 50% agreed that ROTC students can also participate in internships in different parts of the government that help broaden a perspective beyond the limited thinking in high school from a cognitive or dualistic reasoning.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two year of ROTC to work out competing demands?

- 65% agreed they were concerned about scholarships in relation to this question. Can the Department of Defense control the ability to get a higher scholarship

from one Service compared to another? One of the main reasons one of the Navy ROTC students came to George Washington University because the Navy was willing to offer at lot more in scholarship than the Army. Army was around $80-90K but the Navy was close to $120K. So that was a big difference and drove what Service they would volunteer to serve.

- 60% agreed on the DOD controlling the ROTC for the first two years based on the comments and experience of some Navy ROTC students. One candidate chose Navy ROTC because of the scholarship and they thought a candidate could transfer into the JAG Corps after graduation. However, after committing to the Navy, they found out that only the Air Force permits direct transfer to the JAG Corps after graduation. The candidate indicated that if they knew this ahead of time they would have chosen the Air Force ROTC.
- 70% agreed that if you want to change between Navy and the Marine Corps, it is easy in the ROTC since both are under the Secretary of the Navy. But transferring from the Navy (Navy/Marine Corps) to the Army or Air Force or vice versa is much more difficult and depends on the flexibility of the ROTC commander to support exceptions in favor of the student and at least two years before making a decision.
- 85% agreed if the ROTC is designed to have the candidate pick a warfare community by the end of their junior year, there would be enough time to educate all candidates on all the Services capabilities within the first two years. This would leave enough time to make an informed decision on a warfare and Service community.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 80% agreed that understanding about the armed Services could not be done by reading the available information, but more through talking to officers, Navy or Marine Corps. You get a very different perspective about each Service. Each perspective candidate should have enough experience and exposure with all the Services' programs in order to make the best decision on the Service to join.
- 85% agreed that with more time before making a decision (end of the junior year) and more integration with the other Services at least two years would lead to a more informed decision.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 70% agreed the Navy/Marine Corps is geared to finishing their first year and then going on the Navy summer cruise and Marine week. This is where the Navy/Marine Corps communities experience the various missions, spend time with the officers, and learn the different communities with the thought that if they would decide for which community they prefer or switch between Navy to Marine communities.
- 95% agreed, if a student is going to withdraw from the ROTC program, they must do it before the end of the first year or incur additional military Service as an enlisted member requirement.
- 90% agreed that in the Naval ROTC, the candidate picks their warfare community at the end of their junior year, and are told during the Fall of their senior year the

warfare community approved. However, this selection could change at any time due to the needs of the Service, i.e. the nuclear power program needed additional personnel, so they took them from the aviation and explosive ordinance communities.

- 90% agreed the needs of the Service from an education and training perspective can be most compelling. Flight school is ten years and Submarine Service is six years.
- 90% agreed that having three years to decide what community and Service would be most helpful.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 90% agreed that the first time they began to understand about their Services and capabilities was during the summer cruise program.
- 55% agreed that when they knew they received acceptance into the Marine Corps ROTC, they were happy but did not know what they might be.
- 60% agreed that having a scholarship made a difference in staying where directed. But if the candidate had two years to make a decision with more exposure to the Service as well as other Services, and a scholarship being transferable, then the candidate would be able to make a more informed decision which could result in longer time in Service.

- 65% agreed that receiving a scholarship to the Marine Corps when applying in high school means all you know is that you are going to be a Marine. The candidate knows nothing about the Service until the candidate arrives at college.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 90% agreed that if all the ROTC Services are collocated in the same building, participate in the same programs, get to know one another and the possibilities within each Service within the first two years, then each candidate also would know the possibilities of transferring from one Service to another and still maintain their ROTC placement.
- 85% agreed more information must be available on the commitments for other Services like the Navy so other Service candidates can evaluate the possibility of transfers. For example, for the Navy, Flight School is ten years; Nuclear Submarine six years; and Naval Flight Officer six years.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 85% said that when they come as ROTC candidates for a particular Service, they know very little about the programs in that Service and even less knowledge about any of the other Services. In the very least, they should know about the possibilities of all the Services and their flexibility would be helpful.

- 90% agreed that it was not until summer training and "Portsmouth" that they were exposed to the fleet and the backgrounds, education and training of the officers.
- 85% agreed that if they knew when applying in high school for the ROTC program with a particular Service that if that Service does not seem to fit their goals and they have the option to change Services many more would be willing to apply for the ROTC.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 65% agreed that in looking back over the program, that if the first two years are standardized to learn about all Services in addition to the one Service the candidate represents, it should have a positive effect on some of the candidates. However, there are always some candidates who drop the program because the military rigor is just not what they are willing to commit.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 70% agreed if all the Service ROTCs are taught together or all the Services are represented, there is always a positive effect if one Service is willing to help another in an accession which could result in that candidate making a career for that Service.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of

overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 85% agreed that it would be nice to know more about the other Services and their capabilities, but JPME training must be done in the junior and senior years after the candidates have the time and exposure about their own Service, opportunities and responsibilities.
- 60% agreed that bringing freshmen from two or more Service identifications together does not permit the best of information transfer because the candidates do not have identity, meaning the ROTC candidates must develop good knowledge of their Service before good information is passed on to others. And this level of knowledge is usually not developed until the junior year.
- 65% agreed that in some cases a candidate might select a Service specialty like Navy Seal or Explosive Ordinance Disposal, but due to the needs of the Service, the Navy might direct the candidate after the third year to major as a nuclear officer most likely assigned to nuclear submarines or in engineering on nuclear aircraft carriers.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 90% agreed it is important to get the academic portion of the education emphasized in the first two years pointing to a major. But simultaneously the ROTC candidate for the most part is on an ROTC scholarship. Without the scholarship, the candidate probably would not be able to pay bills at The George Washington University. So it is just as important to learn about the other Services in the first two years, so a transfer of scholarship could be negotiated from one Service to another.
- 70% agreed the two-year JPME would be beneficial because a candidate would know more his/her choice of Service and where it fits in the big picture.
- 75% agreed that the time to begin the JPME education was after the first year when the candidate has committed to a Service ROTC. If the Department of Defense approves a two-year JPME program, then the ROTC candidate commits after the first two years.
- 35% agreed the choice of Service can also be determined because you identify with the Service like the Navy and the Navy Officers. It's hard to explain except you feel a part of that Service. Something inside just says it's for me.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 95% agreed the parents' and friends' firsthand armed Service experience is important. The second place of early emphasis is participation in the High School JROTC. These two networks provide significant emphasis on the ROTCs, their scholarships, the leadership, and at college, all the ROTCs influence during the four years, plus a one-to-two year JPME program during the last years at college.

- 90% agreed all this military exposure during college should provide in class an expert in civil-military relations. And as a newly commissioned officer, the ROTC graduate has significant maturity and armed Service knowledge to lead his group in promotions and assignments.
- 65% agreed that knowing more about the other Services and having three years to make a decision could confirm a willingness to make a change of Service because the other Service might be more compatible with the field of study being pursued by the candidate.
- 70% agreed that the choice of Service and program may obligate the candidate for as much as ten years, which means they must be part of a good promotion package because this is half way to retirement eligible. Nuclear candidates have about eight years.

Norwich University, Freshman ROTC Cadets, 02 December 2009

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 95% agreed they did not know why JPME was not extended down to the ROTC Pre-Commissioning level. They had a fair knowledge of the importance of learning about the other Services and their capability, but they did not know about any of the regulations regarding JPME.
    - 85% agreed they heard of the term "jointness," but not the term JPME. We explained overall how this is important. First, that you have selected the right

Service; And you have the time to observe all the various courses of action among the Services to select the right major and courses recognizing that most students change majors two to three times; and if you have a scholarship, it must follow you to wherever you begin in education; and as you gain more knowledge you will enjoy your job and may want to stay for an additional tour or make the joint Service a career. But the candidates did not understand why it is a requirement, nor the amount of time required for qualifications.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understanding why the journey from High School to College through Perry's Dualism/Relativism to other domains?

- 100% agreed they had not heard about Perry's journey for teenagers going through stages (domains) like Dualism and Relativism when planning to attend college.
- 95% agreed after reading Perry's domains, parent's support and the making of new friends at college, they could identify with the analogy.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 90% agreed with an exposure of Perry's nine stages, and knowledge of the cognitive and affective domains in teaching standards through the military, would be a help to the candidate in understanding how the military teaches candidates are taught and the stages as predictors of what each student might incur.

- 85% agreed that the information on Perry and the cognitive and affective domains could be helpful as predictors of what each candidate might face and how they are taught in the military. But none of these have any direct bearing or justification on the rationale for JPME at the pre-commissioning level.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two years of ROTC to work out competing demands?

- 85% agreed, based on parent exposure to the military and possible high school Joint ROTC influence that the Department of Defense controls should be in the first two years of college devoted to the students' academic development and identification of a major and confirmation of the correct Service for ROTC and career.
- 90% agreed that the Department of Defense could control the ROTCs during the first year to support candidates who want to change Services and to insure a rapid change of any scholarship between the armed Services.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 90% agreed a change in policy for one or two years would enhance the ROTC candidates' time to confirm their present selection of Service or to make the change to another Service with the inclusion of a formally approved scholarship and academic path to include a major.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 90% agreed now that the issue is reframed and discussed, that academics should lead in their decisions for a major. Most had not thought about this discussion point because they were more committed to their military Service.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 90% agreed they made an early decision about their Service selection, through individual research and parent/family and friends influence. They see no need of a two-year joint training.
- 95% agreed and therefore prefer four years of Service-specific training so they are well prepared for their commissioning and Service commitment following college graduation. As freshman, they did not have the ability to look back and make a decision as can be done by the sophomore through senior classes.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 95% agreed that a standardized application for all Services is needed. The candidates believed that the ROTC is not going to be their whole life. But they must have the opportunity to ensure the choice made of a specific ROTC still fits the candidates preferences based on new knowledge about Service capabilities, and the candidates interest now that he/she observed the other Services capabilities. A big part of your college life and ROTC scholarship is academics

and a social life. If you wanted the military only, then the student should have applied to one of the military academies.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 90% agreed if the candidate did his/her research ahead of time in making application for a specific Service in ROTC and the university, then there would be no need to change. There are several references to consider parents in the military, JROTC in high school, ROTC interviews for application, university interviews, and scholarship possibilities. The applicant must have seriousness in purpose.
- 85% agreed, after additional discussions, that additional familiarization from all the Services might uncover other Service areas more appealing. The more people know about the friendliness of the ROTC application procedure, the more applications will increase for the ROTC program.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 90% agreed that standardization would help to reduce the ROTC dropout rate and support the scholarship rate across ROTCs. By helping the candidates up front, who have gone through the long process for acceptance, the program supports

candidates who have gone through the long process for acceptance vice letting colleges refill from the drop-outs.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 95% agreed that inter-Service ROTC transfers could enhance the overall ROTC retention if advertised as a Department of Defense policy and supported by the various ROTC units. This policy supports all the initial work up time, and selection process for each candidate.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 90% agreed that it would be nice to know more about the other Services and their capabilities, but JPME training must be done in the junior and senior years after the candidates have the time and exposure about their own Service, opportunities, responsibilities and academic development and major selection.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 90% agreed it is important to get the academic portion of the education emphasized in the first two years pointing to a major. But simultaneously the ROTC candidate for the most part is on an ROTC scholarship. Without the scholarship the candidate probably would not be able to pay bills at the Norwich University. So it is just as important to learn about the other Services in the first two years so if a transfer of scholarship needs negotiating from one Service to another it can be done between the four Services seamlessly.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 95% agreed the parents' and friends' first hand armed Service experience is important. The second place of early emphasis is participation in the High School JROTC. These two networks provide significant emphasis on the ROTC, their scholarships, the leadership, and at college, all the ROTCs influence during the four years, plus a one to two year JPME program during the last years at college.
- 90% agreed all this military exposure during college should provide in class an expert in civil military relations. And as a newly commissioned officer, the ROTC graduate has significant maturity and armed Service knowledge to lead his group in promotions and assignments.
- 95% agreed the last two areas which contribute most to ROTC retention beyond the basic payback time is: a. Scholarship award recognition; and b. Rethinking a candidate's area of concentration, and armed Service, based on candidates desired area of expertise and maturity.

Norwich University, Sophomore ROTC Cadets, 02 December 2009

A. *Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.*

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 95% had no idea how the term Goldwater-Nichols might be linked to jointness and JPME. However the sophomores did understand the concept and importance of joint training.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understand why the journey from high school to college through Perry's dualism/relativism to other domains?

- 90% agreed (after a brief review of Perry from the read-ahead) that a general knowledge of Perry's examples during the various stages of their lives beginning in the senior grades in High School through college provide a collection of predictions that a person might experience. And armed with the knowledge of these predictors, permits the person the ability to better navigate the roadblocks in life both predictable and those unpredictable.
- 95% agreed particularly in college with the ROTC professors and curricula, understanding the military teach primarily through the Cognitive and Affective domains as they pertain to military education, could help a candidate to understand the concept of jointness better and the expectations. Cognitive, meaning the teaching through experience, which is the primary method of military

teaching. And the affective domain side, where the teaching includes both the feelings and emotions of leaders.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 80% agreed that Perry's predictors through his various stages including when those programs and relationships too tough and demanding for some individuals leading to a retreat from the program for a short period of time or escape and termination from the program completely. Overall the research helps a candidate to understand why some of their friends feel the program is too tough, and may want to retreat or worse escape and terminate. And most of all the research provides a good predictor when each individual needs a course correction.
- 95% agreed the above information is helpful for a candidate in navigating the path to commissioning and graduation, but it does not provide a rationale for JPME at the Pre-Commissioning level in college.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two year of ROTC to work out competing demands?

- 95% agreed at least for the first year and perhaps two years, the ROTCs could be under the Department of Defense in order to provide more structured time for the ROTCs in determining the education required for each ROTC candidate.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 85% agreed a change in procedure (one to two years controlled by the Department of Defense) not only permits the candidate to have a better choice of courses and the development of a confirmed major but also the review of other Service ROTCs.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 90% agreed the ROTC candidate would have the freedom to confirm the presently assigned ROTC including the scholarship, major and the scope of work required supports their interests and projected capabilities. And if there are any doubts, there is time to investigate the other Service capabilities.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 95% agreed that it is important for all the ROTCs during the first two years at Norwich to permit their candidates the freedom to determine their own academic profile, and to include the selection of a new academic major. The currently assigned ROTC department, as requested by the candidate, helps the candidate to pursue an alternate armed Service ROTC and a new academic major if needed.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 95% agreed that the difficulty in support of a standardized application increases as the number of Service ROTCs decreases. The reason being that crossing school domains particularly in the transfer of credits, programs, advising and college regulations can take additional time which may prevent any chance of approval.
- 90% agreed that standardizing the application process could help the applicants in confirming their Service selection or permitting an easy transition from one Service to another including the transfer of any scholarship during the first two year academic focus.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 95% agreed that a Department of Defense standardizing of all ROTC armed Service applications to include all scholarships would benefit all the Services. Currently the transfer of both ROTC candidates and scholarships is a significant impediment to this process at this time.
- 95% agreed if the Department of Defense standardizing of all applications and scholarships is approved, all armed Services would benefit, by encouraging more applicants to be part of the ROTC system, which is likely to show a positive increase in applicant requests, lending increased support for ROTC manpower as well. However, the single most damaging effect to this proposed policy is currently the transfer of both ROTC candidates and their scholarship if applicable.

Requests are made, but the Service representatives kill any such requests simply by not taking any action and letting time expire. Nothing can be more obvious to the applicant, and for the most part closes out any potential for retaining this individual past their required time of Service.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 95% agreed that formal standardization by the Department of Defense of the ROTC program can help significantly to reduce the candidate dropouts. Sophomore year historically is one of the toughest years for the students/candidates. They are basically on their own to make all the decisions and survive. The candidates need that time and space to confirm their Service choice, major and maintain or transfer their current scholarship.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 90% agreed that standardization and inter-Service transfer are linked to this process. At Norwich, with all the ROTC Services present in a Corps atmosphere, the ROTC commanders work together to ensure each candidate is helped based on their preferences. The ROTC commanders work around Service bias in order to help an individual with changing preferences succeed. Unfortunately, Norwich is unique and the exception, where overall it should be the norm.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important

portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 90% agreed they did not know enough about the military to have a JPME certification. ROTC candidates barely know enough about their own Service. They have spent the better part of two years determining what Service, department and academic major fits their future assignment in the military.
- 95% agreed that first two years in the ROTC should be used for reinforcing their academic track in support of an armed Service; and to learn about all the other Services and their contribution to the department of defense. The Sophomore Class termed these first two years a "Purple ROTC". After completion of the second year, the ROTC candidate has settled on an ROTC, transferred any scholarship, and determined their academic major. The third year the candidate spends time with his Service specific ROTC; and in the fourth year is the JPME exposure, preparing the ROTC prospective graduate and commissioned officer for joint and Service operations.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 95% agreed the ROTC program seems flexible enough for candidates to complete during the first two years their academic requirements, decide on a major, with

the last two years available to confirm support of their choice of Service and JPME program with all the training and exposure. The real question is not the time but the maturity of the candidates to accomplish a certification program or an exposure program before commissioning.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 95% agreed a higher retention model beyond the basic payback time for education is a program for the first two years in academics and the last two years in JPME programs with the ROTC curriculum. Most important are the responsible assignments given to these young officers and the mentoring done by the senior officers. ROTC officers for the most part are business proven, friendly, get along well with everyone and demonstrate instinctive leadership at an early age.

Norwich University, Junior ROTC Cadets, 02 December 2009

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 95% agreed they had not heard of the term "Goldwater-Nichols" and the legislation that defined JPME. They had heard of the term jointness and knew that at some time in the four years that they would know a little more about all the Services, since four Services are present and located at Norwich to advise and teach the ROTCs.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understanding why the journey from High School to College through Perry's Dualism/Relativism to other domains?

- 90% agreed, after it was explained in their read ahead package that a more thorough understanding of Perry's examples of student development from high school to college could be better used as a predictor for the stages that students might incur in their walk through college.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 85% agreed that knowledge of Perry's Dualism, Multiplicity and Rationalization are good predictors of what feelings and actions a person might incur working towards graduation from high school and beginning both college and an ROTC programs. And in addition, a better understanding of what to expect from their ROTC Services in their teaching methodology. The military teaches primarily through experience known as Cognitive Domains, and Affective Domains based on feeling and thoughts. Students mature and progress over time and knowing the indicators and predictors are important in successful performance and achievement.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two years of ROTC to work out competing demands?

- 90% of the junior class was strong in their feeling of the first two years of college should be controlled by the Department of Defense area of JPME for ROTCs. The junior class said this direct support by the Department of Defense "should be an absolute necessity." By controlling the first two years, the candidate understands more comprehensively his parent military Service and all its capabilities, and the relationship of all the other Services and their programs they bring to the table as well.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 85% agreed that setting more time aside for the ROTC candidates to learn about the program, to include all the other participating ROTCs is a force multiplier. It has the potential of increasing their knowledge and possibly changing from their current Service of choice to another Service and program. If it is the students' choice and the decision feels right, there might be a commitment past the normal minimum required Service obligation.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 95% agreed with the ROTC program under the DOD for the first two years permitting the candidate the opportunity to experience the capabilities of all the other ROTCs, learn their requirements, and integration on the battlefield. After a familiarization period of all the ROTCs, the candidate decides on a new Service

or remains with the original ROTC contract. The important part is the candidate may now focus on the more technical and traditional aspects of his ROTC Service responsibilities.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 90% agreed during the first two years, if the ROTC students could focus more on their academic requirements, to include a major, this would go a long way in helping the candidates' confirmation of the current ROTC or selection of a new armed Service. This means either (a.) to remain with their currently assigned ROTC; or (b.) to seek to gain approval of transfer from the parent ROTC including transfer of any scholarship; and (c.) receive approval from new gaining Service ROTC including any scholarship. This step goes a long way in helping the candidate develop a major more compatible with their Service selection and Service specialty.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 90% agreed with a standardized process for the ROTC program, whether a Corps environment or single ROTC, the transfer from one Service program to another including scholarship if presently holding one, should be an easier process for the ROTC candidate. After all, the rigorous screening in time and money expended to become one of the very few selected for an academic/military education is important. If the Service preferences change for a candidate based on additional

Service exposure, then the most important objective is not to lose a distinguished candidate. In the end, this candidate may only stay for his required time, but he/she remembers for a lifetime that in leadership, people in the ROTC program went the extra mile to help someone succeed. There is no better public relations for the Citizen Soldier (ROTC) program.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 95% agreed that a policy of inter-Service change, including scholarships, would support many ROTC candidates who have gone through the rigorous screening and selection, only to find with more information that another Service would fit both their academic and military needs.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 90% agreed that with jointness also should come standardization. And standardization will help significantly to reduce throughout the ROTC community candidate dropouts and encourage more applicants to apply for the program.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 95% agreed the inter-Service ROTC transfers could affect officer retention significantly by serving in another armed Service and alternative job specialty beyond the required initial commitment.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 85% agreed joint operations and knowledge of each Services contribution is a necessity for the current fighting force of officers and men. The accession of officers into the fighting force from the ROTC community is an important contribution. An understanding of the JPME procedures is important in the way we train our forces. But the ROTC community must first concentrate on educating the ROTC candidates and using the first two years to solidify their academic requirements leading to an approved and proper major. As the senior ROTC candidates indicated, as well as the ROTC leadership, the best time for JPME (exposure and familiarization) not training and certification of JPME is in the last year. And most of the armed Services have their own professional schools for the newly commissioned officers to attend and receive the latest JPME indoctrination.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 90% agreed if JPME certification must take place it should be done in the last two years after the academic requirements are determined.
- 95% agreed with all the requirements a ROTC candidate must fulfill, adding two years of armed Service qualifications with no prior experience might be premature. Perhaps a year of exposure to all the armed Service capabilities might be more beneficial.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 90% agreed with the exposure to a JPME (Joint Professional Military Education) program (one or two years) within the ROTC curriculum, the ROTC officers are filled with knowledge and confidence.

Norwich University, Senior ROTC Cadets, 02 December 2009

A. *Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.*

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 98% agreed they did not know the term Goldwater Nichols or the legislation involved. But they are familiar with the term jointness and had a general idea of how jointness pertains to improving the working of all armed Services together.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understanding why the journey from High School to College through Perry's Dualism/Relativism to other domains?

- 85% agreed after reading the information provided as a read ahead that based on extensive research by these authors, they provide a good predictor of how students might act when faced with the uncertainties and pressures of college life (academic, ROTC, social).

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 90% agreed that Perry's patterns of development from Dualism, Multiplicity, Relativism to Commitment to Relativism, and the Cognitive and Affective domains as methods of teaching in the military are important to understand and are helpful as they navigate through their academic and social requirements to a successful graduation.
- 95% agreed while the knowledge of Dualism, Multiplicity, Relativism to Commitment to Relativism, and the Cognitive and Affective domains are important in the growth of students at college, it does not support the rationale for instituting formal JPME education at the pre-commissioning levels at ROTCs.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two year of ROTC to work out competing demands?

- 85% agreed there is no need for the Department of Defense to control the first two years for the reason of identifying if the chosen ROTC fits best for the student. Most of the ROTC present felt they had done excellent research in all the possible career fields and Services and selected the best for them both field and Service.
- 65% agreed while they had done a lot of research prior to coming to Norwich, there may be some areas they missed and this would be a good confirmation factor.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 95% agreed in looking back, even though they would like to think they took control in enrolling and acceptance into the ROTC program, there was a lot of information they were not aware in all the Service ROTCs, like the Navy after graduation requires one tour before you are permitted to change areas of concentration, whereas the Air Force permits a change after graduation with no penalty.
- 90 % agreed that since their freshman year, with all the ROTCs combined, they began with approximately 360 students. As of this day, the ROTC stood at 185, with almost 50% attrition. The reasons are many, college academics, the Corps experience plus the ROTC requirements, and transfers to other ROTCs where they are not always under a military environment.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 90% agreed the ROTC under the Department of Defense for the first two years may help to strengthen and integrate the program at the beginning. With time and guidance during the academic portion, and the choosing of the best major, this may help strengthen the best path of development for the ROTC candidates during the first two years. As a result, with a clear mind of a major, in support of their ROTC mission and scholarship, permits the candidate to concentrate simultaneously in the areas of the ROTC and academics together during the last two years of college and graduation.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 95% agreed that this is another reason why it is important to have the DOD oversight during the first two years. Learning about the military is important, and much is learned by the student integration, discussing and attending the required military events both during the year and throughout the summer.
- 90% agreed in looking back that there is plenty of time to get the military requirements done during the third and fourth years.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 95% agreed that to best help the student there should be a standard inter-Service application. For the universities housing all four ROTCs, the inter-Service

transfer including scholarships is easier in most cases. And probably does not require the standardized application. However, for those colleges and universities with one or two ROTCs the agreed upon inter-Service is imperative to move through all the correct offices for initial and or approval.

- 90% agreed during their first year, the ROTC commanders had multiple students transferring successfully between the Services. In fact at Norwich, they have even transferred seniors, and who had the right credits for graduation, to another Service. The Norwich ROTC leaders team all work together for the best of the students.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 90% agreed they wished they knew ahead that there is an accepted policy of inter-Service transfer between ROTCs at Norwich depending on their interests, strengths and scholarships. Most students know little about the Service they are applying and are happy to be selected and possibly be accepted for a scholarship. They cannot afford to lose their funding scholarship and do not realize that in some colleges this is transferable as well.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 95% agreed that standardization particularly for those institutions having only one or two ROTCs would be one of the most important policy documents for the Department of Defense regarding the health and welfare of the ROTCs. By means of indoctrination, exposure and academic preferences, the ROTC candidates are changing in priority from a retention standpoint, and the program needs this approval. Ultimately the ROTC program is happy if the candidate decides to make the military a career. But the ROTC graduate who completes their time in Service responsibility, and leaves for a civilian job is just as important to this nation as a "citizen soldier". These fine men and woman officers are the best publicity for the ROTC program. Whether the candidate decides to make their choice of Service and job responsibility a career, or military commitment and leave, the ROTC program is an intricate part of the armed Services.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 95% agreed that whether at a university with one, two, three or four ROTCs, transfers from one ROTC to another for the good of the person is always seen as a positive and career motivating move. The larger institutions make this look easy and for the right reasons. Each ROTC has quotas and special areas to fill, but they work together based on the changing needs of the individual to support a transfer to another armed Service with the scholarship accompanying the candidate. But a policy must be written to permit the same kind of support for the single Service, remotely manned ROTC at an institution less forward leaning and progressive toward the military.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 90% indicated that the ROTC candidates first priority is to ensure their academic requirements are in order from a university and faculty advisor perspective. Second the allocation of time is important based on the course requirements and ROTC commitments. Third, while the idea of a specific JPME curriculum might be important, the timing might be better addressed after the candidate graduates from college and goes to their specific military assignment. Fourth, each of the candidates for example from the Navy have different proposed designators; Explosive Ordnance Disposal; Surface Warfare; Submarine Warfare; Intelligence; All with different requirements for their expertise in JPME qualifications. And this is only one Service. Most important for the candidate is overall knowledge of all the components and how they are supposed to integrate top/down within a Service and laterally across all other Services.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 95% agreed that with all the requirements at the university -- academic, Corps at Norwich, ROTC overall, and Service specific (Surface Warfare-Cruiser Destroyers designator), exercises and summer cruises for the Navy, to mention a few -- there is little time available that can be packed into this ROTC candidates schedule and still expect them to pass all the requirements and have fun along the way. The most important part of their stay in the ROTC is their belief this part of the support for the military brings a unique balance of leadership, knowledge and the ability to work well with others either in the military, or in a civilian job at the end of their commitment. Yet always mindful that the ROTC program is one of the best and age old traditions in the United States military and still works. The importance of the "Citizen Soldier".

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 85% agreed that a JPME exposure program is important in learning more about all the Services and their special qualifications. Along the way during the four years, as a result of this exposure, some of the ROTC candidates may wish to change their Service, which is easier to do at larger institutions where most of the Services collocated.
- 90% agreed by learning more specifics about all the Service programs, some candidates may wish to change Services (for example,-Air Force Electronics to Naval and nuclear power submarines) and a commitment requiring close to ten years.

Norwich University, ROTC Commanders of Cadets, 02 December 2009

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 98% of the ROTC Commanders heard of Goldwater-Nichols from the 1986 legislation and believe as supporters of jointness that we are almost there, and there is always room for improvement.
- 98% agreed the guidance for JPME education and qualification extended down the pre-commissioning level does not mean exclusively ROTCs, but includes the Services academies plus the two year commissioning institutions as well.
- 100% agreed the plan for "joint exposure" among all the Services ROTCs is imperative, but "joint training certification" is better done after graduation and at the thorough support of the armed Service.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understanding why the journey from High School to College through Perry's Dualism/Relativism to other domains?

- 85% of the ROTC commanders found the analysis interesting but made it clear they have one or two bosses to satisfy. They report directly to the Chiefs of their Services in keeping to a very tight schedule of requirements for the candidates leading to graduation and commissioning. From a leadership perspective this is good knowledge and could be predictor for dealing with some students.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 90% agreed that even if the teaching techniques are improved to understand better Dualism and Multiplicity from Perry and the Cognitive and Affective domain teaching primarily in the military, it does not support a stronger rationale for the teaching of JPME at the Pre-Commissioning level.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two years of ROTC to work out competing demands?

- 90% agreed that they are not in favor of a "purple" ROTC.
- 95% agreed if the objective is to give the ROTC student two years to decide if their initial Service ROTC is their right choice and have a chance to make the best choice of another ROTC and major in their academic decisions, then this recommendation could be supported.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 95% agreed in some cases it is better for the student to change and you know and feel the current Service is not right for this candidate.
- 98% agreed in the first two years, the primary consideration for each Service is to teach all of their ROTC candidates to their very best capability, their Services'

culture, language, fundamental skills, orientation and how and what each Service brings to the fight in defense of this land both individually and jointly.

- 95% agreed their Services are very suspicious of people conducting any kind of studies on ROTCs. In fact, the Navy representatives received information from their seniors in the Navy/Marine ROTC management department not to give out any names of Norwich students because they did not want it perceived Dr. Confessore and Professor Meyer were doing any coaching to the ROTC Navy and Marine candidates.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 90% agreed this helps the candidate to better determine their currently selected Service compatibility, provides the time to confirm their academic courses and program including their major, and complete their initial Service requirements.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 95% agreed this would be the best time for the student to confirm their major, confirm Service as their preferred choice, retain their scholarship or transfer if needed to another Service. All of the above conditions help the candidate to make a more informed decision which could result in a longer and more permanent time in Service.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 95% agreed at Norwich the ROTC commanders, with all the four Services represented; work closely in the Corps concept to ensure every student's request is actively looked after for the best results. If it means the inter-Service transfer of a scholarship and change of Service or both, using the Norwich Corps approach, they work the issue.
- 90% agreed the important part of a standardized application process is with a Corps, there is no need for a standardized application process because all the Services work together. However, those institutions with only one or two ROTC Services represented really do need an agreed and standardized transfer application to take care of all the possible requests and transfers.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 90% agreed, if when in High School interviewing for the ROTC program, they were made aware that in college, when assigned with a particular ROTC, they can renegotiate for another ROTC including scholarship if their goals do not agree, many more applicants would be inclined to apply for the ROTC program.

- 95% agreed when applying for the ROTC program in high school, while they were happy to be accepted in a Service program and maybe a scholarship, they really did not know much about all the options open to them and the possibility of transferring to another Service ROTC in support of their academic preferences.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 85% agreed for standardization to work the individual Service ROTCs would have to give up valuable time needed for their education and training in support of intra-Service joint training and education.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 95% agreed at Norwich with all four ROTCs represented, the system of inter-Service support works well because they are all part of the same team in support of the ROTC program and the university. And transfers to include scholarships are possible. The problem lies with the colleges and universities that only have one or two ROTCs. They are on a tight schedule for training, transfers are difficult because it is different cultural between different universities and ROTCs who do not know or trust one another. And replacements are difficult to find on short notice.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important

portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 90% ROTC leadership agreed the emphasis during the first two years is placed on the student settling on success for the academic curriculum and determining a major. In addition is the training and education within their Service, plus summer operational exposure and training. The ROTC commanders all feel strongly that the ROTC students from all the Services at Norwich University should have exposure to JPME, but do not have enough time nor experience to be JPME certified.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 85% agreed if the Department of Defense directs JPME certification of the ROTCs, it can be done and the candidates will learn. However their maturity may be too junior to grasp the importance without sufficient knowledge of all the other Services, and the rigor of the academic side of their education may not be as robust as previously scheduled.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 85% agreed knowing more about the other Services early on could confirm a proper atmosphere for a change of Service, and may obligate the candidate to stay for as much as ten years (half way to retirement) in a nuclear power position or a flying preference.

University of South Florida, Freshman ROTC Cadets, 15 February 2010

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 95% agreed they did not know why JPME was not extended down to the ROTC Pre-Commissioning level. They had a fair knowledge of the importance of learning about the other Services and their capability. But they did not know about any of the regulations regarding JPME.
- 85% agreed they heard of the term jointness, but not the term JPME. We explained overall how this is important. First, that you have selected the right Service; and you have the time to observe all the various courses of action among the Services to select the right Major and courses recognizing that most students change majors two to three times; and if you have a scholarship, it must follow you to wherever you begin in education; and as you gain more knowledge you will enjoy your job and may want to stay for an additional tour or make the joint Service a career.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understanding why the journey from High School to College through Perry's Dualism/Relativism to other domains?

- 100% agreed they had not heard about Perry's journey for teenagers going through stages (domains) like Dualism and Relativism planning to attend college.
- 95% agreed after reading Perry's domains, parents support and the making of new friends at college, they could identify with the analogy.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 90% agreed with exposure of the four areas would help in confirming the selection of an armed Service: a. The military experience of their parents; b. Perry's prediction of how people progress from High School through college; c. The effects of Cognitive and Affective domains; d. Knowledge of this paradigm plus JPME extended to the pre-commissioning level. All or part of this category would be most helpful in confirming the selection of their Service.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two year of ROTC to work out competing demands?

- 85% agreed, based on parent exposure to the military and possible High School Joint ROTC influence that the Department of Defense controls should be in the

first two years of college devoted to the students' academic development and identification of a major and confirmation of the correct Service for ROTC and career.

- 90% agreed that the Department of Defense could control the ROTCs during the first year to support candidates who want to change Services and to insure a rapid change of any scholarship between the armed Services.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 90% agreed a change in policy for one or two years would enhance the ROTC candidates' time to confirm their present selection of Service or to make the change to another Service with the inclusion of a formally approved scholarship and academic path to include a major.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 90% agreed now that the issue is reframed and discussed, that academics should lead in their decisions for a major. Most had not thought about this discussion point because they were more committed to their military Service.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 90% agreed they made an early decision about their Service selection, through individual research and parent/family and friends influence. They see no need of a two year joint training.

- 95% agreed and therefore prefer four years of Service specific so they are prepared well for their commissioning and Service commitment following college graduation. As freshman, they did not have the ability to look back and make a decision as can be done by the sophomore thru the senior classes.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 95% agreed that a standardized application for all Services is needed. The candidates believed that the ROTC is not going to be their whole life. But they must have the opportunity to ensure the choice made of a specific ROTC still fits the candidates preferences based on new knowledge about Service capabilities, and the candidates interest now that he/she observed the other Services capabilities. Some felt a big part of your college life and ROTC scholarship is academics and a social life. If you wanted the military only, then the student should have applied to one of the military academies.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 90% agreed if the candidate did his/her research ahead of time in making application for a specific Service in ROTC and the university, then there would be no need to change. There are several references to consider parents in the military, JROTC in High School, ROTC interviews for application, university

interviews, and scholarship possibilities. The applicant must have a seriousness in purpose.

- 85% agreed, after additional discussions, that additional familiarization from all the Services might uncover other Service areas more appealing. The more people know about the friendliness of the ROTC application procedure, the more applications will increase for the ROTC program.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 90% agreed that standardization would help to reduce the ROTC dropout rate and support the scholarship rate across ROTCs. By helping the candidates up front, who have gone through the long process for acceptance, the program supports candidates who have gone through the long process for acceptance vice letting colleges refill from the drop-outs.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 95% agreed that inter-Service ROTC transfers could enhance the overall ROTC retention, if advertised as a Department of Defense policy and supported by the various ROTC units. This policy supports all the initial work up time, and selection process for each candidate.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important

portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 90% agreed that it would be nice to know more about the other Services and their capabilities, but JPME training must be done in the junior and senior years after the candidates have the time and exposure about their own Service, opportunities, responsibilities and academic development and major selection.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidates fulfilling their commitment to an armed Service?

- 90% agreed it is important to get the academic portion of the education emphasized in the first two years pointing to a major. But simultaneously the ROTC candidate for the most part is on an ROTC scholarship. Without the scholarship the candidate probably would not be able to pay bills at the Norwich University. So it is just as important to learn about the other Services in the first two years so if a transfer of scholarship needs negotiating from one Service to another it can be done between the four Services seamlessly.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 95% agreed the parents and friends first hand armed Service experience is important. The second place of early emphasis is participation in the High School

JROTC. These two networks provide significant emphasis on the ROTC, their scholarships, the leadership, and at college, all the ROTCs influence during the four years, plus a one to two year JPME program during the last years at college.

- 90% agreed all this military exposure during college should provide in class an expert in civil military relations. And as a newly commissioned officer, the ROTC graduate has significant maturity and armed Service knowledge to lead his group in promotions and assignments.
- 95% agreed the last two areas which contribute most to ROTC retention beyond the basic payback time is: a. Scholarship award recognition; and b. Rethinking a candidates area of concentration, and armed Service, based on a candidates desired area of expertise and maturity.

University of South Florida, Sophomore ROTC Cadets, 29 October 2009

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 95% had no idea how the term Goldwater-Nichols might be linked to jointness and JPME. However, the sophomores did understand the concept and importance of joint training.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understand why the journey from high school to college through Perry's dualism/relativism to other domains?

- 95% agreed (after a brief review of Perry from the read ahead) that a general knowledge of Perry's examples during the various stages of their lives beginning in the senior grades in High School through College provide a collection of predictions that a person might experience. And armed with the knowledge of these predictors, permits the person the ability to better navigate the roadblocks in life both predictable and those unpredictable.
- 90% agreed particularly in college with the ROTC professors and curricula, understanding the background of military teaching primarily through the Cognitive and Affective domains as they pertain to military education, could help a candidate to understand better how to inculcate the concept of jointness in military operations.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 90% agreed that knowledge of Perry's research, when explained in terms of a student's progression in college from Dualism to Multiplicity, Relativism, and commitment along with the notion of retreat and escape provides a progression of both intellectual and ethical development that could be helpful. As student, after reading these thoughts might understand better why they or some of their friends at college decide the program is too hard and leave college for a while. While others may not progress through the various stages on time in college to graduate but add one or two years more to their time in college. When looking back, some

of the candidates indicated that Perry's research is a good prediction of student life at college as they have experienced.

- 95% agreed the above information is helpful for a candidate in navigating the path to commissioning and graduation, but it does not provide a rationale for JPME at the Pre-Commissioning level in college.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two years of ROTC to work out competing demands?

- 90% agreed at least for the first year, and perhaps two years, the ROTCs could be under the Department of Defense in order to provide more structured time for the ROTCs in determining the education required for each ROTC candidate.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 90% agreed a change in procedure (one to two years controlled by the Department of Defense) not only permits the candidate to have a better choice of courses and the development of a confirmed major but also the review of other Service ROTCs.
- 95% agreed with a social room for all ROTCs, as described at the University of South Florida's separate joint building at their Joint Military Leadership Support Center (JMLSC), ROTC candidates can meet both on and off duty, professionally and socially and get to know better each other and their programs.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 90% agreed that under the Department of Defense for the first one or two years, the ROTC can have an opportunity to work together and most of all the ROTC students can get all their academic requirements in order. These measures help to foster confidence in the ROTC candidate, while working the technical aspects of his chosen profession.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 95% agreed it would be useful to have a year to see what the other branches of Service are about. But it is important for the ROTC students to focus during the first two years on academic/core requirements. If the ROTC students could focus on academics during the first two years, they would be better aware in developing their major, one the important keys involved in the final selection of a Service.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 90% agreed that standardizing the application process could help the applicants in confirming their Service selection or permitting an easy transition from one Service to another including the transfer of any scholarship during the first two years of academic focus.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 95% agreed that a Department of Defense standardizing of all ROTC armed Service applications to include all scholarships would benefit all the Services. Currently the transfer of both ROTC candidates and scholarships is a significant impediment to this process at this time.
- 90% agreed if the standardizing of all applications and scholarships is approved, all armed Services would benefit and significantly encourage more applicants to be part of the ROTC system and likely permit an increase in ROTC manpower as well.
- 90% agreed in this time of economic strain, will likely show a positive increase in ROTC applicant requests, requiring increased support for ROTC manpower as well. However, the single most damaging effect to this proposed policy is currently the transfer of both ROTC candidates and their scholarship if applicable. If requests are made, many of the Service representatives kill any such requests simply by not taking any action and letting time expire. This accepted policy is normally done at many ROTC institutions where there is only one or maybe two Service ROTCs. Nothing can be more obvious to the applicant, and for the most part closes out any potential for retaining this individual past their required time of Service.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 90% agreed that formal standardization by the Department of Defense of the ROTC program can help significantly to reduce the candidate dropouts. Sophomore year historically is one of the toughest years for the students/candidates. They are basically on their own to make all the decisions and survive. The candidates need that time and space to confirm their Service choice, major and maintain or transfer their current scholarship.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 90% agreed that standardization and inter-Service transfer are linked to this process. At Norwich, with all the ROTC Services present in a Corps atmosphere, the ROTC commanders work together to ensure each candidate is helped based on their preferences. The ROTC commanders work around Service bias in order to help an individual with changing preferences succeed. Unfortunately, Norwich is unique and the exception, where overall it should be the norm.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTC education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 90% agreed that there should be one to two year JPME type requirement for the ROTC that should occur in the junior/senior year. At this time, the students have two years to complete their academic selections for a major and keep their academic credentials current. The process should help the student both academically and professionally, and supports strongly retention.
- 90% agreed they did not know enough about the military to have a JPME certification. What might be better is more exposure to the JPME requirements. ROTC candidates barely know enough about their own Service. They have spent the better part of two years determining what Service, department and academic major fits their future assignment in the military. And they have many requirements to fulfill in order to graduate. Adding another test type certificate may not only be difficult but affect their graduation.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 95% agreed the ROTC program appears flexible enough for candidates to complete their academic requirements during the first two years, decide on a major, and in the last two years available, confirm support of their choice of Service and enroll in a JPME program with all the training and exposure. The real question is not the time, but the maturity of the candidates to accomplish a certification program or an exposure program before commissioning.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 90% agreed a higher retention model beyond the basic payback time for education is a program for the first two years in academics and the last two years in JPME programs with the ROTC curriculum. Most important are the responsible assignments given to these young officers and the mentoring done by the senior officers. ROTC officers for the most part are business proven, friendly, get along well with everyone and demonstrate instinctive leadership at an early age. ROTC officers, seem to have more comprehensive approach to jointness, which helps them in further promotions and assignments. Many senior ROTC leaders indicate that ROTC graduates bring a real Joint presence to the table and a high level of full time Service for twenty to thirty years.

University of South Florida, Junior ROTC Cadets, 29 October 2009

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 90% agreed they had not heard of the term "Goldwater-Nichols" and the legislation that defined JPME. They had heard of the term jointness and knew that at some time in the four years that they would know a little more about all the Services, since four Service ROTCs are present and located at the University of South Florida, Tampa.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understanding why the journey from High School to College through Perry's Dualism/Relativism to other domains?

- 95% agreed, after it was explained in their read ahead package that a more thorough understanding of Perry's examples of student development from high school to college could be better used as a predictor for the stages that students might incur in their walk through college.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 85% agreed that knowledge of Perry's Dualism, Multiplicity and Rationalization are good predictors of what feelings and actions a person might incur working towards graduation from high school and beginning both college and an ROTC programs. And in addition, a better understanding of what to expect from their ROTC Services in their teaching methodology. The military teaches primarily through experience known as Cognitive Domains, and Affective Domains based on feeling and thoughts. Students mature and progress over time and knowing the indicators and predictors are important in successful performance and achievement.
- 90% agreed that knowledge of Perry's Dualism, Multiplicity and Rationalization are good predictors for the ROTC candidates, but does not support the military rationale for the teaching and certification of JPME at the Pre-commissioning levels.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two year of ROTC to work out competing demands?

- 90% agreed at least for the first year and maybe two years, the ROTC should be under the Department of Defense in helping the students to decide what Service is best for them, and determine the academic program and courses to support the armed Service selection. And ultimately to increase the retention of these prospective officers and their Service beyond their minimum time requirement.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 95% agreed that setting more time aside for the ROTC candidates to learn about the program, to include all the other participating ROTCs is a force multiplier helping the candidates to focus on leadership. It has the potential of increasing their knowledge and possibly changing from their current Service of choice to another Service and program. If it is the students' choice and the decision feels right, there might be a commitment past the normal minimum required Service obligation.
- 90% agreed the ROTC Joint model policy at University of South Florida, is the cutting edge of Joint instruction. There is a common building dedicated to all four Services, the Joint Military Leadership Support Center (JMLSC), with an auditorium for guest speakers and joint discussions, a common break room with

refreshments, each Service with offices and classrooms on separate floors, an exercise area and a joint pistol shooting range. By meeting and talking with other Service members, each ROTC candidate learns much about the programs available in the other Services and the men and women involved.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 95% agreed with the ROTC program under the DOD for the first two years permitting the candidate the opportunity to experience the capabilities of all the other ROTCs, learn their requirements, and integration on the battlefield. After a familiarization period of all the ROTCs, the candidate decides on a new Service or remains with the original ROTC contract. The important part is the candidate may now focus on the more technical and traditional aspects of his ROTC Service responsibilities.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 90% agreed during the first two years, if the ROTC students could focus more on their academic requirements, to include a major, this would go a long way in helping the candidates confirmation of the current ROTC or selection of a new armed Service. This means either (a.) to remain with their currently assigned ROTC; or (b.) seek to gain approval of transfer from the parent ROTC including transfer of any scholarship; and (c.) receive approval from new gaining Service ROTC including any scholarship. This goes a long way in helping the candidate

develop a major more compatible with their Service selection and Service specialty.

- 95% agreed they visited their respective academy's (Army, Air Force, and Navy) in helping to decide what type of program and scholarship opportunities fits best for them. Overall the candidates indicated the Service academies are too restrictive and concentrate more on military than academics, while ROTCs are less restrictive but also military intensive. If the ROTC students could focus more on academics for the first two years at college, this could help the candidates to develop a major more compatible with their Service selection and Service specialty.
- 95% agreed the summer experiences (Navy cruise, and Marine camp), and at the end of the first year (Air Force and Army unit exposure), all help to reinforce the candidates' opinions and selection of a Service. The selection of a Service may either confirm the current selection or require approval of a change of Service and transfer of scholarship.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 95% agreed with a standardized process for the ROTC program, whether a Corps environment or single ROTC, the transfer from one Service program to another including scholarship if presently holding one, should be an easier process for the ROTC candidate. After all, the rigorous screening in time and money expended to become one of the very few selected for an academic/military education is important. If the Service preferences change for a candidate based

on additional Service exposure, then the most important objective is not to lose a distinguished candidate. In the end, this candidate may only stay for his required time, but he/she remembers for a lifetime that in leadership, people in the ROTC program went the extra mile to help someone succeed. There is no better public relations for the Citizen Soldier (ROTC) program.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 95% agreed that a policy of inter-Service change, including scholarships, would support many ROTC candidates who have gone through the rigorous screening and selection, only to find with more information that another Service would fit both their academic and military needs. Currently, the Navy and the Army grant full scholarships and the Air Force only partial scholarships. Between the Services, this policy is an impediment to mutual operations and requires significant paperwork; particularly for those ROTCs that have only one or two armed Services on their campus. For some candidates the scholarship drives their Service participation, otherwise financially they would not be able to attend.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 90% agreed that with jointness also should come standardization. And standardization will help significantly to reduce throughout the ROTC community candidate dropouts and encourage more applicants to apply for the program.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 95% agreed the inter-Service ROTC transfers could affect officer retention significantly by serving in another armed Service and alternative job specialty beyond the required initial commitment.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 95% agreed joint operations and knowledge of each Services contribution is a necessity for the current fighting force of officers and men. The accession of officers into the fighting force from the ROTC community is an important contribution. An understanding of the JPME procedures is important in the way we train our forces. But the ROTC community must first concentrate on educating the ROTC candidates and using the first two years to solidify their academic requirements leading to an approved and proper major. As the senior

ROTC candidates indicated, as well as the ROTC leadership, the best time for JPME (exposure and familiarization) not training and certification of JPME is in the last year. And most of the armed Services have their own professional schools for the newly commissioned officers to attend and receive the latest JPME indoctrination.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 90% agreed if JPME certification must take place it should be done in the last two years after the academic requirements are determined.
- 95% agreed with all the requirements a ROTC candidate must fulfill, adding two years of armed Service qualifications with no prior experience might be premature. Perhaps a year of exposure to all the armed Service capabilities might be more beneficial.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 90% agreed, with a good two-year JPME program within the ROTC curriculum, the ROTC commissioned officers are armed with confidence, experience, knowledge and future multi-dimensional abilities beyond the capabilities of academy graduates. When assigned to their units the officers will demonstrate better leadership, which helps them in promotions.

University of South Florida, Senior ROTC Cadets, 29 October 2009

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officer down to junior officers.

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level?

- 98% agreed they did not know the term Goldwater Nichols or the legislation involved. But they are familiar with the term jointness and had a general idea of how jointness pertains to improving the working of all armed Services together.
- 90% agreed joint training and a better understanding of all the Services is important before arriving at their duty station. In this present military culture, there is a lot more cross-training needed so an officer can move between different Services with ease.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understand why the journey from high school to college through Perry's dualism/relativism to other domains?

- 85% agreed after reading the information provided as a read ahead that based on extensive research by these authors, they provide a good predictor of how students might act when faced with the uncertainties and pressures of college life (academic, ROTC, social).

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level?

- 95% agreed while the knowledge of Dualism, Multiplicity, Relativism to Commitment to Relativism, and the Cognitive and Affective domains are important in the growth of students at college, it does not support the rationale for instituting formal JPME education at the pre-commissioning levels at ROTCs

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two years of ROTC to work out competing demands?

- 90% agreed taking the level of the Department of Defense down to the first two years would benefit retention and help students to decide first what academic program is best for them and then confirm their choice of armed Service.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate?

- 90% agreed in looking back, even though they would like to think they took control in enrolling and acceptance into the ROTC program, there was a lot of information they were not aware in all the Service ROTCs, like the Navy after graduation requires one tour before you are permitted to change areas of concentration, whereas the Air Force permits a change after graduation with no penalty.
- 95% agreed that since their freshman year, with all the ROTCs combined, they began with approximately 360 students. As of this day, the ROTC stood at 185, with almost 50% attrition. The reasons are many, college academics, the Corps

experience plus the ROTC requirements, and transfers to other ROTCs where they are not always under a military environment.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced?

- 95% agreed keeping the ROTC program under DOD for the first two years would permit a better understanding of all the armed Services, and their scholarship opportunities, which provide more options to learn JPME requirements and Service selection.
- 90% agreed with the Marine Corps model for those ROTC cadets going into the Marine Corps. Upon graduation from college, the Marine Corps cadets go to the Marine Officer Candidate School (MOCS) for about twelve weeks of intense training in the most current knowledge in Marine Corps operations. The Marine Corps lightens Marine candidates' requirements during college in order to ensure each of their candidate's priority is on their academic track and successful graduation. All Marine Corps ROTC and academy cadets upon graduation attend the MOCS.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision?

- 95% agreed that this is another reason why it is important to have the DOD oversight during the first two years. Learning about the military is important, and much is learned by the student integration, discussing and attending the required military events both during the year and throughout the summer.

- 90% agreed in looking back that there is plenty of time to get the military requirements done during the third and fourth years.
- 95% agreed to start mastering what job is going to be done in the third and fourth years.
- 85% also fear that the Navy will change their major due to the needs of their Service and for developing additional nuclear officers. So as officers near the end of their fourth year, they may be re-directed due to the needs of the Service to a higher manning priority assignment

Question C. 5. Can a standardized application process make it easier for inter-Service transfer?

- 85% agreed that determining if you want to stay in the ROTC for one year may not be enough time with the academic priorities but the military must recruit people who are motivated enough to know what is going to happen to them if they do not make a decision.
- 90% agreed during their first year, the ROTC commanders had multiple students transferring successfully between the Services. In fact at Norwich, they have even transferred seniors, and who had the right credits for graduation, to another Service. The Norwich ROTC leaders team all work together for the best of the students

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program?

- 90% agreed, if potential candidates knew ahead of time that an inter-Service change is possible during the first two years, more candidates would be encouraged to participate in the ROTC program. Today, within the Navy/ Marine Corps, it would appear easier to transfer since both Services are part of the Department of the Navy. However, transfers between Army, Air Force, and Navy are not as easy.
- 55% agreed there should be an avenue for retaining those that decide ROTC is not for them.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

- 90% agreed that standardization could have a stronger influence in retaining potential dropouts.
- 95% agreed that standardization particularly for those institutions having only one or two ROTCs would be one of the most important policy documents for the Department of Defense regarding the health and welfare of the ROTCs. By means of indoctrination, exposure and academic preferences, the ROTC candidates are changing in priority from a retention standpoint, and the program needs this approval. Ultimately the ROTC program is happy if the candidate decides to make the military a career. But the ROTC graduate who completes their time in Service

responsibility, and leaves for a civilian job is just as important to this nation as a "citizen soldier". These fine men and woman officers are the best publicity for the ROTC program. Whether the candidate decides to make their choice of Service and job responsibility a career, or military commitment and leave, the ROTC program is an intricate part of the armed Services.

Question E. 2. How would inter-Service ROTC transfer affect retention?

- 90% agreed that standardization could have a stronger influence in retaining potential dropouts.
- 95% agreed that whether at a university with one, two, three or four ROTCs, transfers from one ROTC to another for the good of the person is always seen as a positive and career motivating move. The larger institutions make this look easy and for the right reasons. Each ROTC has quotas and special areas to fill, but they work together based on the changing needs of the individual to support a transfer to another armed Service with the scholarship accompanying the candidate. But a policy must be written to permit the same kind of support for the single Service, remotely manned ROTC at an institution less forward leaning and progressive toward the military.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates?

- 90% indicated that the ROTC candidates first priority is to ensure their academic requirements are in order from a university and faculty advisor perspective. Second the allocation of time is important based on the course requirements and ROTC commitments. Third, while the idea of a specific JPME curriculum might be important, the timing might be better addressed after the candidate graduates from college and goes to their specific military assignment. Fourth, each of the candidates for example from the Navy have different proposed designators; Explosive Ordnance Disposal; Surface Warfare; Submarine Warfare; Intelligence -- all with different requirements for their expertise in JPME qualifications. And this is only one Service. Most important for the candidate is overall knowledge of all the components and how they are supposed to integrate top-down within a Service and laterally across all other Services.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service?

- 90% agreed that to be a good officer, fully prepared at commissioning, three years of ROTC training and education is needed with the last year including the joint training.
- 95% agreed that with all the requirements at the university -- academic, Corps at Norwich, ROTC overall, and Service specific (Surface Warfare-

Cruiser/Destroyers designator), exercises and summer cruises for the Navy, to mention a few, there is little time available that can be packed into this ROTC candidates schedule and still expect them to pass all the requirements and have fun along the way. The most important part of their stay in the ROTC is their belief this part of the support for the military brings a unique balance of leadership, knowledge and the ability to work well with others either in the military, or in a civilian job at the end of their commitment. Yet always mindful that the ROTC program is one of the best and age-old traditions in the United States military and still works. The importance of the "Citizen Soldier".

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time?

- 95% agreed as seniors, having four years of military training, they have achieved a basic understanding of jointness.
- 85% agreed that a JPME exposure program is important in learning more about all the Services and their special qualifications. Along the way during the four years, as a result of this exposure, some of the ROTC candidates may wish to change their Service, which is easier to do at larger institutions where most of the Services collocated.

Part II: Findings

George Washington University

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME (Joint Professional Military Education) not been extended down to the ROTC pre-commissioning level? The unanimous and surprising response from the newly commissioned Navy and Marine Corps officers and seniors, juniors, sophomores and freshmen was they had not heard of JPME or Goldwater-Nichols legislation, but they were aware of the term jointness.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understanding why the journey from High School to College through Perry's Dualism/Relativism to other domains? The newly commissioned officers with agreement of the other classes reported understanding Perry's examples and the different methods of teaching for the military both cognitive and affective can be used as predictions that can help a candidate to act more responsibly throughout their four years at college.

Question B. 2. Can knowledge of Dualism and Cognitive/Affective Domains support the rationale for JPME at the Pre-Commissioning level? All the classes, newly commissioned officers, seniors, juniors, sophomores and freshmen, indicated some familiarity with exposure to Perry's predictions and that a good understanding of cognitive and affective teaching methods, can help a student to understand better why decisions are made. But knowledge of Perry's predictions and the cognitive and affective

domains does not support a rationale for Joint Professional Military Education to be taught at the pre-commissioning levels.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two years of ROTC to work out competing demands? All of the classes, newly commissioned officers, seniors, juniors, sophomores and freshman agreed on several points. (1) The Department of Defense must control an equitable distribution of scholarships between the Services so no one Service controls the higher of money in attracting ROTC candidates. (2) The Department of Defense takes control of all Service ROTCs for the first two years. During this time the candidates can decide first what academic program is best to include their major, and then confirm the choice of Service to support their academic choice. This flexibility should lead to increased retention. (3) The ROTC candidates continue their scholarship even if they changed a Service and are assigned to their Service of preference where they pick a warfare community by the end of their junior year.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate? All classes, newly commissioned officers, seniors, juniors, sophomores and freshman, agreed on the following: With more time before making a decision on the Service, the end of the junior year, and integration with other Services, at least the first two years would lead to more informed decisions. Each perspective candidate should have enough experience and exposure with all the Services' programs in order to make

the best possible decision. ROTC candidates use the first two years because they really do not know what they are getting into as far as Service requirements and culture.

The junior and sophomores agreed with the policy at the University of South Florida, where there is a common building dedicated to all four Services, with an auditorium for guest speakers and joint discussions, a common break room with refreshments, and each Service with officers and classrooms on separate floors. By meeting and talking with other Service members, each ROTC candidate learns much about other Services.

The freshman was the only class recommending one year vice the two years under the Department of Defense because many of their parents were active duty military and could provide a significant amount of information on any subject regarding guidance and policy of the armed Services.

Question C. 3. With the ROTC Program under the Department of Defense for the first two years, are career options academic/personal enhanced? All the classes, newly commissioned officers, seniors, juniors, sophomores and freshmen all agreed that under the Department of Defense for the first one or two years, the ROTC can have the opportunity to work together and most of all, ROTC students can get all their academics in order, including the selection of a major. These measures help to foster confidence in the ROTC candidate working all the technical aspects of their chosen profession. They also agreed on the following points:

- All the classes agreed in some cases the needs of the Service can be most compelling. Flight school is a ten-year commitment and nuclear power school is a six-year commitment. So the choice must be the right one, for the right reasons.

- The newly commissioned officers reflect that at the end of their first year they embark on a summer cruise and Marine Week. Here the young officer candidates experience various missions and spend time with the officers and various communities to help them decide which one is the best for their career.
- All the classes confirmed that the current policy to withdraw from the ROTC program must be done before the end of their first year or incur additional military Service as an enlisted member of the military community.
- The newly commissioned officers indicate having three years to decide what community and Service would be most helpful to the candidate compared to less than one year.
- The newly commissioned officers report in the fall of their senior year their warfare community is approved. However, different then the Service academies, the ROTC candidates are subject to the needs of the Service. Often, when there are shortfalls in Services, an officer on an aviation track or explosive ordnance is switched to the Nuclear Power Program.
- The senior ROTC students agreed on keeping ROTCs under the Department of Defense for the first two years which permits a better understanding of all armed Services and their scholarship opportunities and provides more options to learn joint JPME and other Service selections.
- All the classes agreed with the Marine Corps model for the ROTC candidates going to the Marine Corps. After graduation, and commissioning, all Marines go to twelve weeks at their Marine Officer Candidate School in Quantico, Virginia, for intense training on the most current knowledge in Marine Corps operations.

This helps to lighten the Marine Corps operational load of the student at college, permitting more time for their academic requirements.

- The freshmen indicate academics should lead in their decisions for a major. The freshmen had not thought about this discussion point because they were more committed to their military Service.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their Branch and or Service decision? All the classes, commissioned officers, seniors, juniors and sophomores, (not freshmen) indicated if the candidate had two years to make a decision with more exposure to the Service as well as other Services, and a candidate would be able to make a more informed decision, which could result in a higher retention and longer time in Service.

The seniors believed that students should start mastering what is going to be done in the third and fourth years after their academic report of the project.

The juniors and sophomores believed that the summer experiences, Navy cruise, Marine Corps camp, Air Force and Army exposure are important in the selection of a Service for the candidates. The summer experiences are important for decisions in Service selection.

The juniors believed that ROTC students could focus more on academics for the first two years at college, and this could help the candidate to develop a major more compatible with Service selection and Service specialty.

The freshmen did not agree with two years on academic/core requirements research. The freshmen saw no need for the first two years in academic-joint training.

They had made their early decision on Service selection through research and parents/family and friends' influence. They see no need of a two-year joint training, and therefore prefer four years of Service-specific training, so they are well prepared for their commissioning and Service commitment following college.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer? Classes of graduates (senior, junior, and sophomore) all agreed in a standardized application process. This application process could be streamlined to include Service choice and scholarships. But, the freshmen are not in favor of a standardization and ease of transfers. The freshmen believe the standardized application is not necessary for all Services and should be Service specific. The freshmen are clear that a big part of college life is both academics and social life. If a candidate wanted the military to be his/her whole life at college, the freshmen indicated then the student should have applied to one of the military academies.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program? All classes of commissioned officers (ROTC seniors, juniors, sophomores, and freshmen) concurred in the standardization process. If potential students know they are permitted to change, including any scholarships, it is likely to result in an increase in applicants. Freshmen also believe if the candidate does his or her research well ahead of time, then there would be no need to change. And

change is still an impediment without a change in policy. Students must have a "seriousness of purpose."

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts? All classes (commissioned officers, seniors, juniors, sophomores, and freshmen) agreed in standardization where the first two years are dedicated to learning about all the Services, in addition to the one Service the candidate represents. This procedure should have an overall positive effect on some of the candidates who question whether to stay or drop out. Leadership must recognize the rigor involved in the program, may not keep some of the candidates.

All classes indicate that standardization for the first two years could have a stronger influence in retaining potential dropouts. The freshmen class indicates by helping candidates up front, the program supports candidates who have gone through the long process for acceptance vice letting colleges refill from the walk-on pool to replace the dropouts. The junior class agreed that most candidates ages 17-19 years old (high school to freshmen/sophomore in college) are very indecisive and are not sure what program they want to pursue. Options as they mature are positive.

Question E. 2. How would inter-Service ROTC transfers affect retention? If all the Services are represented and supported by the Department of Defense, there is a positive influence, and willingness to help one another could affect retention significantly. If the ROTC program permits inter-Service transfers during the first two years, this change could affect the current 50% disenrollment figures.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during a four-year college period improve Service retention among ROTC candidates? The JPME curriculum should be in the last two years after the determination of Service and major. The candidates need time and exposure about their own Service, opportunities, and responsibilities. And being qualified in JPME would improve success in their current field of choice, but also could make the candidate better qualified for areas where they might be assigned for the needs of the Service. The ROTCs unlike the pre-commissioned in the academies, the ROTCs can be used to fill immediate vacancies particularly in the highest educational position needs in submarine and surface nuclear propulsion assignments.

Some type of JPME is important and the best time is in the senior year before graduation and going off to their officer assignments. Some Services like the Marine Corps require all their graduating students to attend their Marine Corps School for 8-12 weeks of intense indoctrination of Marine Corps infusion.

Question F. 2. How could flexibility provided in a two-year JPME program improve the chances of ROTC candidates fulfilling their commitment to an armed Service? The best time to begin JPME is after the first two years when the candidate commits to a Service, stabilized their major, and they would have a better grasp of their

choice of Service and where their Service and area of concentration fits in the overall joint warfighting pictures. Sometimes the candidates' choice of Service and specialty is not difficult to determine – it just feels right inside of you. This may happen because of your exposure and maturity, that another choice of Service and specialty becomes the driving force, the current policy does not permit an easy change and requires dis-enrollment from one Service to another, and if a scholarship is included the candidate must cancel his scholarship and reapply to another Service without guarantee of approval, even if it is within the same Department (Navy), but change of Service (Navy to Marine Corps).

Question F. 3. How could a JPME program improve ROTC retention beyond the basic payback time? The ROTC candidate having the flexibility to change Service is highly beneficial. The ROTC produces different types of leaders, from living off campus, having evening jobs, and responsibilities. Many like being independent and being able to make changes on their own. Usually, not exactly the way the military operates, but very successful.

The idea that a two-year JPME in the last two years of college will qualify a candidate without any real Service experience may be a stretch. Maybe what should be better considered in years one and two is to develop a major. And in years three and four, build upon the major in support of the last two years dedicated to JPME and Service choice. The big change is not certification, but exposure. Until the candidate goes to their Service and performs in JPME for the first two years constructively and operationally, they cannot be certified in college. They need the practical effects of operational certification to become Joint Qualified.

Norwich University

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME not been extended down to ROTC pre-commissioning level? The ROTC commanders (Army, Air Force, Navy, Marine Corps) heard of the term Goldwater-Nichols 1986 legislation and as supporter of jointness, they said, we are almost there, but there is always room for improvement. The ROTC commanders made the point that ROTC education is pre-commissioning education like the Service academies and the two-year commissioning institutions. The ROTC commanders were all in agreement on one significant point. Where as a matter of policy it should be clear that joint exposure among the Service ROTCs is imperative, but joint training and JPME certification is better done after graduation and with the thorough and independent support of the armed Services. They were surprised the seniors are not familiar with the term Goldwater Nichols legislation of 1986; but like the juniors, sophomores, and freshmen, they knew the term jointness, and sometime in their four years they would understand the importance of joint training and know more about the other Services capabilities.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understand why the journey from high school to college through Perry's dualism/relativism to other domains? The ROTC commanders indicated that from a leadership perspective this is a good knowledge (Perry, Krathwohl, and Bloom) which they could see used as predictors of behavior in dealing within some

students. But the commanders made it clear they work directly for their respective Service chiefs, and there is very little room in their four-year training schedule for additional modules. However, the seniors, juniors, sophomores, and freshmen all felt this knowledge provided in the read ahead, is a good predictor of how students might act when faced with the uncertainties and pressures of college life (academic, ROTC, and social).

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level? On this question, it is not surprising all agreed (ROTC commanders, seniors, juniors, sophomores, and freshmen alike) while dualism, multiplicity, relativism, to commitment to relativism, and cognitive and affective domains are important to the growth of students in college, they do not support any rationale for instituting formal JPME education at the pre-commissioning levels at ROTCs.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two years of ROTC to work out competing demands? The ROTC commanders all agreed they are not in favor of a "purple" (meaning joint) ROTC. However, the ROTC commanders made an important clarification here which is noteworthy. The ROTC commanders also agreed, while not accepting a "Purple ROTC," if the objective here is to give the ROTC students two years to decide if their initial Service ROTC is the right

choice and have a chance to make the best choice of another ROTC and major in their academic decision, then this recommendation could be supported.

The ROTC classes are mixed in their comments. Some believe they have done excellent research ahead of time and will not want to change. While other members of the class comment there may be some areas that they have missed and need more confirmation. The senior, sophomore and freshman classes all fit into this category. However, the junior class is strongest in their feeling that the first two years of their college experience should be controlled by the Department of Defense. The junior class said this direct support of the Department of Defense should be an absolute necessity. By controlling the first two years, the candidate understands more comprehensively his parent military Service and all its capabilities and the relationship of all the other Services and the programs they bring to the table as well.

Question C. 2. If ROTC policy is changed, what is the outcome for the ROTC candidate? All of the classes including the ROTC commanders said even though each candidate would like to think they were in control of their program, the truth is there is a lot of information the candidates were not aware of in all the ROTCs.
The junior ROTC made a good point, if more time was set aside for the ROTC candidates to learn more about the programs of other participating ROTCs, this would be a force multiplier.

The seniors mentioned significant insight on relativism. Since their freshman year, with all the ROTCs combined, they began with 360 candidates. As of the day of the interview, the ROTCs stood at 185, almost 50% attrition. The reasons are many: college academics, the Corps experience plus ROTC requirements, transfers to other ROTCs

where they are not under a full-time military environment. All these lead to the need to reduce attrition the first two years controlled by the Department of Defense to have all the candidates solving first their academic and major course concerns and then their ROTC concerns, which should lead to a higher impact on job satisfaction.

All the ROTCs agreed that a change in policy for two years under the Department of Defense would enhance each of the ROTC candidate's time to confirm their present selection of Service or to make the change to another Service with the inclusion of a formally approved scholarship and an academic path to include a major.

Questions C. 3. With the ROTC program under the Department of Defense for the first two years are career options academic/personal enhanced? All the department ROTC commanders, senior, juniors, sophomores, freshmen cadets agreed that under the Department of Defense for the first two years and this may help to strengthen and integrate the program at the beginning with time and guidance during the academic portion and the choosing of the best major, this may help to strengthen the best path of development for the ROTC candidates during the first two years. As a result, with a clear mind of a major, in support of their ROTC mission and scholarship, also permits the candidate to concentrate simultaneously in the areas of the ROTC and academics together during the last two years of college and graduation.

The freshmen, after discussions, all come to agreement on the most important of concepts that academics should be in the lead for decisions on a major. Most of the freshmen had not thought about this discussion point, because they were more committed to their military Service.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from Branch on Service decision? The ROTC commanders, the seniors and juniors all agreed that the best time for students to focus on academic and core requirements is during the first two years at the university. This is the best time for the student to confirm their major, confirm their Service as a preferred choice, and to retain their scholarship.

The seniors offered an important incite based on their four years of experience. They believe, looking back, there is plenty of time to get the military Service requirements done during the third and fourth years.

The seniors also indicated another important reason to have the Department of Defense oversight during the first two years is the learning that takes place about each Service. Learning about the military is important, and the seniors acknowledge that much is learned by student integration, discussing and attending the required military events both during the year and throughout the summer.

The sophomores reported that Norwich as a "Corps" university actually permits their candidates the freedom to determine their own academic profile, and to include the selection of an academic major. And the currently assigned ROTC department, as requested by the candidate helps the candidate to pursue an alternate armed Service ROTC and new academic major if needed. So Norwich is actually the test model for this recommendation, which has highly successful results.

The freshmen are the only grouping that does not recommend a two-year Department of Defense program. Their main point is with individual research, and parent/family and friends experience. They see no need for a two-year program as

freshmen. They do not have the ability to look back on any experience, as the sophomores through seniors do.

The ROTC commanders believe if the ROTC candidates are able to focus during the first two years on academic/core requirements, this is important in helping the candidate to make a more informed decision which could result in a longer and more permanent time in Service.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer? The ROTC commanders, seniors, juniors, sophomores, and freshmen all agreed, with a corps concept like at Norwich, where inter-Service transfer is possible and done routinely, commanders routinely transfer multiple students between the ROTCs during the first year. The ROTC commanders, seniors, juniors, sophomores, and freshmen all agreed that the standardized application process, especially for colleges with only one or two ROTCs is needed and is a policy recommendation.

The freshmen were insightful in their comment that a big part of your college life and ROTC scholarship is "academics and social life." If the candidate wanted the military-only track, then the student should have applied to the military academies.

Sophomores shared an interesting new point regarding standardized applications. They believe the difficulty and numbers in support of a standardized application increases as the number of ROTC programs decreases. This standard application process could help the applicants in confirming a successful transfer from one Service to another to include scholarship transfer, particularly when dealing with only one or two ROTCs.

The juniors "extra mile" recommendation is noteworthy regarding the standardized application process. Whether a corps or single ROTC, the transfer from one

Service program to another (including scholarship, if holding one) should be an easier process for the ROTC candidate. Obviously, all the rigorous screening and time and money expended to become one of the very few selected for an academic/military education is important. If the Service preferences change for a candidate based on additional Service exposure, then the most important objective is not to lose a distinguished candidate. In the end, this candidate may only stay for his/her required time, but will remember for a lifetime that the leadership in the ROTC program went the "extra mile" to help someone succeed. There is no better public relations for the citizen soldier (ROTC) program than the "extra mile."

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program? The ROTC commanders, seniors sophomores agreed if when in high school interviewing for the ROTC program, the prospective candidate were made aware that in college, when assigned to a particular ROTC, that they can work a renegotiate for another ROTC including scholarship if the goals do not agree due to change in major, many more potential applicants would be attracted to the program.

The ROTC commanders, seniors, juniors, and sophomores indicated while most applicant were happy to be accepted to a Service ROTC program and may be a scholarship, they really did not learn much about the options open to them and the possibility of transferring to another ROTC.

The freshmen indicated that even with a standardized application, if they did their proper research ahead of time, then there would be no need to change. The freshmen voiced an important point for consideration. Even though not in favor of the change in programs after acceptance into a ROTC Service, they believed the more people know about the friendliness of the ROTC application procedures, the more applications will increase for the ROTC program.

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts? The ROTC commanders, seniors, juniors, sophomores, and freshmen all agreed that the standardization of applications will help to reduce ROTC candidate dropouts. With an average of 45 to 50 percent dropouts in a class during the four-year period, it is imperative to find a better way to save those candidates the government has ahead spent significant money and time to select.

All the classes agreed that the sophomore year historically is one of the toughest years for students/candidates and the highest year for dropouts. By helping the candidates up front, who have gone through the long process from high school to acceptance, the program should support those candidates by letting other colleges refill possible losses from student dropouts with "walk- ons" at the college.

As a result of the previous discussions with all the classes, this policy enhances the importance for the Department of Defense in charge for the first two years of the ROTCs to help those candidates up front who have gone through the long process for

acceptance and are considered a vital manpower resource, vice allowing college refilling with "walk-on" students.

Question E.2. How would inter-Service ROTC transfer affect retention? All of the classes (ROTC commanders, seniors, juniors, sophomores, and freshmen) all agreed whether at a university with one, two, three, or four ROTCs transfers from one ROTC to another for the good of the person is always seen as positive and career maturating move. The larger institutions make this easy for the right reasons. The ROTC commanders work around Service bias in order to help an individual with changing preferences succeed. But Norwich is a unique institution.

The senior class recommended a policy be written to permit the same kind of support for the single Service, remotely named ROTC at an institution less forward leaning and progressive toward the military.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidate during the four-year college period improve Service retention among ROTC candidates? All the classes (ROTC commanders, seniors, juniors, sophomores, and freshmen) feel the ROTC students from all the series at Norwich University should have (they used a term of art) exposure to JPME because there is not enough time or Service maturity and knowledge for JPME certification.

The seniors provided a game plan (a sequence of events) and concurred with the other ROTC classes for joint education priority. First, ensure academic requirements are in order with university and faculty advisors concurrence. Second, allocate time based on course requirements and ROTC commitments. Third, while JPME curriculum is important, the timing for certification might better be addressed during their first military assignment.

The seniors indicated the last time for JPME exposure and familiarization (not training) and certification of JPME is in their senior year. Most of the Services have their own professional schools for newly commissioned officers to attend and receive the latest JPME indoctrination.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidates fulfilling their commitment to an armed Service? The ROTC commanders and the sophomores provided the best rationale. If directed by the Department of Defense for JPME at the ROTCs, it can be done. But most important the ROTC students may not have the maturity and be too junior to grasp the importance without sufficient knowledge of all the other Services.

The ROTC sophomore program seems flexible enough for candidates to complete during the first two years their academic requirements, decide on a major, and confirm their scholarship and armed Service; and in their junior year, learn more about their Service; and in their senior year become exposed to the other Services' capabilities.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time? The ROTC commanders and seniors expressed that candidates knowing more about the other Services early in their arrival at college would

help to foster the proper atmosphere for a change of Service, if desired. This flexibility in change of Service and specialty may even obligate the candidate to stay for longer than the initial obligated Service.

University of South Florida

A. Senior Civilian and Military leadership for 20 years JPME from Flag/General Officers down to junior officers.

Question A. 1. Why has JPME not been extended down to the ROTC pre-commissioning level? The senior, junior, sophomore and freshmen ROTC representatives all had a general idea of jointness and expected during their four years of college to learn more about each Service. But none of the representatives had heard the term, Goldwater-Nichols legislation. The seniors offered some good insight by recognizing there must be a better understanding of the operational relationships between all Services before arriving at their first duty station.

B. Perry's Complex Dualism with 9 stages, High School to College plus domains from Krathwohl, Bloom, and Masia.

Question B. 1. Understand why the journey from high school to college through Perry's dualism/relativism to other domains? The seniors, juniors, and sophomores all agreed after reading the forwarded material, that Perry's examples of student development from high school to college could be better used as a predictor for the stages that students might incur in their walk through college. Particularly, when faced with the uncertainties and pressures of college life (academic, social ROTC).

Question B. 2. Can knowledge of Dualism and Cognitive/Affective domains support the rationale for JPME at the pre-commissioning level? All agreed that the

knowledge of dualism, multiplicity, relativism and commitment to relativism and both cognitive and affective domains are important in the growth of students at college, but unanimously, the freshmen, sophomores, juniors, and seniors are certain it does not support the rational for instituting a formal JPME at any of the pore-commissioning levels at ROTCs.

C. JPME directed by GWN and extended down to the Pre-Commissioning level by the Chairman, Joint Chiefs OPMEP. Knowledge of other Services in the first two years of college at Pre-Commissioning level is important.

Question C. 1. What if the Department of Defense controls the first two year of ROTC to work out competing demands? The seniors and juniors are clear that with the Department of Defense controlling the first two years of the ROTCs the benefits are first retention, then helping the candidates to develop their academic program; next the candidates develop their major academic courses, and finally confirms or changes their selection of an armed Service.

The sophomores and freshmen agreed with (as above) but requested more structured time for the ROTC candidate to decide first what education is required for each candidate and instead of the first two years controlled by the Department of Defense offer one or two years based on significant peer information on the ROTC program by parents and friends with significant military knowledge and experience, and further research. The Department of Defense rule specifies that a ROTC candidate has one year at college to decide if they want to stay in a Service ROTC. However, if the student goes past the one-year requirement and then decides to leave the program, he or she must leave college and be transferred to the branch of Service assigned for ROTC for a four-year enlisted

tour. There is “no foul” because the ROTCs make up the loss by approving qualified “walk-ons” from the college.

Question C. 2. If ROTC policy is changed, what is the outcome for the candidate? The seniors provided some wisdom based on what they thought they knew when first becoming ROTC candidates. They found that there was a lot of information they were not aware of in all the Services ROTCs. They believe with the Department of Defense responsible for ROTC in the first two years, the ROTCs have time to take care of their academic responsibilities and decision making to include their Service of choice, academic major and courses.

The seniors also revealed in their freshmen year combining all four ROTCs they had approximately 360 students. And now as of their mid-semester, senior year begins, they stand with 185 ROTC, almost 50% attrition. The reasons are many, college academics, corps experience, ROTC requirements, transfers to other ROTCs, so as not to be under a military environment.

The seniors, juniors, and sophomores all agreed there must be more time set aside (the first two years) under the Department of Defense control to learn about all the ROTCs programs which should be a force multiplier for all ROTC candidates.

The sophomores embraced the University of South Florida’s separate joint building, where all the four ROTC units are assigned. This common building is dedicated to all four Services, with an auditorium for guest speakers and joint discussions, a common break room with refreshments, and each Service with officers and classrooms on separate floors. All ROTCs are under the University of South Florida and will ensure they interact better with all the ROTCs.

The freshmen agreed a change in policy where the Department of Defense has control for the first one or two years of the ROTC program. This provides the opportunity for the candidate to evaluate the current ROTC Service and think about a possible change of Service and still maintain their scholarship. This recommendation is different from the seniors, juniors, and sophomores who recommend two years. This shows the freshmen's lack of experience and perspective as there is already a one-year rule for the student to commit to a ROTC or face the penalty if they leave to go to the fleet or other unit for a four-year enlisted tour if they fail or leave school.

Question C. 3. With the ROTC program under the Department of Defense for the first two years, are career options academic/personal enhanced? All four Service levels (freshmen, sophomore, junior, and senior) agreed that career options are enhance in the academic and personal areas by being under the Department of Defense for the first two years.

The seniors agreed keeping the ROTC program under the Department of Defense for the first two years would help to permit a better understanding of all the armed Services, their scholarship opportunities, and providing more options to learn JPME.

The seniors also supported strongly the Marine Corps education model where all Marines are required, following graduation, to attend the Marine Corps 12-week school at Quantico Marine Corps Base in Virginia. The second lieutenants are from all college/universities, and military academies. This course is an intense marine course about everything Marine, including joint operations and is their first step towards JPME certification. The importance for the Marine Corps students, particularly ROTCs at college and universities, is their Marine Corps load is reduced compared to other Services

ROTCs, so the Marine Corps students have more time to study in their academic load and be successful, knowing after graduation they receive an intensive Marine Corps indoctrination and education.

In addition, the juniors supported being under the Department of Defense for the first two years because it permits the candidate an opportunity to experience the capabilities of all the other ROTCs and learn their requirements and integration on the battlefield.

The juniors also acknowledged with all Services under the Department of Defense for the first two years, the candidate experience a familiarization period of all Services, and can make a better decision to transfer to a new Service or remain with the original ROTC contract. After this decision is made, the candidate may now focus on the more technical and traditional aspects of his ROTC Service responsibilities.

The sophomores indicated by being under the Department of Defense for the first two years, the ROTC leadership can help the students in their academic requirements including the choosing of a major. The sophomores believed these measures help to foster confidence in the ROTC candidate, while working the technical aspects of the chosen profession.

The freshmen are the most enlightened on this question because they are more committed to their military Service. But when the question is reframed with the first priority going for the best academic program plus the choosing of a major, they understood and supported the reversal in priority.

Question C. 4. Is it important for the ROTC students to focus for the first two years on academic/core requirements with no pressure from their branch of Service decision? The seniors, juniors, and sophomores all agreed on the importance of the ROTC students focus during the first two years on academic/core requirements with no pressure from their branch of Service. But the freshmen are outside of the box because they see no need for the joint training for two years. The freshmen prefer having four years of Service-specific education. The freshmen made an early selection of a Service based on extensive research, including parent/family and friends mentorships. They have no expectation of changing Service. But the freshmen have no way of looking back for comparison as the other classes do to see if their course of action is a wise decision.

The sophomores believe in the importance for the ROTC students to focus during the first two years on academic/core requirements. The focus during the first two years on academics would be better in developing a major which is one of the important keys included in the selection of a Service.

The juniors agreed that during the first two years, if the ROTCs could focus more on their academic requirements, to include a major, this action would go a long way in the confirmation of their current ROTC selection or lead to an alternate course/Service. The sequence of decision making in the selection of an armed Service is: (1) Remain in the current ROTC; (2) Seek to gain approval to transfer from the parent ROTC to the gaining ROTC, to include their scholarship; and (3) Receive approval from the gaining activity. The most important part here is helping the candidate to develop a major that is more compatible with his Service selection and Service specialty.

The seniors understand the importance of the Department of Defense oversight during the first two years. But, there is plenty of time to get military requirements during the third and fourth years.

Question C. 5. Can a standardized application process make it easier for inter-Service transfer? Seniors, juniors, sophomores and freshmen all agreed on the importance of a standardized application process to make it easier for inter-Service transfers. The seniors agreed that the current Department of Defense requirement is for committing to the ROTC before the end of the first year. But the seniors say that one year to determine to stay in an ROTC may not be enough time, and they would recommend at least two years.

The ROTC commanders at Norwich University and the University of South Florida, with all four ROTC Service programs, work together for the best of their candidates by using the standardized application process. In fact, many ROTC students transferred inter-Service during the first year. Rigorous screening should not lose any candidates.

D. Standardizing ROTC applications can help potential candidates to see they will have choices.

Question D. 1. If potential candidates know ahead of time that an inter-Service change is possible when they get to college, would this encourage more applications for the ROTC program? All the classes (senior, junior, sophomore, and freshman) strongly agreed that candidates knowing prior to arrival at college that inter-Service change is possible after arrival at college, and when they know more about all the Services, would encourage more applications. Seniors agreed that if there was a policy of

inter-Service change during the first two years, more candidates would be encouraged to participate in the ROTC program. This is easier between Navy and Marine Corps in the Department of Navy. Transfers between Army, Navy, and Air Force are not so easy to accomplish. But if there was a policy where inter-Service transfer was easy to accomplish, then in the opinion of the seniors, more candidates would be encouraged to participate.

Juniors agreed with seniors except they included scholarships as part of the transfer package. Scholarships must follow the candidate from Service to find choice of Service. Right now this is one of the most significant impediments to transfer between Services. If the gaining Service is the Air Force to date, while the Army and Navy, including the Marine Corps, grant full scholarships, the Air Force grants partial scholarships. Many candidates from a financial perspective choose a Service first for scholarship because this is the only way they could afford college. The equity in requested change of Service because of a preference in the mission and function is important. The change should not be disapproved because the one Service has a different funding priority. The policy must be changed to make all scholarships in all Services similar, or by exception accept the transfer as the gaining activity with the scholarship to follow.

Sophomores all recognized the importance of standardizing all armed Service applications which would encourage more applicants (to include scholarships) which would benefit all Services. Sophomores feel their biggest impediment is the inability for some Services to couple both scholarship and Service transfers. The Air Force is the prime offender has where their policy for scholarships is only to grant partial funding for

the scholarship. The sophomores predict a positive increase in applicants during these times of economic strain.

However, the single highest impediment to the welfare of the program seems to be higher education institutions having only one or two ROTCs. Many of the ROTC transfer request seem to be lost. There is no accountability and if the request is held long enough, it is just too late for any fair action and the ROTC member can stay in the ROTC or leave. There must be a change in policy that requires all ROTC correspondence that is disapproved must be sent to the next higher authority for confirmation receipt and adjudication of the case.

The freshmen, once past that part of the belief, which is if everyone did their research thoroughly there would be no need for transfer, that the additional formal and informal familiarization from the other Service plus their increased maturity and sense of responsibility may uncover other areas in sister Services that are more appealing. And the last point made by the freshmen is noteworthy where they believe the more people know about the "friendliness of the ROTC application procedure, the more applications will increase for the ROTC program."

E. If standardization is approved by the Secretary of Defense for ROTC candidates--no stigma should follow candidates' Service choices.

Question E. 1. Would standardization reduce ROTC candidate dropouts?

All levels (senior, junior, sophomore, and freshman) agreed in the standardization of application having the strongest effect in retaining possible dropouts. Seniors agreed that the standardization of applications could have the strongest effect on retaining possible dropouts. (1) The institutions having only one or two ROTCs are most affected and

could be the least case for a policy document retaining many candidates who feel another Service would be a better fit. (2) Retention is the key to the ROTCs success from the personal and mission areas. (3) A policy document is needed to help ROTC candidates have other alternatives besides resigning prior to the end of their first year. (4) In the end, the ROTC is successful if the candidate finishes their required four to six years tour or remains full-time career for twenty plus years. (5) Good publicity for the ROTC program is important and becomes a "citizen soldier."

Juniors agreed that standardization will help significantly to reduce throughout the ROTC community candidate dropouts and encourage more applicants to apply for the program. The juniors also add that with jointness also should come standardization.

Sophomores also agreed that formal standardization by the Department of Defense for the ROTC program can help significantly to replace candidate dropouts. (1) The sophomore year is critical to having the best plan. Historically, the sophomore year for students is one of the toughest years for student candidates. (2) The candidates need support, time, and space to confirm their choice of Service, major and transfer if needed their scholarship.

Freshmen also agreed that standardization of applications would help to replace the ROTC dropout rate and support the scholarship rate across ROTCs. The important part here is helping the ROTC candidates up front, who have gone through the long process for acceptance into the ROTC program, vice letting the college refill from the dropouts with the walk-ons.

Question E. 2. How would inter-Service ROTC transfer affect retention? All levels (senior, junior, sophomore, and freshman) agreed that ROTC transfers can affect

retention and have a positive effect on inter-Service ROTCs. Transfers for the good of the person are always seen as a positive, career motivating move. And such moves are much easier in larger organizations where the ROTC commanders work together to ensure each candidate is helped.

F. Military candidates at the Service academies are involved in intense imersement of Service requirement and traditions. ROTC candidates require only a portion of this time for their training and education. JPME for ROTC candidates could be the important portion of the ROTCs education which helps them to be more informed of overall Service responsibilities and how their Service choice fits in the big JPME picture.

Question F. 1. How would a two-year JPME curriculum for ROTC candidates during the four-year college period improve retention among ROTC candidates? Overall, JPME is not appropriate at the under-graduate level. The most important part of the military education is where the ROTCs receive a good exposure (not certification) to the requirement of JPME. But certificate of JPME will not take place when the candidate is in an operational billet with at least two years of Service.

The seniors agreed. Since each Service has many different designators all requiring specific JPME qualifications, JPME at college is a difficult objective to achieve. The seniors prioritize their ROTC responsibilities into four categories: (1) ensure their academic requirements from university and faculty advisor are approved, (2) plan for allocation of time based on all course requirements and ROTC commitments, (3) assess timing of specific JPME curriculum, which might be better addressed after the candidate graduates from college and is in the specific military assignment, (4) before graduating, have a better understanding of all the components (Army, Navy, Marine

Corps, and Air Force) and their joint integration within each Service and laterally across all Services.

The juniors agreed with the seniors, except during the first two years they recommend to solidify their academic requirements leading to an approved major.

The sophomores agreed with the seniors and juniors, except to expand on JPME. The sophomores do not know enough to have JPME certificate, but the idea of exposure vice certification is appropriate treatment for JPME because the sophomores barely know enough about their own Service.

Freshmen indicate if JPME training is to occur, it cannot be done in the freshman and sophomore years, but more in the junior and senior years where possible.

Question F. 2. How could the flexibility provided in a two-year JPME program improve the chances of ROTC candidate fulfilling their commitment to an armed Service? Overall, the seniors feel with all their requirements, academic, ROTC overall, Service specific (surface warfare, aviation, exercises, summer cruises [Navy], Marine and Air Force summer events), they are provided little time for Service qualifications, except to be exposed to their Service requirements.

The juniors believed it is premature to attempt Service qualification like JPME with no prior experience and perhaps a year of exposure on all Service capabilities might be more beneficial.

The sophomores agreed the program appears flexible enough to complete their academic requirements, decide on a major, and confirm support of their ROTC Service requirement through exposure not certification.

The freshmen want the academic portion of the education emphasized in the first two pointing to a major. But simultaneously the ROTC candidate is possibly under scholarship. So it is important the candidate learns about all the other Services in case the candidate might need to transfer their scholarship to another Service.

The ROTC candidates in classes (senior, junior, sophomore, and freshman) do not have enough time during a four-year program for a two-year JPME program and certification. The best to hope for is an overall exposure, not certification, on the material included in JPME certification. The real key is the maturity of the candidates. Though willing and enthusiastic, there are several years of experience, knowledge, and maturity they do not have to be certified.

Question F. 3. How could a JPME program improve ROTC officer retention beyond the basic payback time? The best the ROTC students can achieve during college based on military subject matter is an exposure to jointness and familiarization about the armed Services. There is no time for a join certification at college. And the candidates do not know enough about the military. However, with awareness and after commissioning as an officer, the officer has about five years to become certified in JPME based on their specialty, which should help in renewal of the officer's contract for another tour.

A JPME program may improve ROTC officer retention beyond the basic payback time, not as a result of four years education at a college. During the four years at college, the candidate participates in a JPME exposure program, learning more about all the Services and their special qualifications.

Two areas which may contribute to ROTC retention beyond the basic payback time are: (1) scholarship award recognition, and (2) rethinking a candidate's area of concentration and armed Service based on a candidate's desired area of expertise and maturity.

Summary

In summary, I looked at many different recommendations for change to answer the question of how low should "Joint Education" go to be certified in relation to the overall guidance of Goldwater-Nichols, and how to justify this training by reaching down to the pre-commissioning levels at the colleges and universities. However, I failed to find the correct tools to academically define this joint education direction and forcing Joint Education to reach down to the ROTC level in college. In my continued research and in discussing this issue with many people, I found a separate alternative with the help of five authors, instrumental in re-orienting my evaluation process and taking me to another method of evaluation.

First, I give credit to Bolman & Deal in their book, *Reframing Organizations* (Bolman & Deal, 1997). Through these reframing techniques, I was able to reorient my thinking by changing the emphasis of the study and I now look past the level of Joint Education by reframing the question from "How low should Joint Education go?," to "Where should Joint Education begin?"

Thomas Hine, in his book "The Rise and Fall of the American Teenager," discusses the American youth's adolescent experiences in trying to achieve respect from their family while mapping their journey to college. It is a fascinating book identifying the problems of the teenager trying to become a responsible individual ready for college

and the ROTC. (Hine, 2000, p. 9) The next author important to this process is Krathwohl, et al (1964). The military, for the most part, teach by cognitive domain approach, meaning mostly by experience using Bloom's taxonomy. As a result, by perceiving more about the cognitive domain and understanding the other side of students' thought processes, which is the affective domain of feelings as highlighted by Krathwohl, et al and the growth of the youth from high school to college as defined by Hine, the complicated path of effectiveness is more easily predicted based on the type of person and his or her personality.

And finally there is Perry's discussion on Intellectual and Ethical Development, (Perry, 1999) that follows the relationships in growth of individuals from high school to college. Perry's four categories (Dualism, Multiplicity, Relativism, and Commitment in Relativism) show graphically a prediction for the courses of action an individual may encounter. One course of action is where an individual could retreat, escape, or find themselves in a state of pause to rethink their present situation. Perry's predictions highlight the clear growth and influences a young adult might face in moving from high school to college. Once anyone takes the time to visualize these predictions, it becomes obvious that this is the way some people learn, and the obstacles that one faces in becoming successful in college are all part of becoming an adult.

One problem for students is they need to be aware of the commitment in the number of years of service incurred for different programs. The candidates sign a commitment at the end of the freshman year, but they do not know a career field until maybe the first semester of their senior year. The process is substantial to understand and take on the culture. It takes at least two years to incorporate someone fully into an

organization. The third and fourth years, the candidates decide what job they will seek to begin their military careers.

There are traditional Service barriers which must be broken down. But jointness can be achieved and still retain Service cultures. Each Service requirement is different, and some Services' requirements are more difficult than others. The transfer of cadets between Navy and Marine Corps is not as difficult as transfer between Army and Air Force. For example, a West Point graduate transfers after graduation to Navy or Air Force. However, during the four years at an ROTC, there needs to be the same opportunity to transfer to other Services, vice losing a scholarship and Service of choice.

Jointness could be better embraced, if not through an overall joint program, but by having officers from all the Services frequently come in for a week providing information on their Service and being available for appointments and walk-ins so the officer candidates could ask questions. This would go a long way toward jointness and figuring out one's role in the overall picture for a career. Also, shared break rooms, shared drills, and working with other Service ROTCs could be beneficial.

Several important issues were brought out during focus groups at George Washington University. Most important is high school Junior ROTC for all services: Army, Navy, and Air Force. This early on experience is important for future ROTC candidates. ROTC is even more difficult in time commitment for those students accepted in the ROTC program from Howard University, Georgetown, and George Mason University who want to be part of the George Washington University Navy-Marine Corps ROTC. Marine ROTC at GWU is very intense, very hard, and time consuming. The most important issue at this expensive school is the transfer of scholarships, should a

candidate chose to switch to a different Service. Overall, ROTC is an exceptional opportunity for the students; and the ROTC students have a lot to contribute within the civilian education to a civil-military relationship.

At Norwich University, the good news is the Corps structure. Without a formal, standardized enrollment signed service form to enhance ease of inter-service transfer, Norwich ROTC Commanders work together to help students who want to transfer from one Service to another. They routinely accept good students from freshman to junior years. In fact, in special circumstances they have even transferred seniors, and this includes credits, scholarships, and courses. This is the value of a spirit of jointness and standardization.

Dr. Confessore used the analogy of learning languages to explain how ROTC students develop. ROTC students learn their first language in the military -- Army, Navy, Marine Corps, or Air Force, and that Service culture is their "native tongue." When they are exposed to joint training, they become bilingual. In this comparison, bilingual means when a ROTC student receives his/her joint training qualification. This second language expertise could be formed during pre-commissioning, two months after commissioning, or any time during the first twenty years of service.

Like in most colleges, the sophomore year is a transition year. At Norwich University, the Corps started with 360 cadets and dropped down to about 185, about 50% attrition. Some dropped out because of the college academics, some did not like the Corps experience, and others transferred to colleges where they were not always in the military environment. This low retention rate brings up the question of flexibility for ROTC candidates to move between other ROTCs. ROTC Commanders at Norwich

University agreed to switch good ROTC candidates with no formal Department of Defense policy. If there was basically a Purple ROTC for the first year or two years, it would give candidates an opportunity to sample across all Services before making a choice of Service. A purple concept equals an "informed choice." There should be a period of time where candidates get to sample all the ROTCs and then make an informed decision. Scholarships must follow the ROTC decision. Some ROTC students will stay only the required time in years, while others will make it a career. Scholarship implies the hope of an officer making a career of military service.

At the University of South Florida the building of a Joint Military Leader and Science Center was a concept to co-locate all four military Services together to learn more about each other, both formally and informally. This year (and in their junior year) there were at least four to five Army ROTC candidates that changed for Air Force and a similar number to the Army from the Air Force. The hardest part of these transfers was where candidates had prior scholarships. Some did, and changes were made in their junior years. But as one of the ROTC candidates acknowledged, if you do not have a scholarship, it is far easier to make the change.

Many candidates selected in high school through rigorous pre-screening testing fail as a military accession at college and are replaced by walk-ons from that college. If there were more joint exposure, then the freshman with doubts about his/her service selection might be dealt with differently and could be placed in another Service. Since the Service which selected that candidate paid a significant about of money in testing and probably a scholarship, it would seem more attention should be paid to this student before we are willing to cut him/her from the group for a "walk-on." Perry's predictions apply.

Some come and stay the course because they are strong and can change. But when the change is too difficult, often the candidate leaves to reduce the stress and avoid the commitment.

As a result of the information revealed in the previous discussion areas of Analysis and Findings in this chapter, we can move into Chapter V, the final chapter, which uses this information to continue the development of this research with proposed recommendations and subsequent conclusions.

CHAPTER V: Conclusion, Recommendations and Final Thoughts

Chapter V is the final phase and conclusion for this research with recommendations and final thoughts discussed in the following order; A. Conclusions: Discussions of the Journey; B. Recommendations, and C. Final Thoughts.

A. Conclusions: Discussion of the Journey:

This final chapter is the result of an incredible walk for me, encompassing time and enormous research, a reorienting of my original objectives, an academic rigor and leveling to support the process requirements that I never imagined at the start, and meetings with fifteen focus groups and senior subject matter experts in my interview process in order to determine a suitable conclusion with supportable recommendations.

First, I must admit I came to this process thinking I knew all the answers and that this would not take very long to complete. My first stumbling block was the notion that the Joint Chiefs are not very good leaders when it comes to educational processes. I believed I could develop leadership criteria that would help to solve their inactivity in supporting Joint Professional Education down to the pre-commissioning level as directed in congressional legislation of Goldwater-Nichols.

I searched in-depth for educational material, which might help to solve this problem. I began with the question, how low (to what level) should we go in Joint Professional Military Education? For more than twenty years Joint Professional Military Education (JPME) slowly gained acceptance by senior military and civilian leadership, but this pattern did not extend to the pre-commissioning levels. I researched multiple leadership examples such as Organizational Management, Critical Change Management, Cultural Changes within the Armed Services, Adult Learning and Transformation,

Behavior Modification, Sensemaking, and Knowledge Management. All are excellent methods of learning but none provides a clearly defined path for the Joint Chiefs, in my opinion, to embrace the education of officers down to the pre-commissioning level.

Then a breakthrough occurred for me in my research. A combination of three important authors and some very good advice from a Provost helped me to reshape the emphasis of my dissertation. Hine (2000) and Perry (1999) provided excellent examples in student development from high school to college and Bolman and Deal (1997) provided superb rationale and techniques in the reframing of questions. As a result, I reframed the question to focus on, Where should Joint Professional Military Education begin?

However, finding the right question, though important, still left me searching for the fundamental academic credentials to best address this problem. What type of paradigm, quantitative or qualitative test best describes this research? Actually, I thought this phase would be the easiest, but in reality it became the most difficult. I found myself poking at choices instead of laying out the entire paradigm from an academic perspective and requirement. During my research, I vacillated among methods. One day I chose case study and another day I leaned toward ethnography based, on another critical path. Then my second breakthrough occurred when my son, who also works at the National Defense University, scheduled me for an entire weekend, Friday through Sunday, at the Boars Head Inn in Charlottesville, Virginia. My job was to go there alone, and write up the academic credential of this dissertation. I worked all weekend uninterrupted and late Sunday afternoon emerged with a clearer understanding of my way ahead. First, I defined “what this dissertation is not.” I believed if I isolated this portion of the analysis,

then I stood a better chance of determining the correct paradigm for this dissertation. In looking at the Quantitative Paradigm, I concluded that my research was not value-free and unbiased, and that it did not use deductive reasoning through cause and effect. The paradigm is not traditional, meaning a de-emphasis in individual judgment. These examples confirmed for me that this research is not a Quantitative Paradigm. In the methodology section, Chapter II of this dissertation, I identified all relevant data and the supporting rationale.

Using this analysis, I structured this dissertation based on my understanding and research of the topic. In developing a chart of this structure, I was better able to see how each part of the analysis fit into the whole design and what I needed to do to complete my research. Overall, the paradigm is qualitative, where the research is exploratory and many of the variables are unknown and evolving. Under the Qualitative Paradigm there are four types of research and the Interpretive Approach best supports this dissertation because it develops the creation of social meaning during the interaction of people by the building of relationships between the research participants and the researcher. Nothing would be more important to my research strategy in the interviewing of the various groups of ROTC students at the different colleges. Under the Interpretive Approach, there is a subset known as the Critical Approach**,** which highlights how power, control, and ideology dominate the understanding of reality, which is critical to understanding the relationships of the armed Services to one another and the civilian control. The next level is the definition and identification of the methodology to support the paradigm. Of the four methodologies, the Case Study best fits this dissertation because it highlights the importance of the researcher's discovery and interpretation in order to gain vital insights

into the subject matter, which is crucial to the involvement with the various armed Services, university ROTC units, and senior subject matter experts. Under the Case Study Methodology are three Special Features. The Heuristic is the most important because it permits the researcher to develop the process, which may help to bring about change based on the results of the study, interviews, and existing documentation. When I first looked at this protocol, I saw the possibilities of success with the various interviews and documentation. Under Special Features Heuristic there are two categories and Overall Intent with an Evaluative Sub-Category is the most responsive for this dissertation, which supports the use of Focus Groups to help in the research.

As I look back over this long walk and the success of the interviews based on fifteen focus groups at three universities, the subject matter experts, and more than 350 pages of transcription, I could not have achieved this milestone without the chosen academic roadmap. Additionally, the strong support from the George Washington University Internal Review Board (IRB) helped me to complete all the forms and documents so that I would have the permission to conduct the interviews at other universities. And along the way, many people provided good advice and helped me to stay the course.

From the results of focus groups and interviews, along with the analysis in this dissertation, I believe that the concept of a Joint Reserve Officer Training Corps should be considered as a candidate for radical change in support of military jointness. The research conducted may help to identify some of the relevant questions and more specifically a Joint ROTC. A newer framework in a time of austere funding and budget cuts particularly in the Department of Defense may force the armed Services to take

actions not normally acceptable for an economy of scale. The Joint doors could open requiring ROTC units to adopt a newer set of procedures for recruiting, for higher levels of joint focus, for building trust among the Services, and for increasing retention of officers beyond their required first years of obligation.

Second, is the Journey to the ROTC's, which is a summary of the interviews with the ROTC's at George Washington University, Norwich University, and the University of South Florida.

A summary of the interviews with ROTC students (freshman through senior) and subject matter experts is provided in Appendix B. There were three universities, each with a different military focus, identified for the focus group interviews. These were: George Washington University in Washington, D.C. which is filled with one Naval ROTC program; Norwich University, in Northfield, Vermont is a Corps environment where everyone is habitually in uniform and there are three ROTCs (Army, Navy/Marine Corps, and Air Force); and the University of South Florida, in Tampa, Florida where there is an initiative, since September 2004, to enhance camaraderie among all four ROTCs. There, a separate Joint Military Leadership and Science Center (JMLSC) with offices, auditorium, classrooms, common recreation room, and a shooting gallery is shared by all four Services.

Naval ROTC at George Washington University. I interviewed the George Washington University Naval ROTC students, which was the first focus group. Through this experience, I improved my interview skills with the focus group at Norwich and became even better at interviewing the ROTC students at the University of South Florida. George Washington University, as the first effort, was a unique experience in that I

interviewed all the ROTC classes, freshmen through senior, as well as meeting with the senior ROTC leadership. In addition, I took advantage of interviewing one additional group -- recently graduated ROTC members, now officers in the Navy and Marine Corps. This group in itself presented a unique opportunity because these newly commissioned officers could look back and make excellent recommendations based not only on the survey, but also from a standpoint of the realm of possibility based on tough academic schedules and demanding ROTC schedules and requirements. Almost unanimous at all the ROTC levels was the acceptance of the Perry examples. Many students felt these examples are a direct reflection on their lives and wished more people understood the pressures young adults face. The interesting part in discussing jointness with all students, freshmen through seniors, and the newly commissioned officers was that none of them had heard of the Goldwater-Nichols legislation which enforced jointness among all the Services. One of the common interest areas was the disparity between signing the commitment to a Service at the end of the freshman year when the career field is not yet determined, and the approval not until the first semester in their senior year. Many ROTC candidates are hopeful that this requirement will change and that they will have a better opportunity to determine the career field early in the first semester of their sophomore year. The single-Service universities permit their candidates to wear their Service uniforms, which enhances morale. At the Naval ROTC at George Washington University, there is an ability to transfer people within ROTCs in separate universities such as Howard University for Army ROTC and George Mason University for Army and Air Force ROTCs. One final comment from an ROTC candidate is especially significant. He stated that if you let it (your Service commitments) consume your time at the ROTC,

then you should have gone to the academy. ROTC students have a lot to contribute within the civilian education to a civil-military relationship at the university.

Norwich University ROTCs and Support Groups. I interviewed at the Norwich University accompanied with my dissertation Chair, Dr. Confessore, who is a graduate of this institution and a distinguished member of their Board of Fellows. The experience at Norwich University built on the previous visits to George Washington University. However, it was the first opportunity for me to use my questions with a much larger group. We met with all the ROTC commanders (Navy/Marine Corp, Army, and Air Force) and a group of students from each class (freshman through senior). Each focus group was comprised of men and women from all Services. The ROTC commanders know that in the regular Service there is a lot of competition for accessions. However, the "Corps" experience is positive overall. As one student described it, the freshmen are "gung-ho" and committed to succeeding, and the sophomores have a lot of decisions concerning their majors in college, leadership, and so forth. As one student said, "They try to determine which is the best Service and many get discouraged. Junior year is leadership and ownership, where you are set to finish. Senior year, you are committed to Service, leadership of the class, and finishing college. But the greatest number of students leave during their sophomore year." (Norwich University Interview results).

One student said Perry's (1999) research is a good predictor. Most frustration appears in the sophomore year where there is uncertainty in the branch of ROTC and leadership opportunities. Questions on Service selection and academic selection pertain as well. Most attrition, which could be as high as fifty percent, occurs in the sophomore

year. This attrition fact supports Perry's comment of those who face the wall of frustration and either escape in the freshman and sophomore years never to return, or retreat to the dualistic model or temporize, meaning they may stay the course, but delay any clear decision and withdraw from the ROTC.

University of South Florida ROTCs and Support Groups. At the University of South Florida, the Joint Military Leadership and Science Center (JMLSC) is a unique facility constructed in September 2004 specifically for jointness among all the Services. The Navy and Marine Corps are added to the three other Service ROTCs and put under the control of a senior colonel (an officer eligible to be promoted to the next higher rank of brigadier general) to shepherd the joint facility. Congressman Young from the district funded the construction of the building that tested the concept of a joint facility. Along with the current Special Operations Commander in Tampa, Florida, I helped to commission the facility at the opening ceremony. I enjoyed the privilege of discussing my research with all of the ROTC commanders and the freshman through senior ROTC members from all the Services. Intra-Service transfers are permitted between ROTC units, and being co-located in the same facility makes it easier for the ROTC commanders to communicate with one another. For example, last year, five Army candidates switched to the Air Force and a similar number of Air Force candidates switched to the Army. The hardest part of these transfers involves candidates who are receiving scholarships. Some candidates receiving scholarships require additional paperwork and the funding begins in their junior year. Obviously, the task is far easier to make a change of Service without a scholarship, or simply to adjust the scholarship

program, where all Service scholarships are the same permitting an easier case for inter-Service transfers.

Similar to the other universities, Perry's research is applicable for the number of candidates experiencing escape, retreat, and temporizing. One candidate from the junior class said of the twenty-four juniors in the ROTC, only eight started out in the freshman year, first semester. So in the junior class, there are sixteen that are replacement walk-ons. The Services incur considerable expense up front to select the best candidates only to find out that a significant portion, almost half of the initial accessions, did not stay the course and probably most are scholarship. The instructors should add to their training bag, not only the cognitive domain experienced-based technique, but include the affective domain and recognize the benefits of Perry's research, as well as Bolman and Deal. They are better served in understanding the merits of both in dealing with the new accessions.

B. Recommendations for Improved Retention:

First are the recommendations for improved retention: Both a. Short Range Recommendations; and b. Long Range Recommendations, based on research accomplished in Chapter IV: Analysis and Findings.

a. Short-Range Recommendations

1. Knowledge of Perry's dualism and with the cognitive and affective domains does not support a rationale for Joint Professional Military Education (JPME) to be taught at the pre-commissioning levels.

2. Scholarship: Overall, the Services agreed on the same internal school, military Service transfers and scholarship funding packages for all Services, making it easier for inter-Service transfers.

3. First two years: Overall, all the Services agreed the Department of Defense should take control of all students during the first two years, primarily for their academic programs. The Norwich ROTC Commanders increased retention by making it clear, they do not accept a "Purple ROTC", but would accept this objective giving two years to decide the best armed Service to serve in support of their academic decisions. During this time, the candidates first decide what academic program is best for them, to include their developing of a major and choice of Service in support of their academic program.

4. All classes, newly commissioned officers, seniors, juniors, sophomores, and freshmen agreed, that under the Department of Defense for the first one or two years (two years preferred), the ROTCs can work better together. ROTC students can stabilize their academic program, including selection of a major before proceeding to their Service requirements in their junior and senior years.

5. In support of the Services, the students' requirements are compelling. The commitment alone for flight school is a ten-year commitment, and for submarine duty, a six-year commitment. Therefore, the choice by the officer candidate must be the right one for the right reason.

6. With large numbers of ROTC student dropouts (close to 50% loss rate per ROTC class), all candidates' schools and ROTCs must be dedicated (during the first two years, freshmen and sophomores) to learn more about all the Services and the type of job they prefer from the Services in order to reduce the current 50% dropout rate.

7. All classes indicated that standardization of applications for the first two years could have a stronger influence in retaining a higher percentage of the current fifty percent dropout rate.

The freshman class indicated a need to help the candidates up front in their initial year. The freshmen indicate a high level of waste and abuse because many are uncertain of the programs offered and cannot make a good decision on the selection of a Service and area of concentration in less than one year, and consequently they leave.

8. The colleges' ROTC commands tend to take the path of least resistance. They cut out the freshman candidates that are confused and uncertain before the end of the first year (which is the current requirement of the Department of Defense) and they fill that vacancy with "walk-on" students from the college. The only problem is, the Services in their selection of ROTC candidates in high school for college and ROTC programs have spent an enormous amount of money through multiple tests and interviews to find the top candidates. If approximately fifty percent or more of all Service ROTC candidates are replaced, then the amount of money lost from all the ROTCs in the United States for one year is potentially enormous. The current Department of Defense policy must change by first adjusting the time for decision of a field, major or service to two years; and second having the Department of Defense responsible and in charge of the program for the first two years in order to reduce the hemorrhage of talent and money appropriated for this excellent program.

9. Another positive point made by the junior classes is most candidates ages 17-19 years old (high school senior to college freshman/sophomore) are very indecisive and are just not sure what program they want to pursue in the military as well as their college major. However, their options seem more mature and positive as they grow in age and maturity in college. Therefore, permit the ROTCs the latitude to have two years to make a decision on an academic program and then a Service.

10. A two-year JPME certification occurring in years three and four of college is not in the best interest of the Services, the Joint Staff, and the Department of Defense. Certainly, "exposure" to JPME, as it relates to the candidates' Services and all the other Services, and the Joint Staff is important. But the certification of JPME should be set at the best level where the individual has the requisite military maturity level of comprehension for the requirements, and an ability to execute them in accordance with the JCS rules and regulations. That means somewhere in the first to fifth year after commissioning, but not in college.

11. The Norwich ROTC Commanders were all in agreement that, as a matter of policy, it should be clear that "joint exposure" among the Service ROTCs is imperative; but joint training and JPME qualification are better done after graduation (one to seven years) and with the thorough and independent support of the armed Services.

b. Long-Range Recommendations

1. Junior and senior candidates all agreed with the policy held by the University of South Florida, using their all-Service ROTC designed JMLSC facility (Joint Military Leadership and Science Center) All ROTCs have a separate floor for administration, a common recreation and coffee area, a common auditorium, a common electronic pistol range, and an excellent guest speaker program due to their close proximity to several military commands like U.S. Central Command and US Special Operations Command.

2. All classes agreed with the Marine Corps school concept, where Marine ROTC candidates, after graduation and commissioning, go to a 12-week school at Marine Corps Base Quantico in Virginia or on the West Coast for intense training on the most current knowledge in Marine Corps operations and administration. The important point is

Marine Corps 12-week school courses are designed to help reduce their regular commitments during the last two years at college for their ROTC graduates. Other Services should look to having a similar school.

3. The seniors believed students should have all their academic preferences (major, minor, and electives) decided by the end of their sophomore year, so they can concentrate on their Service choice during their junior and senior years.

4. The seniors, juniors, and sophomores all agreed on a standardized application process for all Services, which would make it easier to include Service choice and scholarships. All classes, commissioned officers, seniors, juniors, sophomores, and freshman support the standardization process, where students know they are permitted to change Service and scholarships during the first two years in an effort to increase applicants. The Goldwater-Nichols (1986) legislation was a monumental act and directs how Services, both active and reserve, would be better ready to answer the call. Even seniors at Norwich University, the oldest ROTC candidates, had not heard of Goldwater-Nichols legislation of 1986. But like the juniors, sophomores, and freshman, they all heard of the term "jointness," and sometime in their four years they would understand the importance of joint training.

5. The ROTC commanders and all the classes found there was a lot of information they were not aware of in their programs. More time must be set-aside in the first two years for ROTC candidates to learn more about the program and other participating ROTC programs. This would be a "Force Multiplier."

The proposals I considered prior to my interview phase are listed below:

1. An identical ROTC application process for every ROTC unit regardless of which branch of Service it currently supports.
2. A training curriculum that is identical for the first two years of ROTC regardless of which branch of Service is supported by a particular unit.
3. A policy that permits ROTC candidates to change their commitment from one branch of Service to another during their final two years in college prior to commissioning.
4. A curriculum that can be offered by any accredited institution of higher learning which includes ROTC enrollments at two-year Junior Colleges, and supports diversity enrollments for students in lower income families, who develop academic motivations and skills after high school.
5. A process for maintaining scholarship candidates instead of letting them go during the first year. The government cannot afford to lose the talent of excellent candidates. These men and women are approved, after going through rigorous requirements, in high school for scholarships at the ROTCs in universities. However, during their first year of college some of these candidates do not meet the Service rigor and are simply substituted at will for new candidates from within the college.
6. A Department of Defense feasibility study to: (a) look at standardizing all armed Service ROTC applications; and (b) designate all ROTC candidates, for the first two years of college life, to fall under the umbrella of the Office of the Secretary of Defense Joint Professional Training (JPME).

7. An inclusion of the two-year community colleges sharing in the ROTC accessions to the four-year institutions, which would favorably address diversity education.

I launched my programmed interviews based on the approved questions from my dissertation committee, read-ahead package, and letters to the interviewees (Appendix C, D, and E) and their Research Consent Forms (Appendix F) as approved by the Internal Review Board (IRB) of George Washington University.

Second: Six Recommendations for Radical Change

a. The following are the most important recommendations to support radical change based on the research, interviews, and correlative information.

1. If we are serious about jointness, young officer candidates must know about other Services early in their Service experience. A failure here leads to where the Services were before the Congressional Goldwater-Nichols Act of 1986 directing jointness. Professional Military Education is different in what we do now, but we just might not be doing it right. The Services are most parochial and protective in this area. There are several recommendations that would support more joint exposure for the candidate and enable him or her to make better choices. Some students indicated that sometime during their junior year, a three-month program would give all ROTC students a good exposure to each of the Services. At the same time, they would have two years of Service culture to support their participation in this program.
2. Others said it would be better to have the joint exposure for two months during the summer just before reporting to the university as a freshman. However, one

of the best recommendations was to have the joint class as a one- or two-credit-bearing course in the first part of the summer just after the freshman year. Here the students have the benefit of a year of understanding their Service and culture before broadening their exposure and learning more about the other Services.

3. Admiral Eric T. Olson, U. S. Navy, commented in his interview along with two other high-ranking military officers, General Richard B. Myers, U. S. Air Force, and General James E Cartwright, U. S. Marine Corps, that the Services have operationally made jointness work. In operations they achieved the right level, but in acquisition, education, and policy the same level of jointness was not implemented, which prevents the successful execution of the overall policy of jointness. This lack of policy is an obstacle to joint thinking. The Services tolerated the joint operational requirements but made little or no effort to move further. As expressed by Dr. Confessore at Norwich University, cognitive psychology is the work and expressionism where ROTC students learn their first language in the military, be it Army, Navy, Marine Corps, or Air Force, which becomes their armed Service, their "native tongue." Then the question from "joint training" exposure is, when does the ROTC student become bilingual? Meaning when does the ROTC student receive his or her joint training qualification? Is it during pre-commissioning, two months after commissioning, or sometime during the first twenty years of Service? Does Joint make a difference if jointness is not accomplished during the ROTC years? The primary consideration during the pre-commissioning ROTC days and for the Services is culture, language, fundamental skills, and orientation. Is the ROTC program so

difficult and demanding within an ROTC unit that requiring a second language jointness and "culture" may be quite a challenge? The Corps "ROTC" Commanders at Norwich University indicate it is a challenge, but one that could be worked if directed. The difficulty exists outside the "Corps" universities, where institutions have single or multiple ROTCs that operate as separate Service responsibilities. Here is one area requiring a policy change to achieve universal support for jointness.

4. Perry's research on student development from high school to college gives credence to student paths of learning (Dualism, Multiplicity, Relativity, and Relativity and Commitment) and highlights the reason why educators, military and civilian alike must understand more about why students are motivated and disposed to act as they do in learning. The more we know about this research and predictions, the more we can help the students along the way to learn and connect with their requirements. The goal is the student's final choice of Service, which helps to reinforce their final choice of a major. In the end, these positive choices can reflect in the retention of the officer possibly beyond the initial five- to seven-year commitment because these young officers have the freedom to make their own choices in their career field, academic major, and choice of Service. General Myers agreed that if the ROTC candidate could make a more informed decision, the possibility of retention for ROTC candidates would be much higher, much the same as in private industry where the individual makes his or her own informed career decision and takes ownership and responsibility for that decision. (Paraphrased from General Myer Interview, 6 April 2010)

5. A new initiative proposed in this dissertation is for a combined ROTC for the first two years at the university. This recommendation in military circles is known as "Purple ROTC." This two-year program would give the candidate an opportunity to sample across all the Services before making a final choice of Service. A purple concept equals an "informed choice". But this change requires a Joint Chiefs' policy where the Services must keep their distance from the students that may have come in on their Service track until the student makes a final decision on Service and major in support of their career field. From an academic viewpoint, this process helps the candidate to make a more informed decision regarding a major field of study. A start to embracing change is support by the Services for the current instruction by the Chairman of the Joint Chiefs CJCSI 1800.01D on Officer Professional Military Education Policy (OPMEP). The Chairman's vision is

> …PME-both Service and Joint-is the critical element in officer development and is the foundation of a joint learning continuum that ensures our Armed Forces are intrinsically learning organizations. The PME vision understands that young officers join their particular Service, receive training and education in a joint context, gain experience, pursue self-development, and over the breadth of their careers, become the senior leaders of the joint force. (CJSCI 1800.01D, 15 Jul 2009, P. 1)

Most times military candidates labor over this process often choosing a major several times instead of selecting a career path from the military side, then determining a major to support this career path from the academic side at the university, and then selecting the Service which best supports both. A process like this one helps to reduce the turmoil within the academic community in selecting a major and helps the student to make an earlier decision in the final

Service selection which is most compatible with both military and academic goals.

6. In the era of transformation, this dissertation could be the impetus for the Secretary of Defense to commission a Department of Defense feasibility study to: (a) look at standardizing all armed Service ROTC applications; and (b) designate all ROTC candidates, for the first two years of college life, to fall under the umbrella of the Office of the Secretary of Defense Joint Professional Military Training (JPME). With the possible inclusion of the two-year community colleges sharing in the ROTC accessions to the four-year institutions, diversity education would be favorably addressed. And in addition, the number for ROTC accessions could increase substantially throughout the country and possibly reverse any downward trend in ROTC participation. The end result potentially is a stronger Department of Defense, with more youths in the United States choosing public Service.

Third are Recommendations for Further Study

1. Some of the more positive outcomes are the permitting of ROTC candidates to change Service selection within the other ROTCs through the second year of study without any stigma and penalty for change, and permit candidates to finish their core studies at the college first and then to decide on a major that would be supportive to their Armed Service selection. In support of community college and local community relations, permit two-year community college students the opportunity to compete for the ROTC scholarships at the university level and expand the opportunity for students to rise from a vocational to an academic track.

2. High School Junior Reserve Officer Candidate (JROTC) and College Reserve Officer Training Corps (ROTC) at the University level are both very different. In addition to high school students accepted into an ROTC program at a university, a provision is recommended for approval by the Department of Defense where the newly accepted ROTC candidates within an area attend an approved Joint Seminar for a weekend at a high school JROTC unit in order to gain a better idea of all the Armed Service capabilities on jointness before making their way to college.

3. A further study might be important as a pilot study to have one of the Service academies establish a standard first two years where by instruction in JPME young candidates can determine the right Service and career paths.

4. Gain input from recent dropouts and bring their circumstances into the discussion. Consideration of these first-hand stories would shed a different perspective from those students in the focus groups. This additional information could be used to modify or strengthen recommendations that will affect retention rates.

C. Final Thoughts

No one comes to this portion of a dissertation devoid of emotion and filled with questions. "Have I answered all the questions correctly? Did I do the diligence required for the research and the interview process? Am I really finished? For me this experience has been an incredible journey. Someone no doubt will ask me, what was your high point in this process? The reason for the subject of this dissertation; the development of the interview questions; the fantastic execution of the interview process; the enthusiasm of

the soon-to-become officers who will defend our country; finding the right examples, like Perry; and knowing how to predict the thought processes of our students make a huge difference. All are important and have a place in my heart. But the one place that is truly the high point is when I took the time to develop the academic credential for this dissertation. The Paradigm is Qualitative; the type of research is the Interpretive Approach with a subset in the Critical Approach; and the Methodology is the Case Study with a special feature being Heuristic with a category of Overall Intent and an Evaluative Sub Category supporting the use of Focus Groups. Without this credential, I would not have had the confidence or the empowerment to proceed. And best was my George Washington University dissertation board's decision at my first defense to go back, improve my analysis step, and show more clearly my recommendations. Though difficult at first to accept, it was the right decision. The improvement to my research and analysis strongly revealed evidence of areas never before highlighted in my research results, such as additional areas like the fifty percent loss of the "best and brightest" ROTC candidates/students and the huge amount of revenue lost every year by these ROTC dropouts, the recommended change in policy for the ROTC students to be given two years to decide on a Service choice, vice the current one-year policy, and finally, the recommendation for scholarships to be the same level of funding in order to increase the ease of inter-Service ROTC transfers. This process provided the light needed to proceed and then to finish the academic requirements of The George Washington University.

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Appendix A: Definitions of Key Terms

Affective domain: Identified by Bloom but developed by Krathwohl. This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivations, and attitudes. The five major categories from simplest to most complex are: Receiving phenomena, Responding to phenomena, Valuing, Organization, and finally Internalizing values.

All Volunteer Force (AVF): Brought about an end to the United States policy of conscription for the military and in 1973 Congress and the President signed into law the voluntary manning of the Armed Services.

Cognitive domain: Bloom identified this psychological hierarchy, which involves knowledge and the development of intellectual skills. In the development of intellectual abilities and skills and the degrees of difficulty are identified in six categories to be mastered from the simplest to the most complex: The six categories are, Knowledge and recall of data; Comprehension; Application; Analysis; Synthesis; and finally, Evaluation.

Commitment: Perry describes commitment as a conscious act or realization of identity and responsibility. This is the process of orientation of self in a relative world (Perry, 1970, pp. 34-35).

Dualism: Described by Perry as a non-relativistic view of the world: right or wrong, good or bad, all or nothing, etc. Problems are solved by obedience, conformity to the right and what people want. Correct responses, answers and procedures as assigned by authority. (Perry, 1970, pp. 59)

Jointness: Is a term of art for the military. It is a plan that asserts that the military is needed to meet our national and military goals and must be comprised of personnel who are trained, educated, experienced and acculturated in jointness. Within that joint construct, our military must evolve into a force that thinks more critically, is more strategically minded and is the most skilled as a joint warfighting force. This 21st century military will work as a joint and combined team to rapidly plan and adapt to fluid situations with greater effect. (DOD Strategic Plan for Joint Officer Management and Joint Professional Military Education, April 3, 2006)

JPME (Joint Professional Military Education): Chairman Joint Chiefs of Staff approved body of objectives, outcomes, policies, procedures and standards supporting the educational requirements for joint officer management. There is a three-phase joint education program taught at the various senior military institutions known as JPME Phase I, which is full joint education for ten-month schools, and JPME Phase II which provides follow-on education for ten weeks to become certified for full (JPME I. (CJCSI 1800.01C, 2005).

Joint: (DOD) Connotes activities, operations, organizations, etc., in which elements of two or more Military Departments participate. (DOD Dictionary, 2005) Joint Concept: (DOD) A description of how a joint force commander might plan, prepare, deploy, employ, sustain, and redeploy a joint force. It guides the further development and integration of joint functional and Service concepts into a joint capability, and articulates the measurable detail needed for experimentation and decision-making. (DOD Dictionary, 2005)

Joint Doctrine: (DOD) Fundamental principles that guide the employment of US military forces in coordinated action toward a common objective. Joint doctrine contained in joint publications also includes terms, tactics, techniques, and procedures. It is authoritative but requires judgment in application. See also Chairman of the Joint Chiefs of Staff instruction; Chairman of the Joint Chiefs of Staff manual; doctrine; joint doctrine development community; Joint Doctrine Development System; joint publication; joint test publication; multinational doctrine. (DOD Dictionary, 2005)

Joint Force: (DOD) A general term applied to a force composed of significant elements, assigned or attached, of two or more Military Departments operating under a single joint force commander. See also joint force commander. (DOD Dictionary, 2005)

Joint Force Commander: (DOD) A general term applied to a combatant commander, sub-unified commander, or joint task force commander authorized to exercise combatant command (command authority) or operational control over a joint force. (DOD Dictionary, 2005)

Joint Operation Planning: (DOD) Planning for contingencies that can reasonably be anticipated in an area of responsibility or joint operations area of the command. Planning activities exclusively associated with the preparation of operation plans, operation plans in concept format, campaign plans, and operation orders (other than the Single Integrated Operational Plan) for the conduct of military operations by the combatant commanders in response to requirements established by the Chairman of the Joint Chiefs of Staff. Joint operation planning is coordinated at

the national level to support Secretary of Defense Contingency Planning Guidance, strategic requirements in the National Military Strategy, and emerging crises. As such, joint operation planning includes mobilization planning, deployment planning, employment planning, sustainment planning, and redeployment planning procedures. Joint operation planning is performed in accordance with formally established planning and execution procedures. See also contingency plan; execution planning; implementation planning; Joint Operation Planning and Execution System; joint operation planning process. (DOD Dictionary, 2005)

Joint Operation Planning and Execution System: (DOD) A system that provides the foundation for conventional command and control by national- and combatant command-level commanders and their staffs. It is designed to satisfy their information needs in the conduct of joint planning and operations. The Joint Operation Planning and Execution System includes joint operation planning policies, procedures, and reporting structures supported by communications and automated data processing systems. The system is used to monitor, plan, and execute mobilization, deployment, employment, sustainment, and redeployment activities associated with joint operations. (DOD Dictionary, 2005)

Joint Operation Planning Process: (DOD) A coordinated Joint Staff procedure used by a commander to determine the best method of accomplishing assigned tasks and to direct the action necessary to accomplish the mission. See also joint operation planning; Joint Operation Planning and Execution System. (DOD Dictionary, 2005)

Joint Operations: (DOD) A general term to describe military actions conducted by joint forces or by Service forces in relationships (e.g., support, coordinating authority) which, of themselves, do not create joint forces. (DOD Dictionary, 2005)

Joint Planning Group: (DOD) Also called JPG. A joint force planning organization consisting of designated representatives of the joint force headquarters principal and special staff sections, joint force components (Service and/or functional), and other supporting organizations or agencies as deemed necessary by the joint force commander (JFC). Joint planning group membership should be a long-term assignment and members should be designated spokespersons for their respective sections or organizations. Responsibilities and authority of the joint planning group are assigned by the JFC. Usually headed by the joint force chief planner, joint planning group responsibilities may include, but are not limited to, crisis action planning (to include course of action development and refinement), coordination of joint force operation order development, and planning for future operations (e.g., transition, termination, follow-on). See also course of action development; crisis action planning; joint operation planning. (DOD Dictionary, 2005)

Joint Staff: (DOD) 1. The staff of a commander of a unified or specified command, subordinate unified command, joint task force, or subordinate functional component (when a functional component command will employ forces from more than one Military Department), that includes members from the several Services comprising the force. These members should be assigned in such a manner as to ensure that the commander understands the tactics, techniques,

capabilities, needs, and limitations of the component parts of the force. Positions on the staff should be divided so that Service representation and influence generally reflect the Service composition of the force. 2. (capitalized as Joint Staff) The staff under the Chairman of the Joint Chiefs of Staff as provided for in the National Security Act of 1947, as amended by the Goldwater-Nichols Department of Defense Reorganization Act of 1986. The Joint Staff assists the Chairman and, subject to the authority, direction, and control of the Chairman and the other members of the Joint Chiefs of Staff in carrying out their responsibilities. (DOD Dictionary, 2005)

Readiness: (DOD) The ability of US military forces to fight and meet the demands of the national military strategy. Readiness is the synthesis of two distinct but interrelated levels. a. unit readiness--The ability to provide capabilities required by the combatant commanders to execute their assigned missions. This is derived from the ability of each unit to deliver the outputs for which it was designed. b. joint readiness--The combatant commander's ability to integrate and synchronize ready combat and support forces to execute his or her assigned missions. See also military capability; national military strategy. (DOD Dictionary, 2005)

Relativism: Perry's plurality of points of view, interpretations, frames of reference, values systems and contingencies, in which the structural properties context and forms allow for various sorts of analysis, comparison and evaluation in multiplicity. This is in contrast to his category of Dualism where the student's environment consists of self-controlled obedience. (Perry, 1970, p. 59).

ROTC (Reserve Officer Training Corps): ROTC aims to develop young men and women morally, mentally, and physically, and to instill in them the highest ideals of honor, courage, and commitment. The program educates and trains young men and women for leadership and management positions and is available at hundreds of colleges and universities that host ROTC units or have cross-town enrollment agreements with a host university. Selected applicants for the program are awarded scholarships through a highly competitive national selection process, and receive full tuition and other financial benefits at many of the country's leading colleges and universities. (https://www.nrotc.navy.mil/history_nrotc.cfm: 16 July 2007)

Sensemaking: The concept and theory developed by Weick focuses attention upon the idea that the reality of everyday life must be seen as an ongoing accomplishment, which takes particular shape and form as individuals attempt to create order and make retrospective sense of the situations in which they find themselves (Weick, 2001, p.11).

Appendix B: Composition of Focus Groups

FOCUS GROUPS:

The size and composition of the focus groups will be from ROTC personnel from two primary academic institutions, Norwich University, Northfield, Vermont and the University of South Florida, Tampa, Florida. Three focus groups will be conducted in each university locations. The composition of each of focus groups will be 6 to 8 people.

Group A: ***Senior representatives*** (1) from each of the ROTCs (Commanders of the Units), Head of the ROTC Program and Director of Military Science Department.

Group B: ROTC students (6-8 students representing each of the Services from the ***junior/senior*** classes including at least one female).

Group C: ROTC students (6-8 students representing each of the Services from the ***freshman/sophomore*** classes including at least one female). (All representatives must be 18 years of age or older).

Appendix B-1: Letter to Focus Groups and Senior Representatives (Sent by cover letter and by e-mail)

Herman "Skeets" Meyer
1239 Gilman Court
Herndon, Va. 20170

Date_____

Dear Senior Representative:

The purpose of this correspondence is to solicit your kind assistance in a doctoral research effort addressing "An Inquiry into the Educational Effects of a Joint ROTC".

As a respected member of your Institution and responsible for the successful administration of the ROTC, I'm sure you appreciate the important changes now underway in our world that could effect how we educate future officers. The tragic events of 9-11 have further redefined the character of U.S. national security endeavors inward to homeland security and homeland defense imperatives. While Operations Enduring Freedom and Iraqi Freedom have revalidated the criticality for timely and effective interagency coordination and employment of all the instruments of national power in pursuit of national security interests.

The proposed research literally represents a "first cut" at characterizing the construct of the educational effects of a Joint ROTC for officer candidates. I am presently the Dean of Students for National Defense University's School for National Security and Executive Education, at Fort McNair, Washington, D.C., and additionally teaching Masters Degree core requirements in leadership and civil military relations to our newest senior Counter Terrorist International Fellows from all over the world.

My doctoral research with George Washington University, plus thirty three years of significant command experience as a Naval officer, leads me to support the ROTC program as one of the best methods today for our military and government to prepare the next generation of leaders. The roots of ROTC go back to the days of the founding fathers when the seeds were planted for a strong civil-military relationship, which bares fruit in today's partnership between military and civilian leaders at colleges and universities, and around the country and the world.

In addition to teaching at the National Defense University in Washington, D.C., I am writing an Ed.D. dissertation that asks whether all of the Armed Services ROTC programs should be trained jointly, with all the responsible Joint Professional Military Education and training. I am writing to ask your help in answering a few questions in the assigned Focus Groups for the ROTC candidates. I have discussed this focus group meeting and discussion with your director of programs and provost, who has given me permission to communicate this request directly to you. You will be receiving soon, formal notification meeting and location plus e-mail confirmation with the applicable read ahead material. Currently the day proposed is September ____, 2007, from 9-10:30.

I am honored to extend an invitation to you to participate in one of the two Focus Groups that will address Joint Professional Military Education. I am looking for your opinion on the implementation of a standardized approach to ROTC. Thank you in advance for your help.

Respectfully,

Skeets Meyer (Captain, US Navy Ret.)
meyerh@ndu.edu
The George Washington University
Graduate School of Education and Human Development

Appendix C: Letter to Focus Groups

ROTC CANDIDATES (SENIOR & JUNIORS)
(Sent by cover letter and by e-mail)

Herman "Skeets" Meyer
1239 Gilman Court
Herndon, Va. 20170

Date_____

Dear Senior/Junior ROTC Student:

The purpose of this correspondence is to solicit your kind assistance in a doctoral research effort addressing "An Inquiry into the Educational Effects of a Joint ROTC".

As a respected member of your Institution having successfully matriculated to the Senior or Junior level of the university, and to your ROTC unit. As a future officer in the long tradition of keeping our country safe, I am sure you appreciate the important changes now underway in our world that could effect how we educate future officers. The tragic events of 9-11 have further redefined the character of U.S. national security endeavors inward to homeland security and homeland defense imperatives. While Operations Enduring Freedom and Iraqi Freedom have revalidated the criticality for timely and effective interagency coordination and employment of all the instruments of national power in pursuit of national security interests.

The proposed research literally represents a "first cut" at characterizing the construct of the educational effects of a Joint ROTC for officer candidates. I am presently the Dean of Students for National Defense University's School for National Security Executive Education, at Fort McNair, Washington, D.C., and additionally teaching Masters Degree core requirements in leadership and civil military relations to our newest senior Counter Terrorist International Fellows from all over the world.

My doctoral research with George Washington University, plus thirty three years of significant command experience as a Naval officer, leads me to support the ROTC program as one of the best methods today for our military and government to prepare the next generation of leaders. The roots of ROTC go back to the days of the founding fathers when the seeds were planted for a strong civil-military relationship, which bares fruit in today's partnership between military and civilian leaders at colleges and universities, and around the country and the world.

In addition to teaching at the National Defense University in Washington, D.C., I am writing an Ed.D. dissertation that asks whether all of the Armed Services ROTC programs should be trained jointly, with all the responsible Joint Professional Military Education and training. I am writing to ask your help in answering a few questions in the assigned Focus Groups for the ROTC candidates. I have discussed this focus group meeting and discussion with your director of programs and commanding officer, who have given me permission to communicate this request directly to you. You will be receiving soon, formal notification of the meeting and location plus e-mail confirmation with the applicable read ahead material. Currently the day proposed is September ____, 2007, from 11:00-12:30.

I am honored to extend an invitation to you to participate in one of the two Focus Groups that will address Joint Professional Military Education. I am looking for your opinion on the implementation of a standardized approach to ROTC. Thank you in advance for your help.

Respectfully,

Skeets Meyer (Captain, US Navy Ret.)
meyerh@ndu.edu
The George Washington University
Graduate School of Education and Human Development

Appendix D: Letter to Focus Groups

ROTC CANDIDATES (SOPHOMORE & FRESHMAN)
(Sent by cover letter and by e-mail)

Herman "Skeets" Meyer
1239 Gilman Court
Herndon, Va. 20170

Date_____

Dear Senior/Junior ROTC Student:

The purpose of this correspondence is to solicit your kind assistance in a doctoral research effort addressing "An Inquiry into the Educational Effects of a Joint ROTC".

As a respected member of your Institution having successfully matriculated to the Sophomore or Freshman level of the university, and to your ROTC unit. As a future officer in the long tradition of keeping our country safe, I am sure you appreciate the important changes now underway in our world that could effect how we educate future officers. The tragic events of 9-11 have further redefined the character of U.S. national security endeavors inward to homeland security and homeland defense imperatives. While Operations Enduring Freedom and Iraqi Freedom have revalidated the criticality for timely and effective interagency coordination and employment of all the instruments of national power in pursuit of national security interests.

The proposed research literally represents a "first cut" at characterizing the construct of the educational effects of a Joint ROTC for officer candidates. I am presently the Dean of Students for National Defense University's School for National Security Executive Education, at Fort McNair, Washington, D.C., and additionally teaching Masters Degree core requirements in leadership and civil military relations to our newest senior Counter Terrorist International Fellows from all over the world.

My doctoral research with George Washington University, plus thirty three years of significant command experience as a Naval officer, leads me to support the ROTC program as one of the best methods today for our military and government to prepare the next generation of leaders. The roots of ROTC go back to the days of the founding fathers when the seeds were planted for a strong civil-military relationship, which bares fruit in today's partnership between military and civilian leaders at colleges and universities, and around the country and the world.

In addition to teaching at the National Defense University in Washington, D.C., I am writing an Ed.D. dissertation that asks whether all of the Armed Services ROTC programs should be trained jointly, with all the responsible Joint Professional Military Education and training. I am writing to ask your help in answering a few questions in the assigned Focus Groups for the ROTC candidates. I have discussed this focus group meeting and discussion with your director of programs and commanding officer, who have given me permission to communicate this request directly to you. You will be receiving soon, formal notification of the meeting and location plus e-mail confirmation with the applicable read ahead material. Currently the day proposed is September ____, 2007, from 11:00-12:30.

I am honored to extend an invitation to you to participate in one of the two Focus Groups that will address Joint Professional Military Education. I am looking for your opinion on the implementation of a standardized approach to ROTC. Thank you in advance for your help.

Respectfully,

Skeets Meyer (Captain, US Navy Ret.)
meyerh@ndu.edu
The George Washington University
Graduate School of Education and Human Development

Appendix E: Sample Schedule for Focus Group Visit

A. Day One: Senior Representatives (Morning)

09:00-09:30	Gathering of Participants (Separate Room with refreshments)
09:30-09:35	Welcome
09:35-09:40	Review Agenda (Questions and Discussions Provided in Advance)
09:40-09:45	Review Goal of Meeting
09:45-09:50	Review Ground Rules for Discussions (Session Taped for Research Follow up)
09:50-10:00	"Icebreaker"
10:00-11:15	Questions and Answers; Summary After Each Question
11:15-11:30	Wrap-Up: Thanks; (Copies of Discussion Summaries Will be Made Available in the Future

B. Day One: ROTC Representatives (Senior/Junior) (Afternoon)

1:00-1:30	Gathering of Participants (Separate Room with refreshments)
1:30-1:35	Welcome
1:35-1:40	Review Agenda (Questions and Discussions Provided in Advance)
1:40-1:45	Review Goal of Meeting
1:45-1:50	Review Ground Rules for Discussions (Session Taped for Research Follow up)
1:50-2:00	"Icebreaker"
2:00-2:15	Questions and Answers; Summary After Each Question
2:15-2:30	Wrap-Up: Thanks; (Copies of Discussion Summaries Will be Made Available in the Future

C: Senior Selective Interview

3:30-4:00 Senior Interview (President/Provost) University

D. Day Two: ROTC Representatives (Sophomore/Freshman) (Morning)

09:00-09:30 Gathering of Participants (Separate Room with refreshments)

09:30-09:35 Welcome

09:35-09:40 Review Agenda (Questions and Discussions Provided in Advance)

09:40-09:45 Review Goal of Meeting

09:45-09:50 Review Ground Rules for Discussions (Session Taped for Research Follow up)

09:50-10:00 "Icebreaker"

10:00-11:15 Questions and Answers; Summary After Each Question

11:15-11:30 Wrap-Up: Thanks; (Copies of Discussion Summaries Will be Made Available in the Future

Appendix F: Letter to Significant Interviewees

(Sent by cover letter and by e-mail)

A. SIGNIFICANT INTERVIEWS:

The significant interviews are also an important part of the information development for this research. These significant interviews will consist of Presidents of universities or their appointed senior representatives, and other senior representatives at universities both civilian and military, to include the Norwich University, University of South Florida and the National Defense University. Other significant interviews will include senior military, like previous Chairman's of the Joint Chiefs, Vice Chiefs of the Armed Services and other significant military with a rich experience in Goldwater-Nichols and joint professional military education, and some responsible for the execution of this legislation into the Joint requirements for the military. Finally, other significant civilian interviews will be with senior representatives having experience in the political development involving Goldwater-Nichols, the legislation and the discussion of its importance.

B. PROPOSED LETTER FOR SENIOR INTERVIEWS:

Herman "Skeets" Meyer
1239 Gilman Court
Herndon, Va. 20170

Date_____

Dear Senior Interview Representative:

The purpose of this correspondence is to solicit your kind assistance in a doctoral research effort addressing "An Inquiry into the Educational Effects of a Joint ROTC".

As a respected leader in many areas that have affected the ROTC program and/or ROTC personnel, I am sure you appreciate the important changes now underway in our world that could effect how we educate future officers. The tragic events of 9-11 have further redefined the character of U.S. national security endeavors inward to homeland security and homeland defense

imperatives. While Operations Enduring Freedom and Iraqi Freedom have revalidated the criticality for timely and effective interagency coordination and employment of all the instruments of national power in pursuit of national security interests.

The proposed research literally represents a "first cut" at characterizing the construct of the educational effects of a Joint ROTC for officer candidates. I am presently the Dean of Students for National Defense University's School for National Security and Executive Education, at Fort McNair, Washington, D.C., and additionally teaching Masters Degree core requirements in leadership and civil military relations to our newest senior Counter Terrorist International Fellows from all over the world.

My doctoral research with George Washington University, plus thirty three years of significant command experience as a naval officer, leads me to support the ROTC program as one of the best methods today for our military and government to prepare the next generation of leaders. The roots of ROTC go back to the days of the founding fathers when the seeds were planted for a strong civil-military relationship, which bares fruit in today's partnership between military and civilian leaders at colleges and universities, and around the country and the world.

In addition to teaching at the National Defense University in Washington, D.C., I am writing an Ed.D. dissertation that asks whether all of the Armed Services ROTC programs should be trained jointly, with all the responsible Joint Professional Military Education and training. I am writing to ask your help in answering a few questions pertaining to the ROTC program. If you agree to meet, you will be receiving soon, formal notification of the meeting, location plus e-mail confirmation with the applicable read ahead material. Currently the day proposed is September ____, 2007, from 9-10:30.

I am honored to extend an invitation to you to participate in an interview that will address ROTCs and Joint Professional Military Education in support of my dissertation research. I am looking for your opinion on the implementation of a standardized approach to ROTC. Thank you in advance for your help.

Respectfully,

Skeets Meyer (Captain, US Navy Ret.)
meyerh@ndu.edu
The George Washington University
Graduate School of Education and Human Development

Appendix G: Sample Questions

Sample questions were approved by my Dissertation Chair, Committee and the George Washington University Internal Review Board (IRB) for interviews at other campuses. The Focus Group and Subject Matter Expert question and answer summary sheets at Appendix H were designed by myself for each class, freshman thru senior for each university and others. The question sheet is coded to indicate the number of people that contributed to that part of the discussions, and I have also included in this section the summary sheet with the most important discussion items revealed during the focus group discussions. In conducting any interviews with the students, subject matter experts and others, no one was interviewed without filling out an approved consent form in accordance with the George Washington University (Internal Review Board policy).

A. FOCUS GROUPS AND INTERVIEWS: The focus groups and Subject matter experts' specific interviews were the two main procedures for gathering data for this research project.

1. Focus Groups:

The size and composition of the focus groups were from ROTC personnel from three primary academic institutions; George Washington University, Washington, D.C., Norwich University, Northfield, Vermont; and the University of South Florida, Tampa, Florida. Three focus groups were conducted in each university location. The composition of each of focus group was 6 to 8 people.

Group A: Senior representatives (1) from each of the ROTCs (Commanders of the Units), Head of the ROTC Program and Director of Military Science Department.

Group B: ROTC students with six to eight students representing each of the Services from the junior/senior classes including at least one female (if available), but not required. (All representatives were 18 years of age or older.)

Group C: ROTC students with six to eight students representing each of the Services from the freshman/sophomore classes including at least one female (if available), but not required. (All representatives were 18 years of age or older.)

2. Subject Matter Experts:

The significant interviews are also an important part of the information development for this research. These significant interviews will consist of Presidents of universities or their appointed senior representatives, and other senior representatives at universities both civilian and military, to include the Norwich University, University of South Florida and the National Defense University. Other significant interviews will include senior military, like previous Chairman's of the Joint Chiefs, Vice Chiefs of the Armed Services and other significant military with a rich experience in Goldwater-Nichols and joint professional military education, and some responsible for the execution of this legislation into the Joint requirements for the military. Finally, other subject matter expert civilian interviews will be with senior representatives having experience in the political development involving Goldwater-Nichols, the legislation and the discussion of its importance.

3. Focus Group and Subject Matter Expert Questions:

A. Issue: Senior civilian and military leadership during the past twenty years have approved Joint Professional Military Education (JPME) from the Flag and General officers, to recently extending this education down to the level of the junior officers.

Question:

1. Why have the senior civilian and military in the Department of Defense, since the Congressional guidance of Goldwater-Nichols twenty years ago, refused to extend Joint

Professional Military Education (JPME) down to pre-commissioning candidates (ROTCs, Military Academies and other military universities)?

B. Issue: Perry's "Complex Dualism" described the effects on a student's progress and journey from high school to college. Perry's nine stages of dualism, multiplicity, relativism and commitment; plus Krathwohl's, Bloom's and Masia's affective and cognitive domains all involve a newer methodology on how better to understand a student's intellectual and social environmental development.

Questions:

1. How do you understand the journey of a potential ROTC candidate from high school through college in relation to Perry's dualism and the affective and cognitive domains described by Krathwohl, Bloom, and Masia?

2. How could the knowledge of a concept on dualism, and the roles of those in the cognitive and affective domains help to provide an academic and intellectual rationale for considering Joint Professional Military Education (JPME) at the pre-commissioning-ROTC level?

C. Issue: Goldwater-Nichols in 1986 directed that Joint Professional education extend down to the pre-commissioning schools for officer training and education. Joint Professional Military Education has been accomplished thus far from the Capstone (newly promoted Flag and General Officers), to the senior, middle schools and recently to primary schools. The Joint Professional Military Education at the ROTC level can provide many advantages to the student. The ROTC candidates must balance college academic courses, (core curricula, the changing of majors and minors) and military requirements. The ROTC is only one program of many that a student must contend with in the first few critical years at college.

Questions:

1. How can a policy during the first two years for ROTC candidates under a Department of Defense Joint Professional Military Education (PME) umbrella help improve ROTC joint education?

2. If an ROTC policy was changed in favor of a candidate delaying a commitment to a particular branch of the military until after the second year in ROTC; how effective would this be for the ROTC candidate to better help decide on a particular branch of Service, based on completion of university core curriculum requirements, major in academic curriculum identified with interests compatible within a particular Service, and exposure to joint education?

3. How do you feel about the ROTC program being under a Department of Defense Joint umbrella for the first two years where the atmosphere permits a candidate to change career options based on academic and personal interests?

4. Why should a Joint ROTC program during the first two years be directed to focus on the ROTC candidate's academic and core credit requirements without pressure from a particular branch?

5. How in your opinion could a standardized application process make it easier for ROTC candidates to transfer, when a candidate during the first year in ROTC decides that another Service might be more beneficial in support of his or her major courses?

D. Issue: Standardizing ROTC applications, after reporting to college, can help potential candidates applying for ROTCs. All Services have their own specific requirements for ROTC applications, like SAT scores, physical fitness requirements, interviews and time frames for submission being a few). Potential ROTC candidates in high school might be more interested in applying to an ROTC program knowing inter-Service transfers at their

college between ROTC units is permitted through standardized applications. Standardizing applications may help candidates after reporting to an ROTC at college by permitting easier student inter-college ROTC transfers.

Questions:

1. How important would a policy be for a potential candidates decision to commit to a ROTC scholarship in high school knowing that all ROTC candidate applications are standardized after reporting to the university/college in order to permit an ease of inter-Service transfers?

E. Issue: If standardization of ROTC inter-Service applications is directed by the Secretary of Defense, ROTC candidates desiring inter-Service transfers can be accomplished with no stigma attached or pressure applied from the armed Services.

Questions:

1. Why would it be important for an ROTC candidate to have the flexibility to apply for inter-Service transfer in order to increase a candidate's satisfaction and improve the overall program policy by helping to reduce the number of ROTC dropouts?

2. How in your opinion could an inter-Service transfer policy help to reduce ROTC dropouts?

F. Issue: The ROTC environment at universities helps ROTC students to foster a greater opportunity to experience a shared environment. The ROTC program at college is one of many requirements that a candidate is involved with during the day. In the military Service academies, candidates are involved with the same events, same senior and student leadership every minute of the day. Whereas, ROTCs require only a portion of the student's daily time and senior/junior leadership exposure. Joint Professional Military

Education could be an important portion of the ROTC experience at the college/university level.

Questions:

1. How would two-year Joint Professional Military Education (JPME) curricula during a four-year period improve Service retention for candidates?

2. How could the flexibility provided in a two-year joint professional education program improve the chances of ROTC candidates fulfilling their commitment to an armed Service?

3. How could a Joint Professional Military Education program improve ROTC officer retention beyond the basic payback time?

Appendix H: Subject Matter Experts Interviews:

1. GENERAL MYERS, U.S. AIR FORCE (Ret) 6 April 2010

Senior Interview: General Richard B. Myers, General U.S. Air Force (Retired), Former Chairman, Joint Chiefs of Staff

Previous to this interview, I read General Myers' book, "Eyes on the Horizon", in order to discuss his roots in the military based on an "Air Force ROTC experience as an undergraduate at Kansas State University." Kansas State was one of the original "land grant" institutions in the United States where General Myers decided on an Air Force enrollment and subsequent commissioning as a 2nd Lieutenant.

General Myers began by saying he had read my "read ahead" package and was very interested in the "learning model" that I presented in the way students from high school to college process information in both learning and making decisions.

I provided a short overview of the dissertation and subsequently shared thoughts on this dissertation by previous senior interviewee's, Admiral Olson, U.S. Navy, Commander Special Operations Command; and General Cartwright, U.S. Marine Corps, Vice Chairman, Joint Chiefs of Staff.

General Myers said that during his tours as Vice Chairman, Joint Chiefs and as Chairman, Joint Chiefs, there was always a lot of emphasis on jointness, primarily in the operations area, but that he did not give a lot of thought to joint education. General Myers continued by saying when he was Vice Chairman and Chairman, he had not thought of this whole area of joint education and career decision making at the ROTC levels. It just did not come up. J-7 was responsible for tracking joint education and he

thought the Services were doing well based on enrollments and joint education and joint tour qualifications.

General Myers said he was very interested in the Hine and Perry learning models both beginning in high school and in college regarding ROTC candidates. High school Junior Reserve Officer Candidate (JROTC) and college ROTC at a university level are each very different.

General Myers said that the concept I proposed in my dissertation of a combined ROTC for the first two years where the candidates concentrate on their choice of major and based on this decision, then decide if their current Service track in ROTC (be it Army, Navy, Marine Corps, or Air Force) supports this study and choice of Service. He is not sure, as others might have prematurely concluded, this is a bad idea. He went on to say that if the ROTC candidate can make a more informed decision, the possibility of a higher retention for these ROTC candidates would be much the same as in private industry. A higher retention rate would result because the individual made his own informed decision and took ownership and responsibility for his or her own career decision. General Myers said you must have all four Services present at the university for this process to work.

General Myers commented: When he was the Chairman of the Joint Chiefs, Harvard University made a strong proposal to bring back the ROTC to the University. Everyone thought this was a good idea, particularly those in the Office of the Secretary of Defense. However, the Service Chiefs all voted against this recommendation and concluded while politically this may be a good idea, it was not possible. Even though the concept was good, there was no possibility to commit to the extra resources for this

program at Harvard University, when similar universities in the area like Massachusetts Institute of Technology (MIT) already had ROTC programs in place for all the Services.

General Myers continued:

> We must produce good ROTC officers. Service cultures are important. They need that identity. We must retain these officers and provide an atmosphere because they are proud of their Service choice and responsibilities. The way of this world is good training.

I discussed with General Myers some of my results of interviews at the universities with all the classes and armed Services of ROTC students (freshman thru seniors) and finally senior-leader interviews with a Combatant Commander, a Vice Chairman of the Joint Chiefs, and a recently retired Chairman of the Joint Chiefs). Most interesting to me was the fact that all classes at each university had heard of "Jointness," but none knew of Goldwater-Nichols and the legislation providing legitimacy to joint education and the notion of jointness.

General Myers said in that case then, we have lost our heritage by not understanding Goldwater-Nichols, and the Congressional directions mandating the strengthening of the Combatant Commanders. And additionally, the working together better between the Services calling it jointness, and the forces deployed with approval by the Secretary of Defense through the Chairman of the Joint Chiefs to the Combatant Commanders.

I asked General Myers, where in your opinion should joint education be offered for our Services? In other words, "Where should jointness begin, given the Chairman's latest instruction for Officer Professional Military Education Policy (OPMEP-CJCSI 1800.01D of 15 July 2009, which supersedes the previous CJCSI instruction of 22 December 2005)? In this instruction at Enclosure E, Appendix B, it calls for Primary

Joint Professional Military Education for Pre-commissioning in the institutions and programs for the Military Service Academies, ROTC units and the OCS and OTS.

General Myers began by talking about the bombing of the USS Cole, an Arleigh Burke Class of Destroyer in Yemen. The combatant commander (Commander Central Command) asked for the ship to go into this port to visit and refuel. But it was not just a Navy responsibility. Other organizations and Services needed to understand what it took to place a ship in that port, and the Services required which could increase the ship's vulnerabilities. People were killed by gunmen in an unsuspected cargo barge that came alongside the ship. The commanding officer did everything he could before and after the bombing (including reports, leadership, damage control, increased security, and medical treatment), but he would never be promoted to Captain in the Navy. We both agreed that in addition to the need for jointness and for safer operations, there is a certain amount of luck involved in one's Service career in order to make it through command and get promoted.

General Myers said: If we are serious about jointness, young officers need to know about other Services early in their Services experience. A failure in this understanding will lead us back to where we were before Goldwater-Nichols, in not working and thinking together.

General Myers said:

> Your recommendation Skeets, for a Joint ROTC and Armed Service choice after selection of an academic major in the second year is a bold initiative that would take down many pillars. And maybe it is time for the Armed Services to take a hard look at this study.

General Myers continued, "Professional Military Education in Pre-Commissioning is different in that what we do now we just may not be doing it right."

General Myers praised the Perry predictions of learning and said that it is very intuitive of the high school-to-college student development. He concluded by saying, “When you are finished with your study, please provide me with a copy so I can make the Joint Service Chiefs aware of your conclusions.”

2. GENERAL CARTWRIGHT, USMC: 16 March 2010

Interview -Vice Chairman Joint Chiefs of Staff (VCJCS),

General Cartwright, USMC

I discussed briefly the key points in the dissertation including the lack of knowledge by the candidates of all ROTC classes, freshman through senior of Goldwater –Nichols legislation. I also shared Admiral Olson's comment on jointness, that the Services have worked hard "operationally" to make jointness work. However, in education we have not gone far enough in joint education.

The VCJCS said that Service accessions are a big part of the ROTC equation now, and that very few candidates come to a specific ROTC Service for a logical reason. The decisions to become an ROTC candidate in declaring a specific Service is not an "informed decision." Decisions are made based on family military experiences, Joint ROTC involvement in high school, scholarships, college preference, and armed Service advertisements on TV. The different Services, when looking over the field of possible ROTC accessions, not including those of prior military Service, are only interested in the basics in selecting a candidate. Those basics begin with the question; does it appear the candidate can acclimate to the discipline of a military structure with restrictive freedoms and clear lines of authority? The goal is to identify accessions that embrace the concept of feeling a part of something larger than self, and have the potential to display the qualities of trust, teamwork, and coalition building which are important ingredients in their discipline and military success.

I asked the question, when should jointness begin?

Gen Cartwright said, the way the Services have come to accept jointness, is that the first five years are reserved for Service specific. This leaves time for the officer to learn about warfighting in his Service, and then the officer can decide to remain in this Service as a career or finish the assigned tour of duty and terminate his contract. The Services are overly protective in this area of officer ROTC accessions and jointness taught too early in an officer's career.

General Cartwright continued, saying that during the Viet Nam conflict, the Service training schools were suspended. War was the driver for immediate manpower resources. Coalition building was achieved more in the enlisted community. They started to understand the value of working together with other Services, which helped to win conflicts, save lives, and demonstrate the important levels of leadership. He ended by saying that post war, doing jointness today or a portion of jointness in the ROTCs and in the Service schools is a goal to work towards in the future.

General Cartwright thought that Perry's scheme, "Forms of Intellectual and Ethical Development in the College Years" and the learning model was excellent and said this study was visionary.

3. ADMIRAL OLSEN, US NAVY: Wednesday 17 February 2010
Time: 09:00-09:30 Place: Tampa Bay, Florida

Interview: Admiral Olsen, U.S Navy, At Commander Special Operations Command Headquarters (SOCOM)

I took about seven minutes to brief Admiral Olson in his office on my dissertation. I focused on how I changed the question from "How low should Joint Professional Military Education (JPME) go-moving toward the pre-commissioning institutions and why I changed direction in the dissertation by reframing the question to "Where should jointness (JPME) begin?"

The question is one of selection of a Service in the ROTC program based on the Perry's scheme of education development, expectation and socialization.

Admiral Olsen said that the way the military law is written-no matter how early you get credit-bearing Joint Education (within the one through three years), you cannot get official credit until your fourth year. From officer ranks 01-03, one cannot get joint credit. Admiral Olsen continued to say that the Services have no incentive for Joint Qualifications and training for their Service members until the tenth year of Service (considered senior junior officers).

I made the point that during my interviews with the Commanders of the ROTCs (0-5 to 0-6) they knew about Goldwater-Nichols and said they try to acquaint their ROTCs with jointness. But when I interviewed the ROTC candidates (freshman thru senior), almost everyone had no knowledge of Goldwater-Nichols.

Admiral Olsen said,

> Goldwater-Nichols did not go far enough. In operations, it achieved the right level; but acquisition, manpower, education and policy were not implemented,

> which prevents the overall policy of jointness. This lack of policy provides the obstacles of Joint thinking. The Services tolerated the joint requirements, but with no effort to move further.

Admiral also said,

> A perfect example is the Joint Senior Enlisted Academy, where the Services won't support this initiative for several Service specific reasons, but most of all because these men and women are at the top of their career and need to be the example to their Service and not to jointness.

I reviewed the model (Perry, Hine, Krathwold, and Bloom, as well as Bolman and Deal) and how I reframed the question (no longer "How low should Joint Education reach?") but "Where should Joint education begin?" The Perry research of student development from high school to college gives credence to the student who needs more time to develop and determine his or her major in college before claiming a final choice of Service. This process supports individual choice and helps to reinforce the final choice of a major in college that, in turn, could help to benefit retention of officers beyond the five- to seven-year officer commitment.

I replied to Admiral Olsen that the Perry predictions of learning (Dualism, Multiplicity, Relativity, and Relativity and Commitment) were validated in discussions with powerful examples for the ROTC students." He also indicated that the JROTC was a good means of early identification of the armed Services capabilities.