

GRADUATE DEGREES OF U.S. ARMY OFFICERS
AND HOW THEY RELATE TO SCHOOL
SELECTION AND PROMOTION

By

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PREFACE

This study is concerned with the educational level of United States Army Officers and the influence educational level has on an officer's selection to attend Army Service Schools. Because I am an Army officer pursuing a graduate degree, I wanted to determine what value such effort might have in my career progression.

I wish to express my appreciation to my major advisor, Dr. Jerry Davis, for his guidance and assistance throughout this study.

I am indebted to Dr. William Warde and Miss Vicki Alston in developing a computer program to aid in the statistical analysis of the data.

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CHAPTER I

INTRODUCTION

To get ahead in the military, soldiers get sheepskins. Today's military officers view the specific skills and paper credential provided by education as a first-class ticket to advancement. Without a major war, a series of well-calculated career steps includes classroom tours (Newsweek, 1984).

Graduate education is an essential investment in the maintenance of a ready force at minimum costs required to support defense and foreign policy demands (Office of Chief of Staff, 1978). In 1969, 5,700 positions were identified as requiring an officer with a graduate degree. Seventy-seven percent of officer selectees to Brigadier General held a graduate degree in 1971. At present the percent of Brigadier Generals holding a graduate degree is 96 percent, this figure represents 196 Brigadier Generals with a graduate degree out of a possible 204. In 1970 the Army Education Requirements Board validated 6,327 graduate level positions.

U.S. General Accounting Office (USGAO), a part of the U.S. Government's Creative Branch submitted a report in 1980 indicating the Army desired graduate degrees for the following reasons:

1. Avoidance of educational obsolescence.
2. Improve Army prestige with civilian sector.
3. Keep the Army abreast of attitudes and development in academia.

4. Conform to national trends (Norris, 1971).

In 1973 the Army Chief of Staff established a specific goal of 20 percent graduate degrees among the officer corps. Seventeen percent of the officer corps held graduate degrees when this goal was established. Most educational research documents revealed a prevailing attitude among the officer corps that a graduate degree was necessary for success. Officers felt compelled to obtain a graduate degree by any means available (Hannon, Bear, Chandler, Lynn, Mills, and Villa, 1974).

In recent years many officers have become convinced that expanding formal education to the Master's or Doctoral level has become essential to their career goals in the military. As can be seen in statistics provided in preceding tables the level of officer education has continuously increased over the past 11 years. The number of officers in each grade level has remained relatively stable over the same period of time.

The number of officers achieving an advanced degree at their own expense is expanding when the number of funded programs is compared to the level of education of second lieutenants entering active duty and the number of majors with 10 to 15 years of active duty service. In 1984 there were 167 second lieutenants with graduate degrees as compared to 10,583 majors with graduate degrees. Obviously officers place a great deal of importance on expanding civilian education for their personal satisfaction and career advancement.

A survey by the Office Assistant Secretary of Defense (OASD) Manpower and Reserve Affairs (MSRA) study on officer graduate education in 1972 showed 95 percent of officers surveyed felt that their advanced education was useful in their recent jobs (U.S. General Accounting Office, 1970).

The Army has an Educational Requirements Board which meets annually to review previous validations, act on requests for new validations, and formulate recommendations to improve the graduate education program (U.S. General Accounting Office, 1970).

The drive to increase educational level found in the civilian sector is just as strong or stronger in the officer corps of the United States Army. The fact that all officers entering active duty today are required to have a Baccalaureate degree contributes significantly to the goal of expanding educational horizons. With today's ever-expanding military technology, officers recognize the need for increasing educational requirements. The fact that most Army officers retire in their early forties with the prospect of starting a second career also contributes to their desire to seek educational opportunities in preparation for the transition.

Statement of the Problem

There is a lack of information concerning the civilian educational level of officers in the U.S. Army and the officers selected for Command and General Staff College. There is also a need for information concerning the educational levels of U.S. Army majors and whether their educational levels have changed over time.

Purpose of the Study

The purpose of this study was to identify the civilian educational level of officers in the U.S. Army, as well as, identify the trends of educational levels of majors attending Command and General Staff College. This study investigates the possibility of the need of an advanced degree

for promotion to higher officer ranks.

Need for the Study

This study was conducted to provide information for possible use by officers in the selection of personnel to attend Command and General Staff College and other higher education institutions and colleges and to obtain information which would be helpful in aiding officers in their career goals by making data available concerning the promotion trends as they relate to higher education.

Research Questions

The following research questions were asked:

1. What percentage of officers in the U.S. Armed Forces has a Baccalaureate degree and what percentage has an advanced degree?
2. How many field grade and general officers hold a graduate degree?
3. What trends were there in civilian education levels of the majors attending Command and General Staff College in the years from 1974 to 1984?
4. How many officers attend Command and General Staff College each year from the year 1974 to the year 1984?
5. What has been the trend in the educational level of U.S. Army officers?
6. Does the civilian educational level of U.S. Army officers have any effect on being selected for high rank positions?

Assumptions

This study was conducted with the following assumptions:

1. Data provided by the Military Personnel Center was accurate and included all officers serving during the period.
2. Data provided by the Command and General Staff College was accurate and included all officers attending during the period.

Scope and Limitations

This study was confined to articles and other critical studies on education conducted for the Department of Defense.

A survey conducted by the Army Personnel Center was used to sample world-wide population of Army officers in various ranks. The scope of the study was limited to the educational level of officers and not the myriad of other variables considered in the officer promotion process. The findings of the study pertain only to officer education levels.

Definitions

The following definitions are furnished to provide a clearer and more concise meaning of the terms used in this study:

Army Chief of Staff - Senior Army Officer Commander of the U.S. forces.

Command and General Staff College - located at the Fort Leavenworth, Kansas. It is the Army's equivalent to a Master's degree in staff planning at division level and higher.

Department of Defense - the civilian arm of the Federal Executive Branch responsible for all the armed forces of the United States.

Education Requirements Board (Army) - a committee established annually for the purpose of determining what positions in the army require a graduate degree before assigning an officer to the position.

General Accounting Office - federal agency created and tasked to oversee the validating and actual expenditure of funds by federal government departments.

House Appropriations Committee - U.S. House of Representatives.

Joint Chiefs of Staff - a combined planning group of senior Army generals from all branches of service.

Military Officers - commissioned officers of the U.S. Army, active duty.

Office Assistant Secretary of Defense, Manpower and Reserve Affairs - civilian-headed personnel management branch of the U.S. Army.

Precommissioning - time and educational experiences before commissioning in the U.S. Army.

Review of Education and Training for Officers - a special study group formed in 1977 for the purpose of determining the current educational exposure of army officers from precommissioning to retirement. This group also was tasked to determine the future educational requirements of Army officers.

Validated Positions - those jobs in the Army recognized as requiring a specific type of graduate degree.

Organization of the Study

Chapter I presents an introduction to the problem, statement of the problem, the purpose of the study, the research questions, limitations of the study, assumptions underlying the study, and definitions.

Chapter II is a review of the related literature to the research problem. Chapter III reports procedures utilized in this study, including a description of the data. Chapter IV presents findings of the study, and Chapter V summarizes the study, discusses conclusions, and suggests recommendations for additional research.

CHAPTER II

REVIEW OF LITERATURE

This study was directed towards determining to what extent a college degree is an important factor in future promotions to a higher grade level in the military and investigates the percentage of officers of major rank and above which have graduate college degrees.

A Review of Education and Training for Officers

A review of Education and Training for Officers (RETO) was conducted in 1977 with the assigned mission: to determine officer training and education requirements based on Army missions and individual career development needs. Based on those requirements, the task was to develop training and education policies and programs which combine self-development, unit development, and institutional development in a phased schedule from precommissioning or preappointment through career completion; develop those programs with the prospect of implementation in a constrained resource environment; present the programs to the Chief of Staff, Army for the approval and to coordinate the integration of approved programs into the FY 80-84 program (Office of Chief of Staff, RETO, 1978).

Graduate education is essential to meet the nation's needs for an effective and responsible officer corps comparable to managerial groups in industry and civil government. To deny graduate education to officers

would be to undermine or to destroy the effectiveness of the military forces. Just as graduate degrees are essential to the well-being of the nation, they are essential to the well-being of the Armed Forces (Keppel, 1975).

The Army has relied on civilian colleges and universities to conduct programs that educate selected officers. This has been particularly true at the graduate level. The Army has not to this point created a graduate college as have other military services. (Office of Chief of Staff, RETO 1978).

Four steps are needed if graduate education programs are to be monitored and managed effectively: (1) the provision of better information; (2) the enuciation of common educational policies; (3) the adoption of comprehensive and comparable methods of monitoring these programs; and (4) the formation of a top-level advisory committee to facilitate closer working relationships between the services and the higher education community (Keppel, 1975).

A Review of Education and Training for Officers board chaired by MG Benjamin Harrison found there were numerous documents and studies on officer education and training, but there was no evidence of hard quantitative support for past recommendations. Professional judgement and long experience had been the foundation upon which officer education and training decisions were built (Office of Chief of Staff RETO, 1978).

Review of Army Officer Educational Systems II

In 1970 Army Captains totaled 44,000, and only 57 percent of the officers held a Bachelors or graduate degree. This was due to Officer Candidate School expansion for Vietnam in the mid to late sixties.

Officers' ranks without any degrees included:

	<u>LT</u>	<u>CPT</u>	<u>MAJ</u>	<u>LTC</u>	<u>COL</u>
1970	26%	53%	17%	17%	15%
1984	1%	1%	1%	1%	1%

In 1984, 9,282 captains or 28.3 percent held graduate degrees. Eight hundred captains had Master's degrees in 1970 (this is only 2 percent) (Norris, 1971). According to a report made for the General Accounting Office in 1970, the criteria for graduate level education were so broad and permissive that almost any officer position could be certified as requiring graduate level education (U.S. General Accounting Office, 1970).

Many officers with graduate education were not being assigned to positions requiring their specialized education to insure maximum benefits to the military services (U.S. General Accounting Office, 1970).

The Department of Defense (DOD) acknowledged that there was a question as to the adequacy of the Joint Chiefs of Staff criteria and, to the extent that inadequate use of officers is the case, agreed to consider the General Accounting Office's proposals. The Department of Defense contended, however, that GAO had failed to recognize the intangible accepted values and benefits of graduate education (U.S. General Accounting Office, 1970).

The General Accounting Office believed that graduate education could be expected to enhance the effectiveness and capability of officers and that the opportunity for such education may be an important factor in retaining officers. This rationale, however, was not a part of the justification outlined by the Joint Chiefs of Staff (U.S. General Accounting Office, 1970).

New Importance of Education in the Military

Many of the incumbents in validated positions and their supervisors indicated that graduate education was desirable but was not essential for the satisfactory performance of their duties (U.S. General Accounting Office, 1970).

The review board made the following recommendations:

1. Experience or short courses were acceptable alternatives for graduate level education.
2. Inconsistencies existed between official job descriptions and the job descriptions being submitted for validation.
3. The possibility of civilianizing the positions.
4. There were similar or identical positions in other military services which did not require graduate education.
5. Interview incumbents and supervisors to determine whether graduate level education is essential in performing the duties of the positions (U.S. General Accounting Office, 1970).

The Department of Defense regarded the GAO study with the following summary:

1. The study fails to acknowledge the rising educational aspirations of the segment of the population from which we must recruit military officers.
2. The value of graduate education holds in our junior officer retentions efforts.
3. There was no recognition of the increased capability an officer with graduate level education might bring.

The Army follows Department of Defense guidance and links degree requirements to specific jobs. Commanders in the field submit

justification for positions they believe must be filled by holders of graduate degrees to achieve optimum performance. These requests are sent through channels to the Army Educational Requirements Board (AERB) for validation. When validated, the degree requirements are measured against assets (degree holders of the appropriate grade with degrees in the identified discipline). Ideally an officer with a graduate degree is assigned to a position requiring this educational training. If there are insufficient assets, an officer is programmed for attendance at a university with the Army paying the cost of accepting the officer. To have sufficient assets to fill validated positions a factor of 2.4 is applied to all validated positions (Office of Chief of Staff, RETO, 1978).

The Military Personnel Center is expected to assign officers coming out of the fully funded graduate degree program to an immediate utilization tour in a validated position.

In a report prepared in 1978, the Deputy Chief of Staff for Personnel said that with assets of 18,127 it was able to properly fill 2,019 of the 4,618 AERB positions. The implication is that the investment in the graduate education of the other 16,000 is wasted, while our system leaves 2,600 positions unfilled (Office of Chief of Staff, 1978).

The Congress, in the House Appropriates Committee (HAC) Report on the fiscal year 1979 DOD budget recommended several actions to alleviate the high cost of full-time graduate education for officers. One recommendation was to give priority to tuition assistance funding for voluntary education in shortage disciplines (USGAO, 1970). Engineering and physical sciences are shortage disciplines. The House Appropriations Committee wanted to know if officers would voluntarily shift emphasis to the disciplines of their off-duty time if the colleges and

universities would offer Master's degree programs on post after hours (Rose, 1980).

A Department of Defense policy in 1980 stated: "It is Army policy that military personnel shall be encouraged to use voluntary education programs to develop educationally and professionally in order to enhance their military effectiveness, prepare for positions of greater responsibility, and prepare for productive post-service careers" (p.12).

DOD also stipulated that military departments are to decrease the dependence on fully funded graduate education programs through the expansion of off-duty opportunities wherever possible. Personnel should be counseled on the specific graduate educational needs of the Army. Where possible, tours of duty should be extended to permit completion of off-duty courses of study when, in the opinion of the Army, such extension benefits the military service as well as the individual (Rose, 1980).

The House Appropriations Committee report of fiscal year 1979 directed the Department of Defense to submit a report on plans for establishing a system of specific educational objectives for individual officers, implementing a system of priority for the use of tuition assistance funds for education and training in specific shortage areas (Rose, 1980).

When educational resources are not readily available military officers often become resourceful. As an example: about 600 officers at six intercontinental missile bases are now earning their "Minuteman Masters" degrees in business administration, courtesy of the Air Force and local universities. Nuclear drills are sometimes scheduled around M.B.A. classes. Precautions have been taken against a Soviet attack during final exams (Newsweek, July 9, 1984).

✓ Army officers understand what it takes to get ahead. Seeking the way

to the top does not necessarily mean the easy way. "Duty, Honor, Country" -- still lives in the hearts of the officer corps and so does an understanding of the need to move around and build the right resume, "ticket-punching," in military jargon. Often the "up or out," process of promotion makes it possible to win all of the right school, staff, and command billets; the ladder climbers simply run out of time (Newsweek, 1984).

✓ Education in itself will not get you promoted; however, those who work toward higher educational goals are probably the same men and women who are successful at other assignments.

Pity the warrior who squirms in school. More than one-third of all American officers now possess advanced degrees. Air Force squadrons, once the province of hard-drinking fighter jocks, today often boast advanced degrees for three out of four pilots. "It's a mania," says one Army colonel. Because the government usually foots the tuition bill (in exchange for more years of service), recruitment and retention revolve around education -- so can promotion. When decisions are close, the boards often look for the schools (Newsweek, 1984).

If you were looking for a profession that has come to be almost the epitome of Harvard Business School, it would be the Army, Navy, and Air Force officer corps.

Ellis, a former professor at West Point made the statement that it was philosophy, not engineering that served him under stress; he worried that today at Annapolis there are 83 professors of engineering and one in philosophy. The heavy emphasis on scientific disciplines has taught officers what to think--but not always how to think (Newsweek, 1984).

Perhaps it is an overstatement to say, as Lend does, of the Marine Corps, that the "Four-M's"--Medals, Muscles, Master's degrees, and Marathons--get you ahead. Raw talent and experiences still count and below the highest ranks the process is thankfully free of politics. "You cannot be a social nerd or go around pinching the CO's wife, but you do not have to be a brown-noser in the Navy" (Warren, cited in Newsweek, 1984, p. 49).

Until then, ambitious officers of the U.S. military will go on racking up their education credits and punching their tickets to the stars (Newsweek, 1984).

As of the summer of 1984 there were 34,246 officers in the U.S. Army who held a Master's degree or higher level of education. This is just under a 90 percent increase in total number of officers holding graduate degrees in 1984, as compared to 1974 (Bostick, 1984).

The Army recognizes the importance officers place on higher education. In order to determine the extent of influence education has on the officer corps, surveys are continuously being conducted. See Appendix E for a sample of types of surveys submitted to Army officers. In order for an officer to remain in service and be competitive for promotion it is critical that he or she complete the United States Army Command and General Staff College course or its equivalent. Army officers have approximately a 50 percent chance of selection and attendance at the service school (Tice, 1984).

As a result of the required education in the Army and the competitive selection process for attendance, many officers see the attainment of graduate school degrees as a means of enhancing their personnel files and increasing their chance of school selection or promotion.

CHAPTER III

METHODOLOGY

This chapter outlines the procedures used to gather information on the educational levels of United States Army officers. The purpose of this study was to determine if advanced college degrees were important as a factor in achieving promotion to the higher ranks and selection to attend Army service schools. To achieve this purpose the following steps were taken: (1) selection of subjects, (2) gathering of data, and (3) analysis of data.

Selection of Subjects

The population from which the subjects were drawn was all the majors in the U.S. Army from 1974 through 1984 who had attended the U.S. Army's Command and General Staff College courses and all the majors in the U.S. Army during the period 1974 through 1984. The total number of attendees at the Command and General Staff College was 9,445 and the total number of majors in the Army was 180,286.

This group was selected because the typical person selected to attend the Command and General Staff College is a major and there are ten grades of officers with majors being one of the larger groups at the mid-career point.

Collection of Data

The information used in this study was provided by the Administration Office of the Command and General Staff College and the Public Affairs Office of the United States Army Military Personnel Center. The data used concerned only United States Army officers, more specifically those at the grade of major, and the educational level these officers have achieved.

Analysis of Data and Statistical Procedures

The design used in this study was divided into two statistical techniques: the chi-square test for nominal data and the comparison of percentage changes over time.

The Chi-square test of independence was used to analyze the relationship between level of education of majors over time, specifically an eleven-year period. The formula for the chi-square test is:

$$X^2 = \frac{N(1bc) - Ad1 - N/2)^2}{(A+b) (c+d) (a+c) (b+d)}$$

The comparison of percentage changes over time was done to determine if educational levels of officers were changing over time, and if so, in what direction was the educational level moving.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to describe the data and analyze the hypotheses. The study was concerned with determining if college degrees are an important factor in future selection to Army Service Schools in the military and to identify the percentage of majors graduating from Command and General Staff College.

Population

The population used for this study was all Army majors attending the United States Army Command and General Staff College from the year 1974 to the year 1984. Two sources of data gathering were used to assemble the demographic information and civilian education levels of the majors used for the study. First, the U.S. Army Command and General Staff College at Fort Leavenworth, Kansas, was contacted by phone and letter requesting background profiles on attendees for 1974 through 1984 (Appendix A). Second, the Army Military Personnel Center in Alexandria, Virginia was contacted by phone and mail requesting the educational profiles on all Army officers for the years 1974 through 1984 (Appendix B). The two sources providing the rank and educational data were inclusive of the entire population (100 percent) of personnel attending the schools.

Educational Level and Rank

The educational level of the total officers of all branches of the United States Armed Forces as of December 31, 1983, are found in Table I. It was found in Table I that 171,909 officers had achieved a Baccalaureate degree by 1983, where a total of 20,181 officers in the service at this time did not at least have a Baccalaureate degree. The number of officers holding a Master's degree or above in 1984 was found to be 93,513, a total percentage of 85.6 percent.

A break down of speciality, classification for the United States Army shows the number of officers authorized by specialty area (Figure 1). The speciality areas of Combat Service and Combat Service Support usually required advanced degrees as they progressed in rank, whereas, the Combat Arms speciality does not normally require an advanced degree at entry level (lieutenant). The captains and above in all specialities do not generally require advanced degrees. This allows for transfers between speciality areas of officers not holding advanced degrees (Army Times, 1984). The number of authorized officers in the Combat Arms declined from 8,923 to 730 as the rank of the officers increased from lieutenant to colonel. The overall number of officers from lieutenant to colonel decreased from 15,444 to 3,155 as shown in Figure 1.

The number of officers in the Army by rank authorized, in slotted positions and by graduate education is shown in Table II. The number of second lieutenants authorized is 8,774, and the actual number of lieutenants in the military is 9,949 for an over slotting of authorized of 12 percent. The number of lieutenants holding a Master's degree or above is 168 for a 1.7 percent of the total number of lieutenants in the Army. The highest percentage of officers holding a graduate degree

TABLE 1
EDUCATIONAL LEVEL OF ALL OFFICERS
IN THE ARMED FORCES

Educational Level	Number	Percentage
Below baccalaurate	20,181	6.7
Baccalaurate Degree(only)	171,909	54.4
Advanced degrees	93,513	31.2
Unknown	14,649	4.7
Total	299,649	100.0

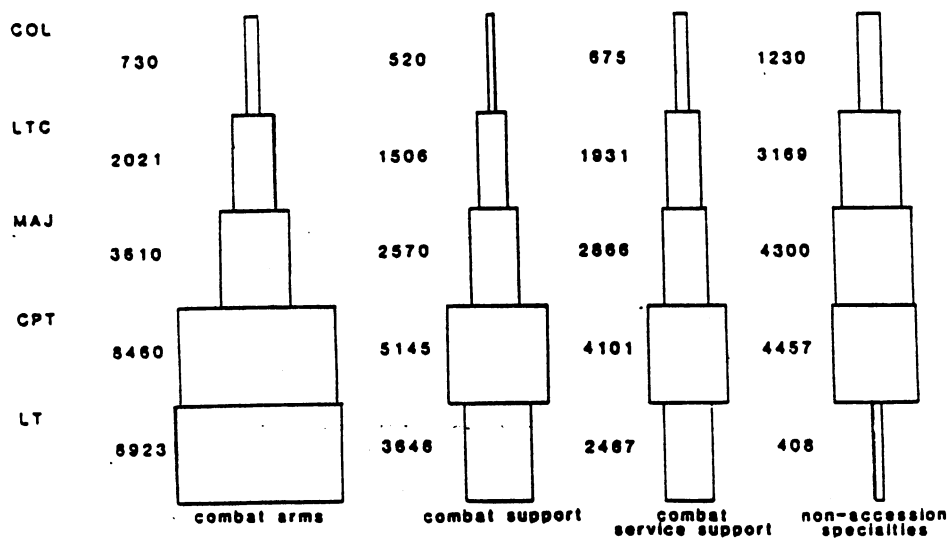


Figure 1. Officer Specialty Profile

TABLE II
 ARMY OFFICER BY AUTHORIZATION, ACTUAL POSITION SLOTTED,
 AND GRADUATE EDUCATION

Rank	Authorized	Actual	Grad Degree	Percentage of Graduate Degrees
General	12	14	12	85.7
Lt. General	47	49	41	83.7
Major General	141	142	129	90.8
Brigadier General	195	204	196	96.0
Colonel	4785	4881	4217	86.4
Lieutenant Colonel	10897	10791	8524	79.0
Major	16546	16510	10583	64.1
Captain	34755	33726	9537	28.3
1st Lieutenant	13635	12582	840	6.7
2nd Lieutenant	8774	9949	167	1.7

96 percent of the officers with the rank of Brigadier General. The largest increase in percentage of officers holding a graduate degree occurs between the ranks of Captain (28.3 percent) and Major (64.1 percent). All officers grades above Lieutenant Colonel have at least 83 percent at each rank holding a graduate degree.

The U.S. Army Command and General College course is offered to approximately 50 percent of the Army officers nearing or in the grade of Major. It is a competitive selection process for attendance. Table III shows the profile of selectees by educational level from 1974 through 1984. In absolute terms the numbers of attendees dropped from 1011 in 1974 to 77 in 1979. The total number of attendees remained relatively stable from 1979 through 1984. The civilian educational level of those attending Command and General Staff College went from 48.1 percent with graduate degrees in 1974 to 63.8 percent graduate degrees in 1984. This occurred while the total attendance dropped. The Baccalaureate degree holders numbers 505 or 50 percent in 1974 while in 1984 281 or 36.7 percent obtained only a Baccalaureate degree. This decrease directly relates to the corresponding increase of selectees who held graduate degrees. Those students holding less than a Bachelor's degree numbered 20 in 1974 and only one in 1984, thus the drive for increased educational levels is seen and felt at all levels of education.

Table IV is a profile of Army Majors and their level of education from 1974 through 1984. As a result of the Vietnam War, large numbers of officers were commissioned through the Officer Candidate School (OCS) program. The basic educational requirement was a high school diploma. The number of majors with high school diplomas dropped from 7,256 in 1974 to 108 in 1984. In absolute terms the number of majors dropped

TABLE III

US ARMY COMMAND AND GENERAL STAFF COLLEGE
CIVILIAN EDUCATION PROFILE(1974-1984)

Educational Level	Number of Students Per Year										
	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
Doctoral	3 (---)	4 (---)	7 (---)	10 (1%)	2 (---)	8 (1%)	7 (1%)	4 (---)	5 (---)	11 (1%)	5 (---)
Professional	26 (3%)	25 (3%)	19 (2%)	18 (2%)	22 (3%)	19 (2%)	12 (2%)	21 (3%)	20 (2%)	19 (2%)	24 (3%)
Masters	457 (45%)	487 (48%)	491 (49%)	448 (49%)	528 (58%)	420 (55%)	355 (47%)	360 (47%)	451 (59%)	471 (60%)	468 (60%)
Baccalaurate	505 (50%)	483 (48%)	482 (48%)	419 (46%)	351 (39%)	319 (42%)	364 (48%)	376 (49%)	291 (38%)	277 (35%)	281 (36%)
High School	20 (2%)	9 (1%)	10 (1%)	17 (2%)	0 (---)	4 (---)	5 (1%)	4 (---)	0 (---)	4 (---)	1 (---)
Totals	1011	1008	1009	912	903	770	743	761	767	782	779
Total Percent Grad Level	48.1	51.2	51.2	52.2	61.1	58.1	50.3	50.6	62.1	64.1	63.8

TABLE IV
EDUCATIONAL LEVELS OF
US ARMY MAJORS

Education Level	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
Doctoral	111	144	174	185	206	205	208	216	229	259	269
Masters	7937	8808	9389	8880	8859	8641	8636	9289	9450	9972	10314
Baccalaureate	8269	7253	6809	6719	6524	6483	6391	6194	5925	5746	5819
High School	1256	902	767	715	609	462	365	250	197	142	108
Total	17573	17107	17139	16499	16198	15791	15600	15949	15801	16119	16510
Total Percent Grad Level	45.8	52.3	55.8	54.9	56.0	56.0	56.7	59.6	61.3	63.5	64.1

from 17,573 in 1974 to 16,510 in 1984. While this drop was occurring the number of Majors with graduate degrees went from 8,048 or 45.8 percent of the total authorized to 10,583 or 64.1 percent of the total authorized. The drive to increase graduate school education levels increased at a rate of nearly two percent from 1974 to 1984.

Tables V through XV are profiles of all Army officers by grade and educational levels for fiscal years 1974 through 1984. The total number of officers in 1974 was 87,744 while in June, 1984 the total was 88,848. When looking at trends and changes in educational level the totals are relatively constant. In 1974 Table V shows 11,827 officers with a high school diploma, while in 1984 this total has dropped to 1,358. Especially significant were the 892 officers in grade Lieutenant Colonel through Lieutenant General in 1974 who had high school diplomas. Eighteen Generals were high school graduates. In 1984 this same group of officers had 35 who were high school school graduates and no General officers in the category. Second Lieutenants with high school diplomas number 619 in 1974 and 81 in 1984, showing the dramatic rise in entry level educational requirements.

The number of Bachelor's degrees over the eleven-year period did not change significantly, 50,510 in 1974 versus 53,244 in 1984. The most significant change occurred at the Master's degree level. In 1974 there were 24,629 Master's degrees as opposed to 33,305 in 1984. Most of this increase occurred at the Major, Lieutenant Colonel and Colonel levels.

The Chi-square analysis of active duty Majors by year from 1974 through 1984 shows the number of Majors with high school educations dropped from 1,256 in the year 1974 to 108 in 1984 (Table XVI). The

TABLE V
 ARMY OFFICERS BY EDUCATION AND GRADE
 FISCAL YEAR '74

Rank	High School	Bachelors	Masters	Doctoral	Total
2nd Lieutenant	619	8915	591	24	10149
1st Lieutenant	860	9680	1085	86	11711
Captain	8200	16355	6403	267	31225
Major	1256	8269	7937	111	17573
Lieutenant Colonel	589	5530	5177	158	11454
Colonel	285	1654	3096	117	5152
Brigadier General	3	45	187	4	239
Major General	10	36	131	8	185
Lieutenant General	5	17	20	2	44
General	0	9	2	1	12
Total	11827	50510	24629	778	87744

TABLE VI
 ARMY OFFICERS BY EDUCATION AND GRADE
 FISCAL YEAR '75

Rank	High School	Bachelors	Masters	Doctoral	Total
2nd Lieutenant	348	8703	998	18	10067
1st Lieutenant	572	10467	1048	65	12152
Captain	6814	18618	7800	276	33508
Major	902	7253	8808	144	17107
Lieutenant Colonel	376	4863	5609	180	11028
Colonel	162	1455	3072	122	4811
Brigadier General	3	44	178	4	229
Major General	5	31	141	6	183
Lieutenant General	3	12	17	0	32
General	0	7	4	0	11
Total	9185	51453	27675	815	89128

TABLE VII
 ARMY OFFICERS BY EDUCATION AND GRADE
 FISCAL YEAR '76

Rank	High School	Bachelors	Masters	Doctoral	Total
2nd Lieutenant	441	7976	1337	24	9778
1st Lieutenant	432	9005	844	46	10327
Captain	4286	18426	8070	290	31072
Major	767	6809	9389	174	17139
Lieutenant Colonel	269	4312	6201	174	10956
Colonel	110	1242	3108	128	4588
Brigadier General	4	32	182	7	225
Major General	3	33	138	8	182
Lieutenant General	3	6	24	1	34
General	0	5	5	0	10
Total	6315	47846	29298	852	84311

TABLE VIII
 ARMY OFFICERS BY EDUCATION AND GRADE
 FISCAL YEAR '77

Rank	High School	Bachelors	Masters	Doctoral	Total
2nd Lieutenant	576	10281	467	21	11345
1st Lieutenant	423	8191	733	22	9369
Captain	2677	18579	8844	281	30381
Major	715	6719	8880	185	16499
Lieutenant Colonel	216	3882	6866	190	11154
Colonel	97	1173	3217	140	4627
Brigadier General	3	24	190	8	225
Major General	4	34	133	7	178
Lieutenant General	1	5	26	3	35
General	0	3	8	0	11
Total	4712	48891	29364	857	83824

TABLE IX
 ARMY OFFICERS BY EDUCATION AND GRADE
 FISCAL YEAR '78

Rank	High School	Bachelors	Masters	Doctoral	Total
2nd Lieutenant	669	11049	415	7	12140
1st Lieutenant	517	9441	769	26	10753
Captain	1729	17219	8939	268	28155
Major	609	6524	8859	206	16198
Lieutenant Colonel	174	3363	7259	200	10996
Colonel	73	1109	3112	126	4420
Brigadier General	2	21	185	8	216
Major General	4	31	125	7	167
Lieutenant General	1	4	28	3	36
General	0	3	7	0	10
Total	3778	48764	29698	851	83091

TABLE X
 ARMY OFFICERS BY EDUCATION AND GRADE
 FISCAL YEAR '79

Rank	High School	Bachelors	Masters	Doctoral	Total
2nd Lieutenant	425	11272	327	4	12028
1st Lieutenant	487	11573	883	35	12978
Captain	974	15501	9128	257	25860
Major	462	6483	8641	205	15791
Lieutenant Colonel	111	3039	7650	204	11004
Colonel	60	1006	3182	130	4378
Brigadier General	0	22	177	11	210
Major General	2	28	127	6	163
Lieutenant General	0	6	24	3	33
General	0	2	8	0	10
Total	2521	48932	30147	855	82455

TABLE XI
 ARMY OFFICERS BY EDUCATION AND GRADE
 FISCAL YEAR '80

Rank	High School	Bachelors	Masters	Doctoral	Total
2nd Lieutenant	273	11636	246	1	12156
1st Lieutenant	555	9897	633	15	11100
Captain	674	17657	9399	237	27967
Major	365	6391	8636	208	15600
Lieutenant Colonel	85	2755	8002	203	11045
Colonel	44	909	3456	132	4541
Brigadier General	0	25	180	12	217
Major General	1	25	136	7	169
Lieutenant General	0	5	28	3	36
General	0	2	7	0	9
Total	1997	49302	30723	818	82840

TABLE XII
 ARMY OFFICERS BY EDUCATION AND GRADE
 FISCAL YEAR '81

Rank	High School	Bachelors	Masters	Doctoral	Total
2nd Lieutenant	85	9942	444	4	10475
1st Lieutenant	475	10685	515	10	11685
Captain	741	19661	9954	222	30578
Major	250	6194	9289	216	15949
Lieutenant Colonel	57	2446	8121	221	10845
Colonel	21	841	3621	141	4624
Brigadier General	0	17	175	15	207
Major General	1	17	131	6	155
Lieutenant General	0	10	34	1	45
General	0	1	8	0	9
Total	1630	49814	32292	836	84572

TABLE XIII
 ARMY OFFICERS BY EDUCATION AND GRADE
 FISCAL YEAR '82

Rank	High School	Bachelors	Masters	Doctoral	Total
2nd Lieutenant	82	9363	516	6	9967
1st Lieutenant	400	11535	529	11	12475
Captain	685	20802	10107	236	31830
Major	197	5925	9450	229	15801
Lieutenant Colonel	52	2212	8140	228	10632
Colonel	11	776	3599	139	4525
Brigadier General	0	16	180	10	206
Major General	0	12	128	8	148
Lieutenant General	0	11	34	1	46
General	0	1	10	0	11
Total	1427	50653	32693	868	85641

TABLE XIV
 ARMY OFFICERS BY EDUCATION AND GRADE
 FISCAL YEAR '83

Rank	High School	Bachelors	Masters	Doctoral	Total
2nd Lieutenant	92	9580	188	6	9866
1st Lieutenant	383	10914	866	7	12170
Captain	676	22559	9977	249	33461
Major	142	5746	9972	259	16119
Lieutenant Colonel	37	2292	8136	219	10684
Colonel	8	701	3886	147	4742
Brigadier General	0	11	185	8	204
Major General	0	13	126	9	148
Lieutenant General	0	9	36	1	46
General	0	2	10	0	12
Total	1338	51827	33382	905	87452

TABLE XV
 ARMY OFFICERS BY EDUCATION AND GRADE
 FISCAL YEAR '84

Rank	High School	Bachelors	Masters	Doctoral	Total
2nd Lieutenant	81	9701	160	7	9949
1st Lieutenant	494	11248	830	10	12582
Captain	640	23549	9282	255	33726
Major	108	5819	10314	269	16510
Lieutenant Colonel	26	2241	8292	232	10791
Colonel	9	655	4065	152	4881
Brigadier General	0	8	189	7	204
Major General	0	13	121	8	142
Lieutenant General	0	8	40	1	49
General	0	2	12	0	14
Total	1358	53244	33305	941	88848

TABLE XVI
 CHI-SQUARE ANALYSIS OF ACTIVE DUTY MAJORS
 BY EDUCATION LEVEL FOR
 THE YEARS 1974-1984

Education Level	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	Total
Doctoral	111	144	174	185	206	205	208	216	229	259	269	2206
	215.0	209.3	210.2	201.8	198.2	193.2	190.8	195.1	193.4	197.2	202.0	
	50.3	20.4	6.2	1.4	0.3	0.7	1.5	2.2	6.6	19.4	22.2	
Masters	7937	8808	9389	8880	8859	8641	8636	9289	9456	9972	10314	100181
	9762.4	9503.6	9543.6	9165.8	8998.6	8772.5	8666.4	8860.3	8781.4	8954.7	9171.9	
	341.3	50.9	2.5	8.9	2.2	2.0	0.1	20.7	51.8	115.6	142.2	
Baccalaurate	8269	7253	6808	6719	6524	6483	6391	6194	5925	5746	5819	72131
	7029.0	6842.6	6874.4	6595.4	6479.0	6316.2	6239.8	6379.4	6322.6	6447.4	6603.8	
	218.7	24.6	0.6	2.2	0.3	4.4	3.7	5.4	25.0	76.3	93.3	
High School	1256	902	808	715	609	462	365	250	197	142	108	5814
	566.6	551.5	553.9	531.9	522.2	509.1	503.0	514.2	509.6	519.7	532.3	
	839.0	222.7	116.6	63.0	14.4	4.4	37.8	135.8	191.8	274.5	338.2	
Total	17573	17107	17179	16499	16198	15791	15600	15949	15807	16119	16510	180332

Chi-Square value = 3562.099
 df = 30 Probability = 0.0001

number of Majors with a Master's degree increased from 7,937 in the year of 1974 to 10,314 in the year 1984. The Chi-square was over all statistically significant at the .0001 level. The category or year groups that had the greatest effect in causing the statistical significance was in the high school and Master's level for the years of 1974, 1975, 1983, and 1984. The cell Chi-square for high school level of education was 839 for 1974 for the highest cellular Chi-square; with the cell Chi-square for Master's degree level of education in 1974 showing 341 as the next highest level. The frequency of Doctoral degrees had increased for Majors every year since the year 1974 to the year 1984 from 111 Doctoral degrees to 269 Doctoral degrees. Over one-half of the Majors studied over the time frame from 1974 to 1984 held a Master's degree (10,018) with the largest number being 10,315 in 1984.

Figures 2 through 12 are comparisons between all the Majors in the Army and those who were selected to attend the Command and General Staff course. Of significant note is the change in educational level of the officer grade over the period 1974 through 1984. In 1974 there were 20 officers who attended the course who did not have an undergraduate degree. The period 1982-1984 had only five officers in the entire three-year period who did not have an undergraduate degree and were selected for attendance. The level of Doctorate degrees remained relatively constant over time where as the number of Master's degree holders rose from 48.1 percent in 1974 to 63.8 percent in 1984. In an eleven-year period Master's degree holders increased 15.7 percent while Bachelor's degree holders decreased by 14 percent.

Figures 13 and 14 are bar graphs depicting educational summaries of all active duty Majors from 1974 through 1984. These figures clearly

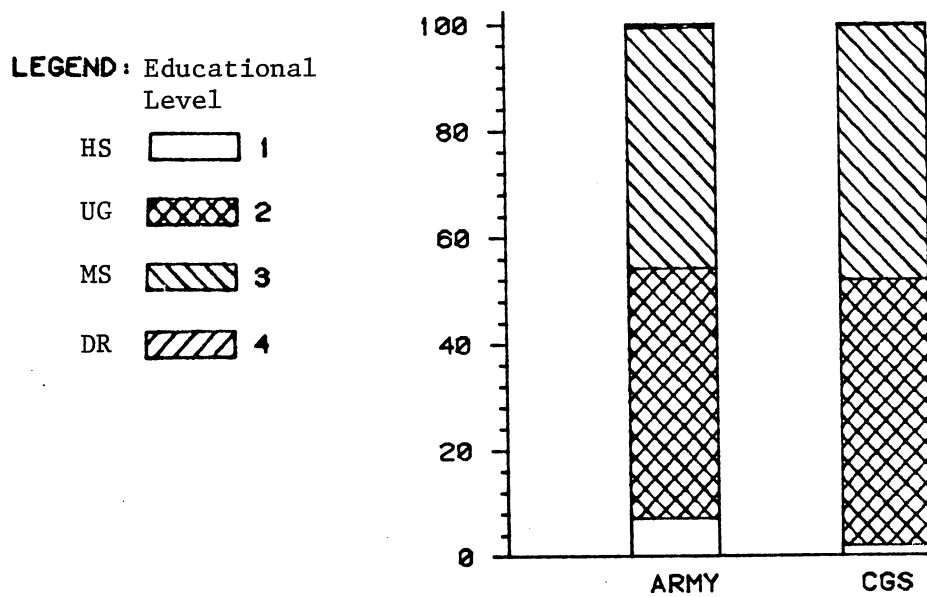


Figure 2. Comparisons of Educational Levels by Percentage of Army Majors to Majors Selected for Attendance at the Command and General Staff Course in 1974

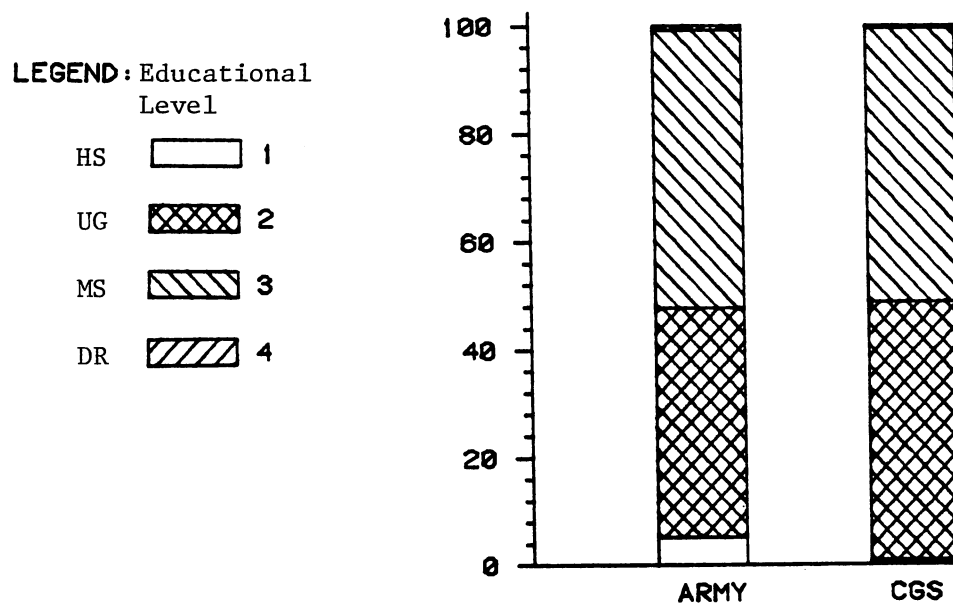


Figure 3. Comparisons of Educational Levels by Percentage of Army Majors to Majors Selected for Attendance at the Command and General Staff Course in 1975

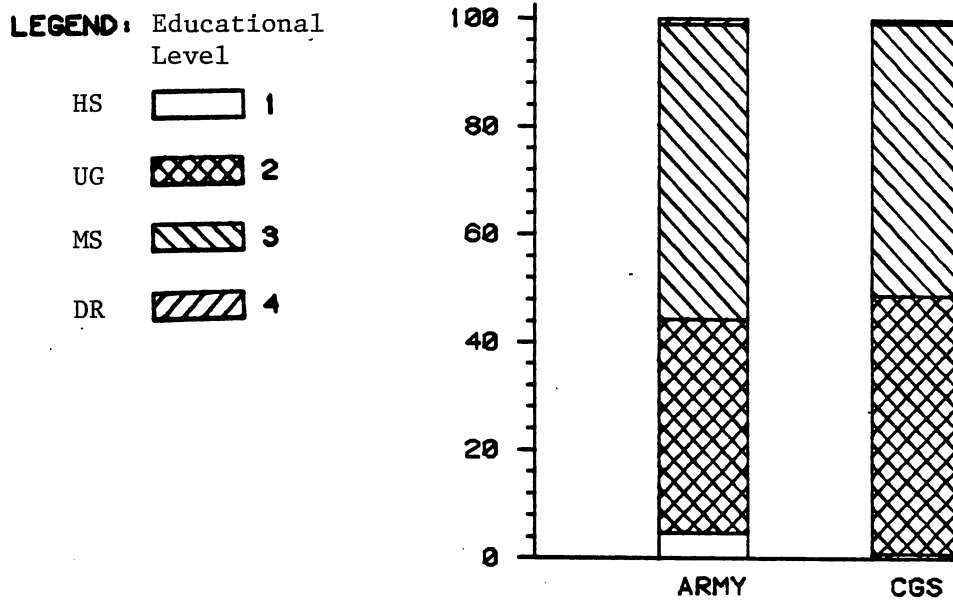


Figure 4. Comparison of Educational Levels by Percentage of Army Majors to Majors Selected for Attendance at the Command and General Staff Course in 1976

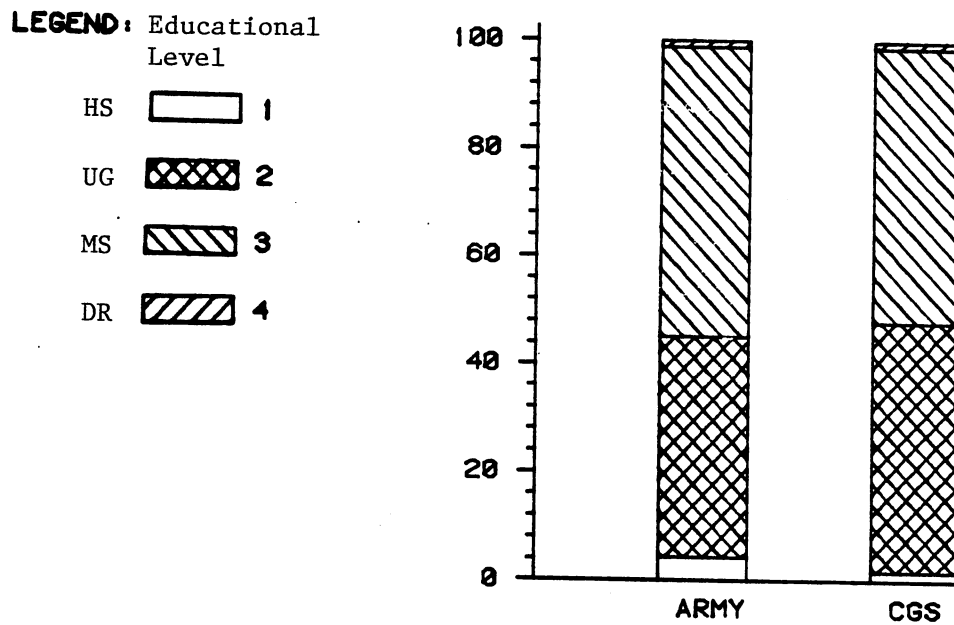


Figure 5. Comparison of Educational Levels by Percentage of Army Majors to Majors Selected for Attendance at the Command and General Staff Course in 1977

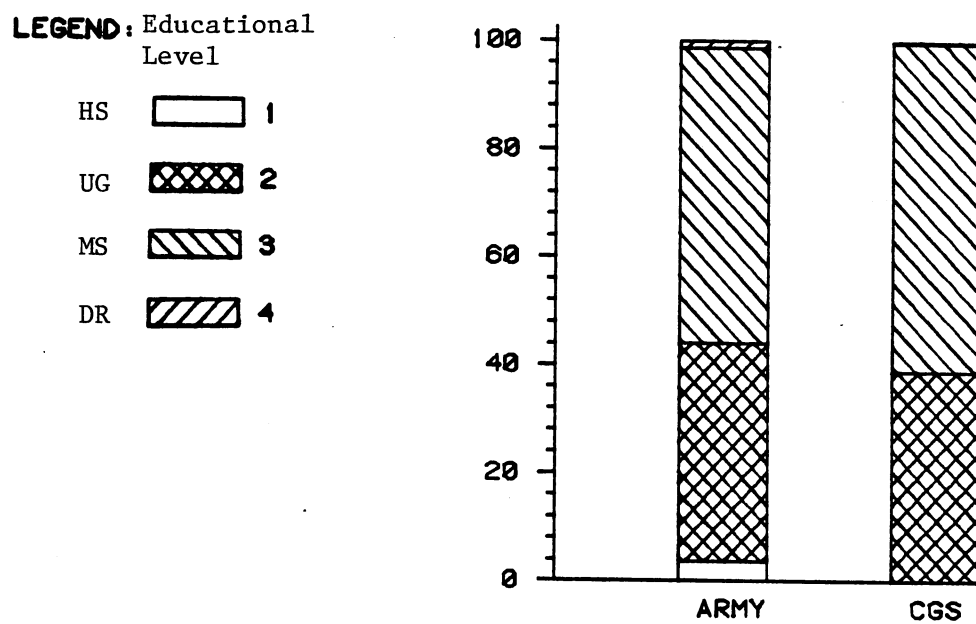






Figure 6. Comparison of Educational Levels by Percentage of Army Majors to Majors Selected for Attendance at the Command and General Staff Course in 1978

LEGEND: Educational Level

HS		1
UG		2
MS		3
DR		4

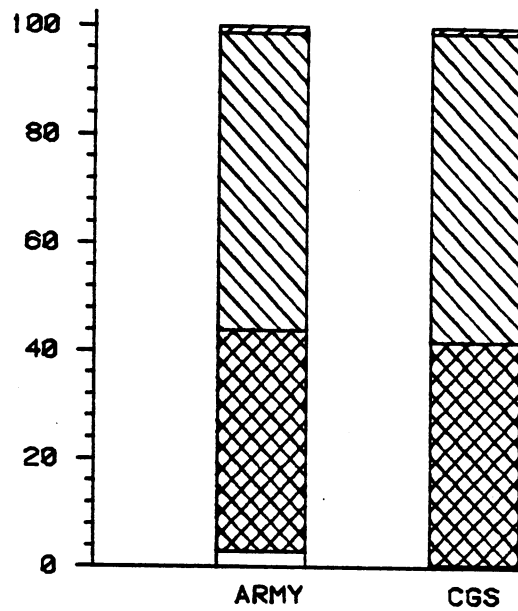


Figure 7. Comparison of Educational Levels by Percentage of Army Majors to Majors Selected for Attendance at the Command and General Staff Course in 1979

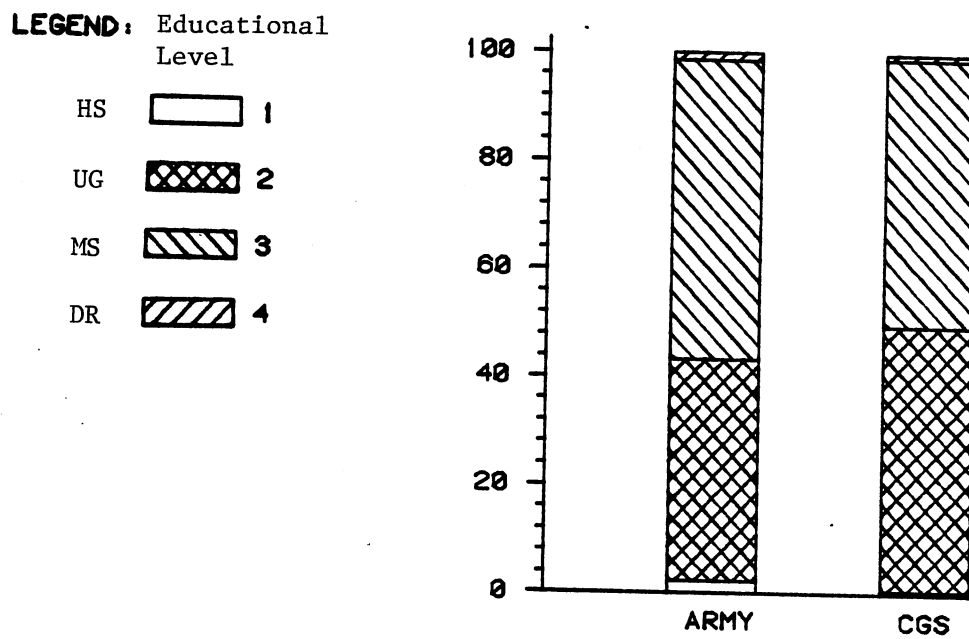


Figure 8. Comparison of Educational Levels by Percentage of Army Majors and Majors Selected for Attendance at the Command and General Staff Course in 1980

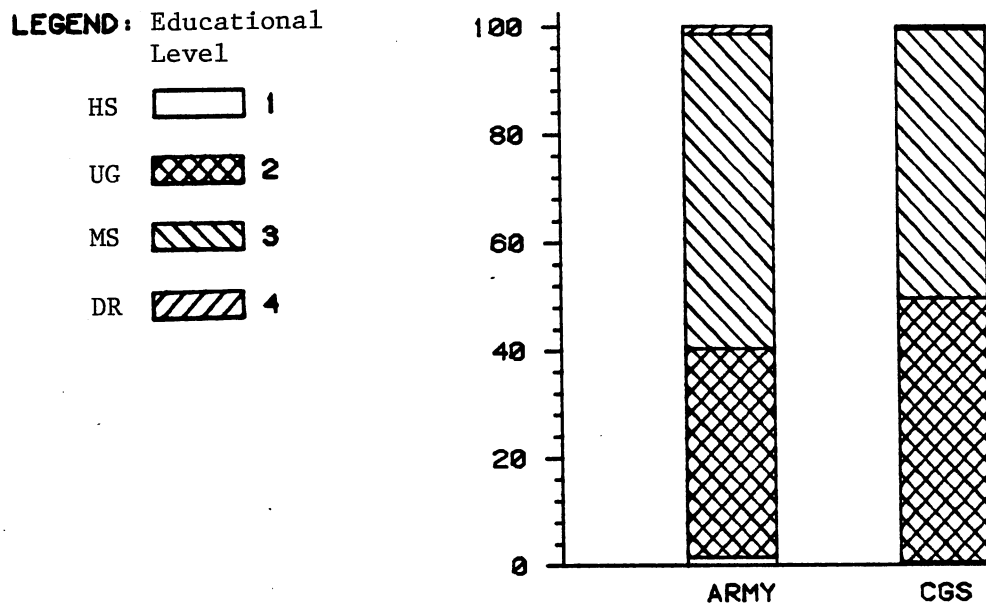


Figure 9. Comparison of Educational Levels by Percentage of Army Majors to Majors Selected for Attendance at the Command and General Staff Course in 1981

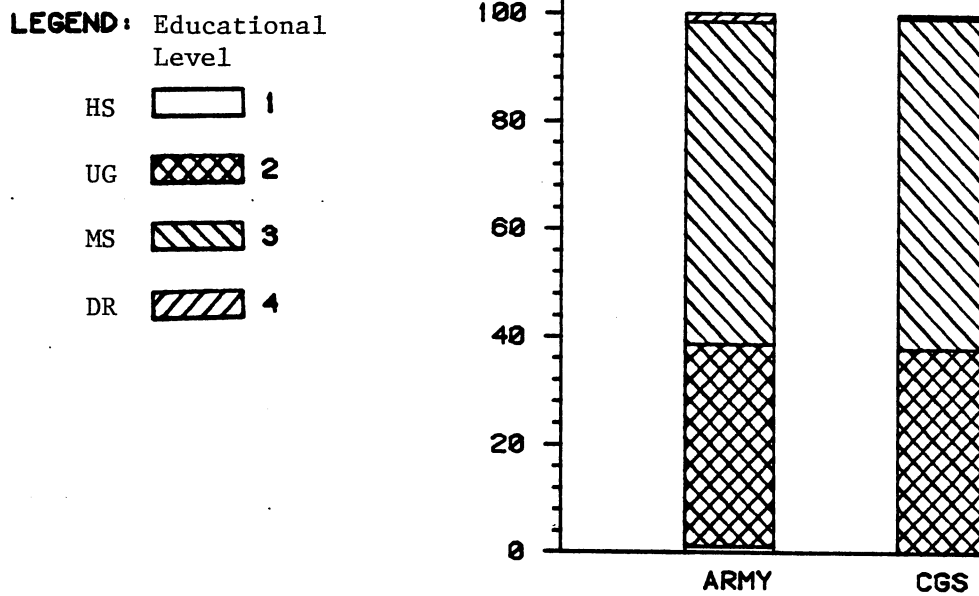


Figure 10. Comparison of Educational Levels by Percentage of Army Majors to Majors Selected for attendance at the Command and General Staff Course in 1982

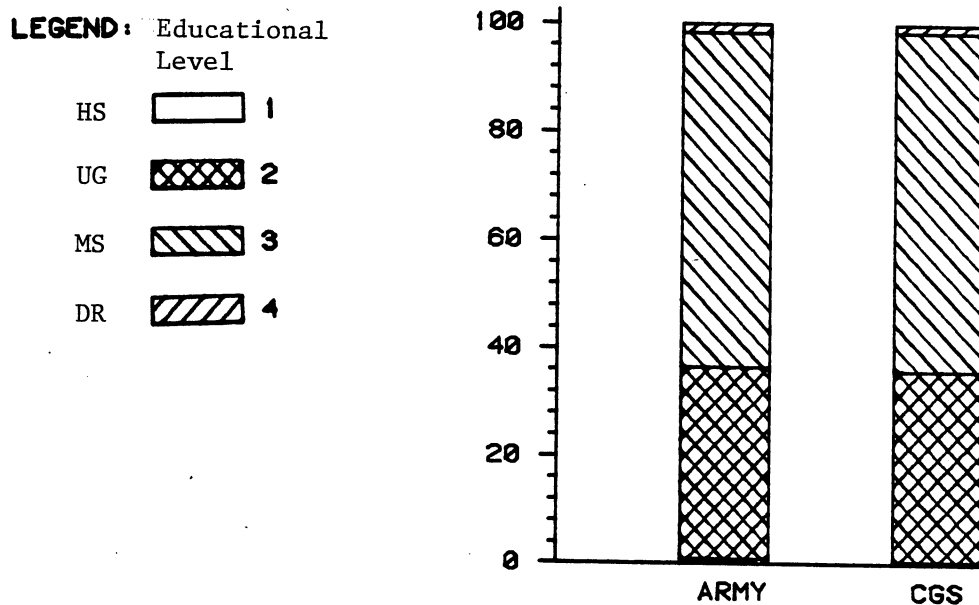


Figure 11. Comparison of Educational Levels by Percentage of Army Majors to Majors Selected for Attendance at the Command and General Staff Course in 1983

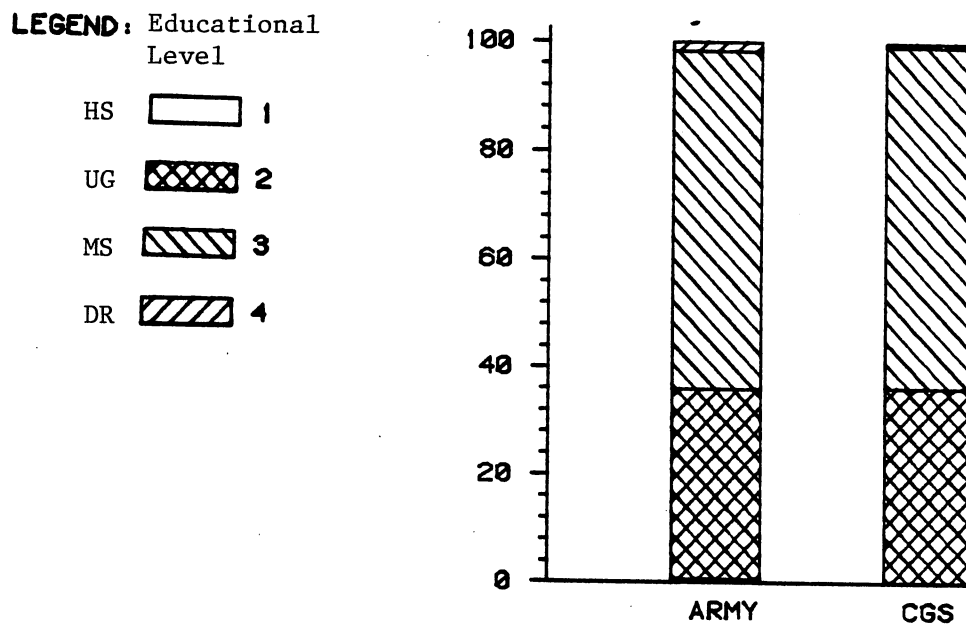


Figure 12. Comparison of Educational Levels by Percentage of Army Majors to Majors Selected for Attendance at the Command and General Staff Course in 1984

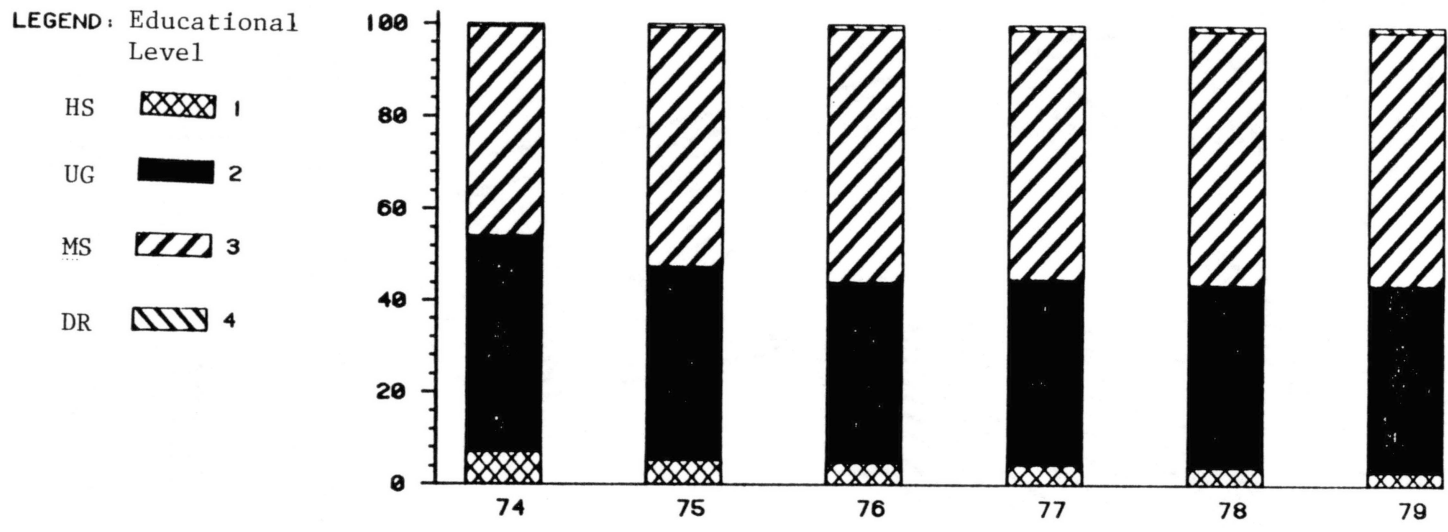


Figure 13. Educational Level of Majors in the U.S. Army During the Period 1974-1979

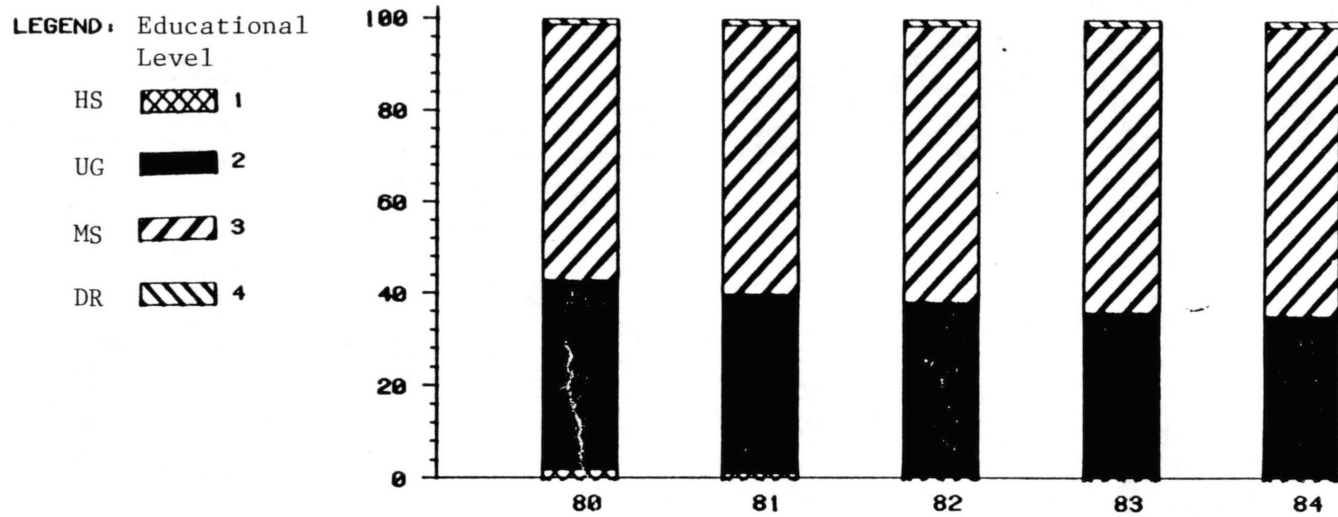






Figure 14. Educational Level of Majors in the U.S. Army During the Period 1980-1984

show the rising number of Master's degree holders among Majors in the U.S. Army.

Figures 15 and 16 are bar graphs depicting educational summaries of all Majors attending the Command and General Staff College of the U.S. Army. These figures clearly show the number of Master's degree holders rising from 1974 through 1984.

LEGEND: Educational Level

- HS  1
- UG  2
- MS  3
- DR  4

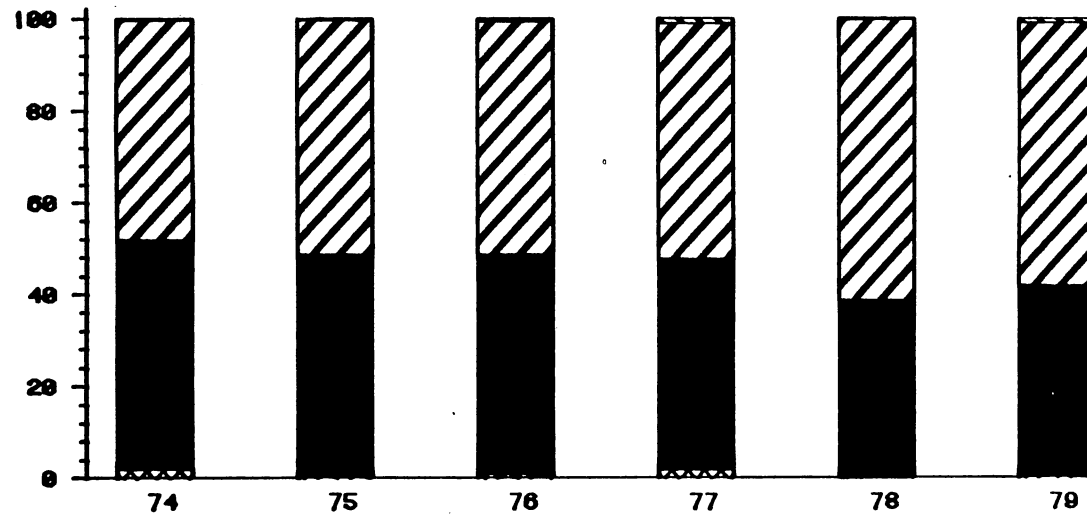


Figure 15. Educational Level of Majors in the U.S. Army Command and General Staff College During the Period 1974-1979

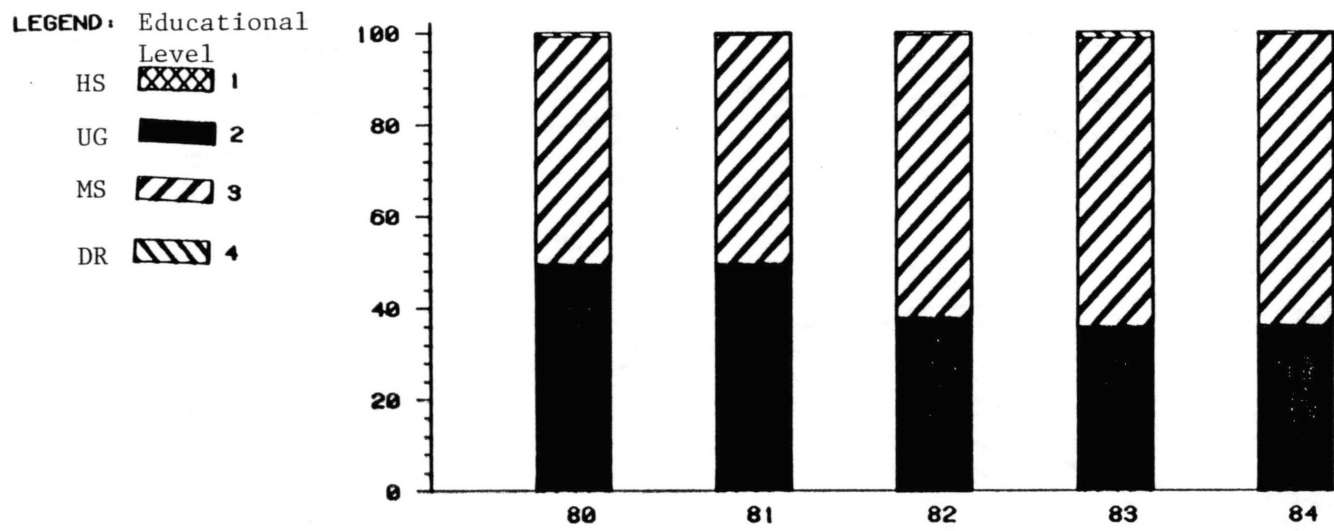


Figure 16. Educational Level of Majors in the U.S. Army Company and General Staff College During the Period 1980-1984

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes and discusses the results of results of the study. Presented in the chapter are the summary and findings of the study, conclusions, and recommendations.

Summary and Findings

The purpose of this study was to identify and investigate the officer education levels of U.S. Army majors who attended the Command and General Staff College at Fort Leavenworth, Kansas, from the years 1974 to the year 1984. Also studied were the educational levels of all officers in the U.S. Army over the same time frame to determine any possible educational level trends. The information and data for the study were obtained from Military Personnel Center in Alexandria, Virginia, and Fort Leavenworth, Kansas, from the personnel and administration staff of the respective locations. The data were presented in tables and figures with analysis of data conducted by the use of chi-square technique.

Fifty-four percent of the officers were found to have a Baccalaureate degree and 31 percent were found to have an advanced degree. There are 23,702 field grade and general officers holding advanced degrees out of 32,591 officers at this rank. It was found that trends in educational levels of majors attending Command and General Staff College was toward

increasingly higher degrees.

It was found that 9,445 officers attended the respective Command and General Staff College between the years 1974 to 1984. The educational level of all U.S. Army officers was found to be increasing almost every year over the time frame studied. The trends in promotions to higher ranks were shown to have the same degree of increasing civilian educational achievement.

Conclusions

Army officers perceived higher education to be important based on the increasing numbers of officers of all ranks attaining undergraduate and graduate degrees.

At least a Master's degree is necessary to be competitive for advancement to the ranks of Lieutenant Colonel through Brigadier General. An officer with just a high school diploma is a rare exception in the present day officer corps. This type has a very limited opportunity for advancement.

Recommendations

The following recommendations are presented:

1. An effort needs to be made to inform all officers of the need for advanced educational degrees for promotion in the military.
2. Universities need to make special efforts to set up degree programs that are compatible with the time, location, and facilities which would be suitable for military personnel.
3. The Army needs to identify key degree areas and provide teaching resources which will enable officers to obtain these specialized degrees.

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APPENDIXES

APPENDIX A

LETTER TO THE U.S. ARMY COMMAND
AND GENERAL STAFF SCHOOL



DEPARTMENT OF THE ARMY
US ARMY THIRD ROTC REGION, SENIOR PROGRAM
OKLAHOMA STATE UNIVERSITY
STILLWATER, OKLAHOMA 74078

11 April 1984

Deputy Commandant
Command and General Staff College
ATTN: ATZL-SWS
Ft. Leavenworth, KS 66027

1. Reference phone call 25 March 1984 to Major Keenan, Officer of Education Level of C & GSC attendees.
2. Data will be used to analyze educational levels of officers on active duty. I am currently working on a Master's thesis on Educational Levels of Army Officers.
3. If available, please provide data for 1974-1984 classes as outlined (please no names), U.S. Army active duty officers only. Arbitrary number for name, rank, age, sex, highest educational level completed, degree discipline, and years of service.

Thomas M. McCoy
Maj. IN
Assistant Prof of Military Science
Oklahoma State University

APPENDIX B

LETTER: U.S. ARMY MILITARY

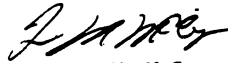
PERSONNEL CENTER

October 1, 1984

U S Army Military Personnel Center
DAPC-CSP ATTN: Ms. Susanne Bostick
200 Stouall Street
Alexandria, Va. 22332-0400

Dear Ms. Bostick:

I am currently assigned at Oklahoma State University, Stillwater, Oklahoma, as a Reserve Officer Training Corps Instructor. I am currently working on a master thesis on officer education. If available, can you provide by rank the educational level of all army officers for the years 1974-1984?



Thomas M. McCoy
Major In
APMS

APPENDIX C

LETTER: FORT SILL ARMY

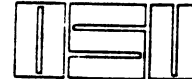
EDUCATION CENTER



Oklahoma State University

DEPARTMENT OF MILITARY SCIENCE
 STILLWATER, OKLAHOMA 74078
 THATCHER HALL

Army ROTC "Learn what it takes to lead" (405) 624-4131



3 October 1984

Army Education Center
 ATTN: Mr. Petrie
 Building 3516
 Ft. Sill, OK 73503-5100

Dear Mr. Petrie:

I am working on a Master's Thesis in Adult Education at Oklahoma State University. On Friday, September 28, 1984, I talked with your budget specialist about information pertaining to graduate education of Army officers.

I would appreciate copies of any studies or statistics you might have available concerning this subject. I do not need any material concerning specific individuals.

If you have any material that might be helpful I would appreciate your sending it to me at the following address:

Major Tom McCoy
 USA 3ROTC, Sr Prog
 Army ROTC
 Oklahoma State University
 Stillwater, OK 74078

Thank you.

TOM MC COY

APPENDIX D

LETTER: EDUCATION DIRECTOR
FORT SILL



DEPARTMENT OF THE ARMY
 HEADQUARTERS US ARMY FIELD ARTILLERY CENTER AND FORT SILL
 FORT SILL, OKLAHOMA 73503

ATZR-ID

17 October 1984

Major Tom McCoy
 USA 3ROTCR, Sr Prog
 Army ROTC
 Oklahoma State University
 Stillwater, Oklahoma 74078

Dear Major McCoy:

The following information should serve your purpose as you work on your Master's Thesis. It pertains to Army officers stationed here at Fort Sill who engaged in graduate study while at this post.

<u>FY</u>	<u>Enrollees</u>	<u>Enrollments</u>	<u>Cost</u>
1981	114	245	\$48,979
1982	207	320	73,034
1983	258	339	73,736
1984	311	438	100,550

I hope this is the type of information you are seeking.

Sincerely,

Sam Petrie

Sam Petrie
 Director, Army Continuing Education
 System

APPENDIX E

1984 OFFICER PERSONNEL MANAGEMENT
SYSTEM SURVEY

GENERAL DEMOGRAPHICS

1. Through which of the following did you receive your commission?
 - A. OCS
 - B. USMA
 - C. ROTC
 - D. Direct appointment
 - E. Other

2. What is your component?
 - A. Regular Army
 - B. US Army Reserve
 - C. National Guard

3. Do you plan to make the Army a career? (That is, 20 or more years of service.)
 - A. Yes, I plan to retire after 26 or more years of service
 - B. Yes, I plan to retire after more than 20, but less than 26 years
 - C. Yes, I plan to retire as soon as I am eligible
 - D. Yes, but I am undecided as to when I will retire
 - E. I have made no decision as to whether or not I will make the Army a career
 - F. No, I do not plan to make the Army a career

ASSIGNMENTS

4. In your opinion, which of the following should be the most important aspect of the Army assignment system?
 - A. Officer's personal preferences (location, family considerations, etc)
 - B. The needs of the Army
 - C. Individual's professional development needs as determined by the individual and his assignment officer
 - D. Other

5. In which specialty are you currently working?
 - A. Primary specialty (INSPEC)
 - B. Alternate specialty (ADSPEC)
 - C. Neither designated specialty
 - D. Not applicable, I am in either transient, holdee or student status

6. The duties of my current assignment could best be performed by an officer with:

- A. My primary specialty (INSPEC)
- B. My alternate specialty (ADSPEC)
- C. Both my primary and my alternate specialties
- D. Neither my primary nor my alternate specialty
- E. Not applicable, I am in either transient, holdee or student status

7. The duties of my current assignment should be performed by:

- A. Someone designated by specialty
- B. Any combat arms officer
- C. Any combat support officer
- D. Any Combat service support officer
- E. Any officer

8. On my assignment preference statement, I generally request primary consideration of:

- A. Duty position
- B. Location
- C. Family requirements
- D. Other

9. In my opinion, assignments such as ROTC duty, Reserve Component Advisor, or Recruiting duty are career enhancing.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

10. Have you ever been assigned to ROTC duty, Reserve Component Advisor, or Recruiting duty?

- A. Yes
- B. No

11. In my opinion, duty as an instructor at my branch school is career enhancing.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

12. Have you ever been an instructor at a branch school?
- A. Yes
 - B. No
13. In my opinion, duty at the US Military Academy is career enhancing.
- A. Strongly agree
 - B. Agree
 - C. Neither agree nor disagree
 - D. Disagree
 - E. Strongly disagree
14. Have you ever served on the staff or faculty of the US Military Academy?
- A. Yes
 - B. No
15. In my opinion, career success is influenced more by type of assignments than by job performance.
- A. Strongly agree
 - B. Agree
 - C. Neither agree nor disagree
 - D. Disagree
 - E. Strongly disagree
16. I feel that combat support and combat service support officers should be detailed to duty with troops in a combat arms branch during their initial duty assignment (combat arms detail or service with troops).
- A. Strongly agree
 - B. Agree
 - C. Neither agree nor disagree
 - D. Disagree
 - E. Strongly disagree

DISTRIBUTION

17. Regardless of the source of commission, all officers should enter on active duty as:

- A. Regular Army (RA)
- B. Other than Regular Army (OTRA)
- C. Neither of the above, officers should continue to enter by the current policies (mixture of RA and OTRA)
- D. No opinion

18. Officers should be distributed:

- A. By the current system
- B. By MILPERCEN directly to units (e.g. battalion level) allowing the commander the flexibility of assignment within his command
- C. By MILPERCEN directly to units by specified type jobs (i.e. company/battery commander)
- D. By MILPERCEN directly to a specific position within a specific unit

19. In my opinion, TOE unit staff positions should be filled by directly related specialties (e.g., in an infantry unit the S-1 would be an Adjutant General officer, the S-2 an Military Intelligence officer, etc.):

- A. At battalion and higher level
- B. At brigade and higher level
- C. At division and higher level
- D. These staff positions should not be filled by directly related specialties at any level

20. In my opinion too many combat arms officers are working in TDA (Table of Distribution and Allowances) positions.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

21. Female officers should be allowed to serve in:

- A. Any position in the Army they desire to hold including the combat arms
- B. In positions based on their physical capabilities without regard to probability of combat
- C. Combat support and combat service support branches only
- D. Combat service support branches only
- E. Anywhere in the Army except Infantry and Armor positions
- F. No change from current policy which excludes positions based on combat probability indicators

SPECIALTIES

22. Of an officer's designated specialties, which is the most important?

- A. The primary specialty (INSPEC)
- B. The alternate specialty (ADSPEC)
- C. Neither specialty is more important

23. There should only be one entry specialty in my branch.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

24. The Army is putting too much emphasis on specialists. All we really need are good leaders and we can train them to handle most jobs.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

25. I believe that the Army currently assigns alternate specialties (ADSPECS) primarily based on:

- A. The officer's performance
- B. The officer's background and training
- C. The needs of the Army
- D. The officer's preference
- E. Indiscriminately

26. In your opinion, when should the alternate specialty (ADSPEC) designation (not assignments) be made?

- A. Upon entry on active duty
- B. Upon completion of the first assignment
- C. Upon completion of the officer advanced course
- D. During the 5th-7th years of service
- E. During the 8th-10th years of service
- F. Upon selection for promotion to major

27. When do you believe duty assignment in the alternate specialty (ADSPEC) should begin?

- A. Upon entry on active duty
- B. Upon completion of the first assignment in the initial specialty
- C. Upon completion of the officer advanced course
- D. During the 5th-7th years of service
- E. During the 8th-10th years of service
- F. Upon selection for promotion to major

Question 28 refers to methods of specialty tracking. These are:

Single tracking - Allows officers to remain in one specialty for their entire career

Dual tracking - Current system of two specialties, primary (INSPEC) and alternate (ADSPEC), with alternating assignments in the two specialties

Sequential tracking - Allows officers to single track in one specialty, then change to another specialty and single track in it for the remainder of their career

28. Which method of specialty tracking will best meet the needs of the Army (not you as an individual) in the future?

- A. Single track everyone
- B. Current dual track system
- C. Single track some officers and dual track the others
- D. Single track some officers and sequential track the others
- E. Dual track some officers and sequential track the others
- F. Single track some officers, dual track others and sequential track the rest

48. From the individuals' point of view, the current OPMS is most beneficial to:

- A. The combat arms officer
- B. The combat support officer
- C. The combat service support officer
- D. OPMS is equally beneficial to all officers
- E. OPMS is not beneficial to any officer

49. Under OPMS, "ticket punching" has been largely eliminated.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

50. The Army does a good job of informing the officer corps about the Officer Personnel Management System (OPMS).

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

51. DA PAM 600-3 (the guide for OPMS) is a valuable tool for helping officers to plan their careers.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree
- F. I am not familiar with DA PAM 600-3

52. Based on my knowledge of the Officer Personnel Management System:

- A. The system has no problems
- B. The system has minor problems
- C. The system has moderate problems
- D. The system has major problems

53. How much confidence do you have in MILPERCEN with regard to your professional development?

- A. A lot of confidence
- B. Some confidence
- C. Little or no confidence

54. How much confidence do you have in your chain of command with regard to your professional development?

- A. A lot of confidence
- B. Some confidence
- C. Little or no confidence

PROMOTION / SELECTION SYSTEM

55. Men and women have equitable career development opportunities in my basic branch.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree
- F. Not applicable - there are no women in my basic branch

56. Officers should be considered for promotion by:

- A. Year group only
- B. Primary specialty (INSPEC) only
- C. Year group and primary specialty (INSPEC)
- D. Primary specialty (INSPEC) and alternate specialty (ADSPEC)
- E. Year group, primary specialty (INSPEC) and alternate specialty (ADSPEC)

57. An officer who does not appear on a school selection list the first time he or she is eligible has little chance of ever being subsequently selected.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

58. Certain indicators (such as command and staff college attendance, an advanced degree, or assignment to high-level staff) are more important than overall manner of performance in assessing an officer's potential for promotion.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

59. Selection for and attendance at a resident command and staff college significantly increases an officer's potential for promotion to lieutenant colonel.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

60. Selection for and attendance at a senior service college or equivalent significantly increases an officer's potential for promotion to colonel and general officer.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

61. "Frocking" is a process whereby an officer pins on the next higher rank prior to actually being promoted to that rank. If the Army instituted a "frocking" policy, to whom should it apply?

- A. To all officers immediately upon selection to the next grade
- B. To those officers serving in duty positions requiring the next higher grade only
- C. To officers serving in key positions only (i.e. battalion or brigade command)
- D. No officers should be frocked

62. Secondary zone (below the zone) promotion procedures are intended to provide "early advancement opportunity to the proven outstanding officer." Recent field grade secondary zone promotion lists have been:

- A. Too long
- B. About right
- C. Too short
- D. I don't know

63. During your military career, how many times have you been selected for promotion from the secondary zone (below the zone)?

- A. I have never been considered for promotion in a secondary zone
- B. I have been considered but never selected
- C. Once
- D. Twice
- E. Three or more times

COMMAND

64. I commanded at the company/battery/troop level:
- A. Prior to attending the officers' advanced course
 - B. After attending the officers' advanced course
 - C. Both before and after attending the officers' advanced course
 - D. I have never commanded at this level
65. During your military career, what is the highest level at which you have commanded, or are commanding, for a period of 90 days or more?
- A. I have never commanded
 - B. Company/battery/troop or equivalent (CPT-MAJ)
 - C. Company/battery/troop or equivalent (CPT-MAJ) more than once
 - D. Battalion/squadron or equivalent (LTC)
 - E. Brigade or equivalent (COL)
66. What is the highest level at which you expect to command during your active duty career?
- A. My specialties have no opportunities for command
 - B. I do not desire to command
 - C. Company level
 - D. Battalion level
 - E. Brigade level
 - F. Division level or above
67. An officer who does not appear on a command selection list the first time he or she is eligible has little chance of ever being subsequently selected.
- A. Strongly agree
 - B. Agree
 - C. Neither agree nor disagree
 - D. Disagree
 - E. Strongly disagree
68. Current policy (24 month battalion command tours) permits about 25 percent of lieutenant colonels to command. In my opinion, tour lengths should be reduced to allow more lieutenant colonels to command.
- A. Strongly agree
 - B. Agree
 - C. Neither agree nor disagree
 - D. Disagree
 - E. Strongly disagree

69. Given a choice of command, which type would you choose?

- A. TOE command
- B. TDA command
- C. Neither - I do not desire to command
- D. Either - the type of command is not important
- E. My specialties have no opportunities for command

70. Promotable majors and promotable lieutenant colonels should be excluded from consideration for battalion and brigade command respectively; only serving lieutenant colonels and colonels should be considered.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

71. If selection for senior service college and promotion to colonel or higher rank were clearly possible without successful battalion level command, would you desire to command a battalion?

- A. No
- B. Yes
- C. I'm not sure
- D. My specialties have no opportunities for command

72. For promotion to the rank of colonel in your branch, an officer normally must have successfully commanded:

- A. At the company level
- B. At the battalion level
- C. At both company and battalion level
- D. Level of command has little or nothing to do with promotion to the rank of colonel

73. An officer must have commanded a battalion to be selected to attend a senior service college.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

74. The centralized command selection boards have selected:
- A. The best commanders
 - B. The best personnel records, not necessarily the best commanders
 - C. Both the best personnel records and the best commanders
 - D. Neither the best personnel records nor the best commanders

75. In my branch, selection for command is the single most important criteria for measuring the success of an officer's career.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

76. Nonselection for battalion level command causes many qualified and experienced Regular Army officers to prematurely terminate their military careers, i.e., to retire with the minimum 20 years of service.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

77. Publication of centralized command selection lists serve to publicly identify "winners" versus "second-class citizens."

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

OFFICER EFFICIENCY REPORTS

78. In my experience as a rated officer, the OER Support Form (DA Form 67-8-1) is usually:

- A. Completed in the first 60 days of the rating period
- B. Completed after 60 days but before the OER is actually due
- C. Ignored until the OER is actually due

79. What part of the OER has the most impact on your future advancement?

- A. Duty description
- B. Performance evaluation - professionalism blocks on the front of the form
- C. Rater's performance narrative
- D. Rater's potential narrative
- E. Intermediate rater's narrative
- F. Senior rater's block indication (potential evaluation) only
- G. Senior rater's block indication and comments on potential

80. My senior rater has sufficient personal contact, reports, and sources of information to make a fair and accurate evaluation of my potential.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

81. There should be a separate OER form for junior officers that would be withheld from selection board consideration after passage of an amount of time (i.e. 10 years) or occurrence of a specific event (i.e. promotion to major).

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

82. There should be a system which would allow the field to have direct input to promotion boards (e.g. brigade size units identify their top and bottom 5% of officers within the zone of consideration).

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

RETENTION/SEPARATION

83. What is the highest rank you expect to attain?

- A. Captain
- B. Major
- C. Lieutenant colonel
- D. Colonel
- E. Brigadier general
- F. Major general
- G. Lieutenant general

84. At what rank would you consider your career a success?

- A. Captain
- B. Major
- C. Lieutenant colonel
- D. Colonel
- E. Brigadier general
- F. Major general
- G. Lieutenant general

85. Given that DOPMA restricts the total number of field grade officers who can serve on active duty, selective continuation is a good alternative to an up or out policy.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

86. The Army should develop a program to select colonels for duty beyond 30 years.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

87. Which one benefit would most influence colonels to seek service beyond 30 years?
- A. Transfer of education benefits to dependents
 - B. Additional longevity pay increases
 - C. Increased retirement credit to greater than 75% of base pay
 - D. Stabilization of assignment
 - E. BG rank upon retirement or completion of 35 years of service
 - F. No additional benefits would be needed
 - G. Does not apply - colonels should not be allowed to serve beyond 30 years
88. Officers not selected for promotion to major or lieutenant colonel should:
- A. Be retired or separated if not eligible for retirement
 - B. Be managed under current system without change
 - C. Remain eligible for all assignments if selected by a continuation board
 - D. Be eligible for limited assignments if selected by a continuation board
89. There is currently an effective system for eliminating "dead wood" (officers not performing to acceptable standards).
- A. Strongly agree
 - B. Agree
 - C. Neither agree nor disagree
 - D. Disagree
 - E. Strongly disagree

ETHICS

90. My superiors have set good examples of ethical behavior.
- A. Strongly agree
 - B. Agree
 - C. Neither agree nor disagree
 - D. Disagree
 - E. Strongly disagree

91. In those instances where you have seen Army officers compromise their ethical standards, what has been the primary cause for their actions?

- A. Personal morality
- B. Problems with society as a whole
- C. Military systemic problems related to evaluation reports
- D. Military systemic problems related to inspections and readiness reports
- E. Military systemic problems related to personal advancement at the expense of others
- F. Not applicable, I have not seen unethical practices
- G. Other

92. There should be a written code of ethics for officers.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

VITA 2

Thomas M. McCoy

Candidate for the Degree of

Master of Science

Thesis: GRADUATE DEGREES OF U.S. ARMY OFFICERS AND HOW THEY RELATE TO
SCHOOL SELECTION AND PROMOTION

Major Field: Distributive Education/Marketing

Biographical:

Personal Data: Born in Anderson, South Carolina, May 6, 1947, the
son of Mr. and Mrs. Roy B. McCoy.

Education: Graduated from Belton High School, Belton, South
Carolina, in May, 1965; received the Bachelor of Science
degree in Business Administration from Erskine College, Due
West, South Carolina, in August, 1972; completed the require-
ments for the Master of Science degree at Oklahoma State
University in May, 1985.

Professional Experience: U.S. Army Reserve Officer from 1968 to
present; Instructor from 1968 to 1970; Training Officer from
1970 to 1974; Company Commander from 1975 to 1978; Personnel
Officer from 1979 to 1981; Assistant Professor of Military
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