

Steve Francis Kime

President

Servicemembers Opportunity Colleges

Nominated by

Gary A. Woods

Steve F. Kime

President

Servicemembers Opportunity Colleges

Washington DC

Table of Contents

(Written material in support of Steve F. Kime)

- Section 1** Brief Bio (prepared by Juror Gary A. Woods)
- Section 2** Curriculum Vitae (information provided by the nominee)
- Section 3** SOC Program Description (from SOC homepage)
- Section 4** Publications of the nominee (a sampling)
- Section 5** Testimonials in support of the nominee

Section 1

Brief bio of Steve F. Kime

(prepared by Juror Gary Woods)

Steve Francis Kime
President
Servicemembers Opportunity Colleges
Washington, DC

Steve F. Kime was born in New Albany, Indiana. He received a BA degree with highest honors from the University of Louisville. He earned a MPA and a Ph.D. degree from Harvard University.

Steve Kime's interest and concern for education of American servicemembers stems from his own military service in the Navy. Beginning with Naval Reserve Officer Training Corps at the University of Louisville through his retirement as a Navy Captain in 1989, he had a distinguished career not only at sea, where he served as a submariner, and as the Navy's scholar on Russia, but also as Associate Dean at the prestigious National War College (1979-1982), as Naval Attaché to the Soviet Union (1983-1985), and as Director of United States and International Studies at the U.S. Naval Academy (1986-1989). He was highly decorated for his outstanding Naval service.

Steve Kime taught Soviet Foreign Policy as an adjunct full professor at Georgetown University (1980-83) and at American University (1978-83). He served from 1986-89 as one of six elected directors on the Naval Institute Board of Control and as a member of the Editorial Board of the Naval Institute *Proceedings*. He has authored and co-authored numerous articles, book chapters, white papers dealing with Russian military and naval policies and strategies and more recently on the education of servicemembers, and on the need for modernization of the GI -Bill. For example, he was lead author of "Contributions of the Military to Adult and Continuing Education" in *Handbook 2000 Adult & Continuing Education: The Profession, Its Common Concerns, and Its Practices*.

Since August 1989 Steve F. Kime has distinguished himself as President of Servicemembers Opportunity Colleges (SOC), a consortium of fifteen national higher education associations, all of the military services, and over 1,700 colleges and universities dedicated to providing higher education to military personnel. Steve Kime has transformed this institution into a highly visible force in higher education. Since 1990 Steve Kime has also served on the congressionally mandated Educational Advisory Committee for the Department of Veterans Affairs, and, as its chair, he has become a nationally respected, successful advocate of reforming the G.I. Bill.

In 2002, the American Association of State Colleges and Universities (AASCU) elevated him to AASCU Vice President. He has received many other prestigious awards and recognition for being the foremost advocate of educating Soldiers, Sailors, Airmen, Marines, Coast Guard personnel, veterans and their family members. General Colin L. Powell (now the Secretary of State) has compared SOC to the GI Bill stating that "SOC's impact has been equally sweeping, equally effective in ensuring high-quality, continuing education for our men and women in uniform."

Section 2

Curriculum Vitae of Steve F. Kime

(information provided by the nominee)

Personal Background:

Name	STEVE FRANCIS KIME
Address	12459 Henderson Road Clifton, Virginia 20124
Present location	Servicemembers Opportunity Colleges 1307 New York Avenue, Fifth Floor Washington, DC 2005
Birthplace	New Albany, Indiana December 3, 1940
Family	Wilma Mae Snook, spouse Two daughters, two sons, six grandsons, one granddaughter
Hobbies	Fishing, poetry, tennis, sports fan, dogs, horses

Education:**Academic**

Doctor of Philosophy in Soviet Studies
Harvard University, Cambridge MA, 1971

Masters in Public Administration in U.S. National Security Policy
Harvard University, Cambridge MA, 1968

Bachelor of Arts, Summa Cum Laude
University of Louisville, Kentucky, 1962

Military

Russian Program Graduate
State Department Foreign Service Institute, Washington DC, 1983

Attaché Program Graduate
Defense Intelligence College, Washington DC, 1982

US National Security Policy Diploma
The National War College, Washington DC, 1977

Submarine Engineering Systems Diploma
United States Submarine School, 1963

Work Experience:**Academic**

Vice President, American Association of State Colleges and Universities
Washington DC, 2002-Present

President, Servicemembers Opportunity Colleges
Washington DC, 1989-Present

Adjunct Professor, Russian Area Studies Program
Georgetown University, Washington DC, 1980-1983

Adjunct Professor, School of International Service
American University, Washington DC, 1973-1983

Military Assignments

Director (Dean) and Professor, Division of US and International Studies
US Naval Academy, Annapolis MD, 1986-1989

Deputy Director, Politico-Military and Current Plans Division
Chief of Naval Operations, the Pentagon, Washington DC, 1985-1986

US Naval Attaché
US Embassy, Moscow, USSR, 1983-1985

Defense Attaché School
US State Department Foreign Service Institute, Washington DC, 1982-1983

Associate Dean of Faculty and Academic Programs
National War College, Fort McNair, Washington DC, 1980-1982

Assistant Dean and Director of Elective Studies
National War College, Fort McNair, Washington DC, 1979-1980

Tenured Professor and Director of Soviet Studies
National War College, Fort McNair, Washington DC, 1977-1979

Management Systems Directorate
National Defense University, Fort McNair, Washington DC, 1976-1977

Defense Analyst, Soviet Politico-Military Capacities
Defense Intelligence Agency, Washington DC, 1973-1976

Assistant Naval Attaché
US Embassy, Moscow USSR, 1971-1973

Ph.D. Candidate, John F. Kennedy School of Government
Harvard University, Cambridge MA, 1968-1970

MBA Candidate, John F. Kennedy School of Government
Harvard University, Cambridge MA, 1967-1968

Head, Gunnery, Operations and Navigation Departments
Aboard three submarines, US Navy, 1963-1967

Attendee, US Navy Submarine School
New London CT, 1962-1963

Battalion Commander, Navy ROTC unit
University of Louisville, Louisville KY, 1962

Special Panels & Professional Organizations:

Chair, Veterans Advisory Committee on Education
Department of Veterans Affairs Washington DC, 1998-Present; member since 1980.

Alumni Council for the District of Columbia, Kennedy School of Government
Harvard University, 1992-1994

Member, Board of Advisors on Soviet Affairs
Director of Naval Intelligence, Washington DC, 1989- 1992

Member, Virginia Military Education Advisory Committee
Richmond VA, 1991-1994

Coordinator, Alumni Relations
US Naval Academy, Annapolis MD, 1986-1989

Director, Board of Control
US Naval Institute, Annapolis MD, 1986-1989

Member, Editorial Board
US Naval Institute Proceedings, a monthly professional journal, 1986-1989

Member, Senior Military Schools Review Board
Doughtery Commission, Washington DC, 1987-present

Delegation Member, US Naval Training Delegation to China, USSR, Romania, Yugoslavia, Japan,
the Philippines, and Korea, National War College, Washington DC, delegation member, 1977-1980.

Community Activities:

Devotes considerable time and effort to environmental and traffic issues in his local community of
Clifton, Virginia

Served on a panel of local citizens that investigated rail service for the area

Active in issues affecting the Occoquan and Bull Run river basins

Helps maintain multiple miles of local walking, cycling, and equestrian trails in the region

Awards & Honors:

Education Awards

William Kennedy Award for the Advancement of Military Education

2003 From the Council of College and Military Educators (CCME)

Commander's Award for Public Service (Department of the Army)

2002 For dedicated support for the Army Continuing Education System's postsecondary degree programs

President's Award (American Association for Adult and Continuing Education)

1999 For Exceptional & Innovative Leadership in Adult & Continuing Education

President's Award (Council of College and Military Education)

1999 For Unselfish Devotion and Dedicated Service

Military Awards

The Legion of Merit (Department of the Navy)

1989 For meritorious service to the US Navy

Navy Meritorious Service Medal (Department of the Navy)

1989 For Meritorious Service as Division Director at the US Naval Academy

1986 For contributions in politico-military policy and analysis

1973 For performance as Assistant Naval Attaché to Russia.

The Joint Service Commendation Medal (Joint Chiefs of Staff)

1987 For analysis and review of the curricula of the US military Senior Service Colleges

1973 For analysis of political and military affairs of the Soviet Union

Defense Superior Service Medals (Department of Defense)

1985 For Meritorious Service to the US in Russia as Naval Attaché

1980 For Educational contributions to The National War College

Defense Meritorious Service Medal (Department of Defense)

1973 For teaching and analysis of Soviet Strategic and political affairs

The Gold Dolphins Award (Department of the Navy)

1963 For Engineering and Operational Performance in US submarines

Professional Publications & Presentations:**Education & Academe**

Servicemembers Opportunity Colleges: 1972-2003. Final FY 2003 SOC Report to the Department of Defense, 2003, Washington D.C.

"Contributions of the Military to Adult and Continuing Education." In A.L. Wilson and E.R. Hayes (Eds), Handbook 2000-Adult & Continuing Education: The Profession, Its Common Concerns, and Its Practices. San Francisco: Jossey-Bass, 2000, with C.L. Anderson, pp. 464-479

"GI Bill Needs Smarter Thinking," Army Times, December 8, 1997, p. 62.

"Train First but Educate Too," Army Times, February 3, 1997, p. 31.

"Training vs. Education: a Military Perspective," paper for National University Annual Conference, San Diego, CA, February 1997, with C.L. Anderson, 17 pages.

"Providing Access to Education for United States Military Personnel: the Servicemembers Opportunity Colleges Model," paper presented at the 1995 International Conference on Distance Education, Moscow, Russia, July 1995, with C.L. Anderson, 17 pages.

"A Modern Military Force Needs Educated Troops," Army Times, March 20, 1995, with H. Spille, p. 31.

"The GI Bill: Back to the Future?" The Center Update, American Council on Education, Number 82, Fall/Winter 1993, pp. 1-4.

"Adult Education of Servicemembers in Transition Policy Perspective," Adult Learning, May/June 1993, pp. 20-33.

"Helping Servicemembers with Flawed High School Educations," monograph in draft, November 1992, with C.L. Anderson and S. Harding, November 1992, 43 pages.

"Education is the Foundation of a Strong Military," Air Force Times, June 17, 1991, p. 27; also Navy Times, July 1, 1991.

Adult Higher Education and the Military: Blending Traditional and Nontraditional Education, with C. Anderson, AASCU Press, 1990, 69 pages.

"The Interdisciplinary College Approach for Soldiers and Sailors," Proceedings of the Eighth Annual Conference on Nontraditional and Interdisciplinary Programs, George Mason University, 1990, pp. 171-178.

Soviet Studies

"The Soviet Navy in a Changing World," in P.S. Gillette and W.C. Frank (eds), The Sources of Soviet Naval Conduct, Lexington Books, Lexington MA., 1989, pp. 271-279.

"The Soviet View of War," in G. Vernon, *Soviet Perception of War and Peace*, National Defense University Press, Washington D.C., 1981.

"Gorshkov's Final Words: What Do They Mean," *Naval Review*, May 1989, pp. 131-136.

"Perestroika, Doctrinal Change, and the Soviet Navy," *Strategic Review*, Fall 1988, pp. 45-54.

"Military Factors in Soviet Foreign Policy," *Journal of Defense and Diplomacy*, December 1987, pp. 12-13.

"War and Politics in the Soviet Union," *Strategic Review*, Fall 1987, pp. 44-45.

"The Warsaw Pact: Juggernaut or Paper Tiger?" *Air Force Magazine*, June 1982, pp. 23-26

"Navies of the Warsaw Pact," in L. Kaplan, et al, *The Warsaw Pact: Political Purpose and Military Means*, Scholarly Services, Greenhill DE, 1982.

"The Kremlin and the Pact," *Defense Magazine*, February 1981.

"Power Projection, Soviet Style," *Air Force Magazine*, December 1980.

"How the Soviet Union is Ruled," *Air Force Magazine*, March 1980.

"A Soviet Navy for the Nuclear Age," *Parameters*, March 1980; also published as National Defense University Paper Number 80-1.

"The Soviet Navy, Present and Future: an Overview," in M. Smith (ed), *The Soviet Navy, 1941-1948: A Guide to Sources in English*, Clio Press, Oxford, 1980.

Soviet Naval Strategy for the Eighties, National Defense University, monograph 78-3, Washington D.C., June 1980

"The Challenge of Soviet Oceans Development," *Oceans Policy Study Series*, Volume I, 4, 1978.

"The Soviet Navy for the 1980s," *The Soviet Armed Forces-Outlook for the 80s*, Proceedings of the 11th Annual USARI Soviet Affairs Symposium, 1977-1978.

Miscellaneous

Numerous classified publications resulting from research and writing on the USSR in classified assessments of estimates about Soviet affairs and capabilities.

Book reviews on Soviet political and military matters printed in *Slavic Review*, *U.S. Naval Proceedings*, *Air Force Magazine*, *Soviet Union*, and *Strategic Review*. Available upon request.

Ph.D. dissertation: *The Rise of the Soviet Navy in the Nuclear Age*.

Articles and interviews on military education in the *Chronicle of Higher Education*, *Army Times*, *The Baltimore Sun*, and several National Education Association newsletters.

Several published poems. Available upon request.

Section 3

SOC Program Description

(from the SOC WebPage)



Last Updated: 3/26/02



SOCAD

SOC Army Degrees — Associate and bachelor's degree programs for active-duty Army personnel and their family members



SOCNAV

SOC Navy Degrees — Associate and bachelor's degree programs for active-duty Navy personnel and their family members



SOCMAR

SOC Marine Corps Degrees — Associate and bachelor's degree programs for active-duty Marine Corps personnel and their family members



SOC COAST

SOC Coast Guard Degrees — Associate and bachelor's degree programs for active-duty Coast Guard personnel and their family members



SOCGuard

Education Programs for the Army National Guard — College education opportunities to help recruit and retain high-quality Guard personnel



ConAP

Concurrent Admissions Program for Army Enlistees — Army and Army Reserve recruits select a college at the time of their enlistment in the service

What Is SOC?

SOC was created in 1972 to provide educational opportunities to servicemembers, who, because they frequently moved from place to place, had trouble completing college degrees. Today SOC is a consortium of more than 1550 colleges and universities that provide educational opportunities for servicemembers and their families. SOC is cosponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community Colleges (AACC), in cooperation with 13 other educational associations, the Military Services, the National Guard, and the Coast Guard. SOC is funded by the Department of Defense (DoD) through a contract with AASCU. The contract is managed for DoD by the Defense Activity for Non-Traditional Education Support (DANTES).

Hundreds of thousands of servicemembers and their family members enroll annually in programs offered by SOC member universities, colleges, community colleges, and technical institutes. Military students may enroll in associate, bachelor, and graduate-level degree programs on school campuses, military installations, and armories within the United States and overseas.

SOC coordinates associate and bachelor's degrees in a variety of curriculum areas for the Army (SOCAD), Navy (SOCNAV), and Marine Corps (SOCMAR). These degree programs are offered by colleges and universities on or accessible to Army, Navy, and Marine Corps installations worldwide. Within each curriculum or degree network, member colleges agree to accept each other's credits in transfer. Servicemembers and their family members in isolated locations can take courses through such "distance learning" methods as the Internet, correspondence, computer, or video.

SOCGuard, a SOC program for the Army National Guard (ARNG), integrates postsecondary education into recruiting and retention for the ARNG. The goals of SOCGuard are to increase enlistment, commitment and reenlistment in the Army National Guard.

In cooperation with the United States Army Recruiting

Command (USAREC), SOC operates the Concurrent Admissions Program (ConAP) to increase college enrollment of Army recruits and reservists.



[SOC Home](#)

Comments to: socmail@aascu.org

Speech by General Colin Powell
Chairman of the Joint Chiefs of Staff

November 24, 1992

In a speech on Tuesday, November 24, 1992, accepting the distinguished Alumnus Award of the American Association of State Colleges and Universities (AASCU) at the Association's annual meeting, General Colin L. Powell, Chairman of the Joint Chiefs of Staff, praised the "fine work" of the AASCU-sponsored Servicemembers Opportunity Colleges (SOC).

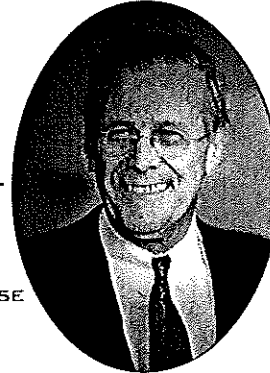
General Powell noted that "SOC helps our young GIs take advantage of the educational opportunities offered by its more than 1,000 member institutions."

"I like to compare SOC to the GI Bill," General Powell told the audience of state college and university presidents. "I believe that such a comparison is fair, that SOC's impact has been equally sweeping, equally effective in ensuring high-quality, continuing education for our men and women in uniform."

A 1958 graduate of the City College of New York, General Powell portrayed himself as a "staunch defender of public education."

One of the "host of challenges" that will face President-Elect Bill Clinton, said General Powell, will be education — "how to get the great American education machine running on all cylinders again." "If we do not successfully meet this most basic challenge," he said, "we will be severely hampered in meeting all the other challenges that we face as a nation."

"Correcting the inequalities and eliminating the distortions that currently exist in our education system won't be easy. But we can do it. We must do it. And we must do it in a way that does not limit the extent and accessibility of public education to all the youngsters who need it" (*DANTES Information Bulletin*, Number 197, February 1993).



THE SECRETARY OF DEFENSE
1000 DEFENSE PENTAGON
WASHINGTON DC 20301 1000

OCT 8 2002

Dr. Steve F. Kime
President
Servicemembers Opportunity Colleges (SOC)
1307 New York Avenue N.W., 5th Floor
Washington, DC 20005-4701

Dear Dr. Kime:

Congratulations to the Servicemembers Opportunity Colleges (SOC) on its 30th anniversary. During its tenure, SOC's consortium of professional education associations and its degree networks of colleges and universities provided unprecedented educational opportunities for members of the United States Armed Forces, Department of Defense civilian employees, and their family members. I know that they all join me in saying thank you for the educational services provided by SOC over the years.

Most important, the SOC consortium has helped the Department of Defense maintain access to quality voluntary education programs for thirty years. Additionally, it helped coordinate the availability of voluntary postsecondary educational opportunities for Department of Defense personnel by helping the higher education community better understand their needs. At the same time, it greatly contributed to our understanding and access to a broad array of quality higher education programs.

SOC can take great pride in the opportunities it created for Department of Defense personnel to take coursework and complete college degrees, even when stationed overseas or deployed to far-off places. On behalf of the many who have benefited, I am very pleased to recognize SOC's many accomplishments on this, its 30th anniversary.

Sincerely,



Section 4

Publications of the Nominee:

3 Samples

(see page 5 of CV for full list of publications)

Presented here:

"Contributions of the Military to Adult and Continuing Education." In A.L. Wilson and E.R. Hayes (Eds), *Handbook 2000-Adult and Continuing Education: The Profession, Its Common Concerns, and Its Practices*. San Francisco: Josey-Bass, 2000, with C.L. Anderson, pp. 464-479.

"Education is the Foundation for a Strong Military," *Air Force Times*, June 17, 1991, p. 27; also *Navy Times*, July 1, 1991.

"Civilian Education of Tomorrow's Military," *The Community, Technical and Junior College Times*, February 27, 1990, p. 2.

Contributions of the Military to Adult and Continuing Education by: Dr. Steve F. Kime and Dr. Clinton L. Anderson

(Submitted, 4 November 1998, as a book chapter in
*Handbook 2000-Adult & Continuing Education: The Profession,
Its Common Concerns, and Its Practices.*)

The U.S. military is a powerful engine of social progress. Those disadvantaged economically and socially have often found military service a way out of circumstances beyond their control and a pathway to a more productive life in American society (Moskos and Butler, 1996). The military is one of the most efficient parts of the American "melting pot" because of a clearly defined mission and the necessity that all at each level of responsibility be qualified to carry some of the load to accomplish it.

Military training addresses more than the technical skills essential for a military vocation (Lawson, 1989). It is also more than discipline and order: it is basic socialization and exposure to codes of behavior and understandings of the national culture that could easily be missed in the civil society of their origin. For some, especially those in the lower ranges of academic aptitude, the practical skills learned through military training, professional on-the-job development, and the social skills learned through teamwork may constitute the "education" they take away from military service.

Education -- learning beyond training -- has become increasingly critical to the military engine of social progress. A modern military force requires servicemembers who are both educated and trained (Kime, 1997). Both warfare and peacetime operations have become increasingly complex, and the military has learned that training for specific skills aimed at the accomplishment of the military's mission is not sufficient. Even junior personnel in situations that are technically and socially complex need critical thinking skills and the broader sociopolitical perspectives of the educated person (Kime, 1990). Peacekeeping and anti-terror operations require a whole set of different skills and knowledge (Moskos, 1976). The trained automaton who "just follows orders" may not contribute appropriately to mission accomplishment, and may be cause for failure (Lawson, 1989). No wonder that the military tries to recruit and retain the "college-capable."

Military innovations to provide education to a mobile, nontraditional workforce have been on the leading edge of the adult and continuing education revolution. This chapter will address those innovations in the context of two themes where the military has played a leading and defining role: (1) providing access to education to a unique workforce and (2) making education relevant to the worker by promoting academic recognition of workplace learning.

These two interrelated themes are connected under our broader proposition that education is key to upward social mobility. It means little to talk about education for adults, most of whom are in the workforce, if they do not have realistic access to it. (Kelly, 1995). Realistic access involves support from the employer. But access alone is usually not enough. Access to education is far less useful to working adults if it is disconnected from learning gained in the workplace (Anderson and Kime, 1995). Workplace learning is the worker's gateway into higher education. Many first realize that they are college-capable and that college is relevant to their lives when workplace learning is recognized for credit worthiness and integrated into academic programs. The workplace is the stage for a vast portion of the worker's productive, waking hours, and learning in that workplace is the first step in adult education. If the

employer is not supportive, it is far less likely that the worker will become a student. The military is an employer committed to providing genuine access to education opportunity clearly connected to military workplace learning.

A Sociological Perspective

In his evaluation of adult education in the U.S. Armed Forces during World War II, Cyril Houle stated that the armed services had "blazed a tortuous trail toward a great truth...that everyone has a natural desire to learn and can profit from that learning. If civilian society is willing to accept this basic truth...great good can be said to have come out of the war. Through the very struggle for democracy, a new implement for democracy will have been forged (Houle, et al, 1947, p.253).

Kjell Rubenson (1989) offers two paradigms for the sociology of adult education. The assumption behind his "consensus paradigm" is that societies can thrive when their members share at least some perceptions, attitudes, and values in common. Inequality is inevitable and individual survival depends on the survival and well-being of society. In Rubenson's "conflict paradigm" social change, inequality, mobility, and stratification, even adult education, are expressions of struggle for power and privileges. Conflict theorists emphasize competing interests, elements of domination, exploitation, and coercion. (Rubenson, 1989, p. 54).

We maintain that military voluntary education is primarily the result of shared values and acceptance of differences in social station in Rubenson's "consensus paradigm." We do not, however, maintain that voluntary postsecondary education in the U.S. military has been devoid of conflict. There are issues involving, for example, the relationship between education and training (Anderson and Kime, 1990; Berry, 1974), whether the military should maintain its cadre of education professionals or contract this out (Anderson, Meek, and Swinerton, 1997), how to correct unevenness between the Services, whether the military should be the degree-grantor for its employee-students (Anderson, 1997), and how military education programs are best evaluated (Anderson, 1995). The authors have engaged these issues for years, but they are not what this chapter is about.

Our combined half-century of military service, along with serious study, have enabled us to observe and analyze a military that reflects mobility in American society far more than "class struggle" or use of power in the educational process to perpetuate and justify divisions. The authors have seen America's youth grow socially and intellectually through military service. We are products of the access, relevance of military learning, and social mobility about which we write, and we proceed primarily from a "consensual" view of education rather than a "conflicted" one.

Access to Education

The GI Bill is the best known military-related educational contribution to American society and, in various incarnations, it has survived to provide access to educational opportunity for those who join and serve in the military honorably. More than 7.5 million World War II veterans went to college or other schools or received job training under the original GI Bill. These veterans increased their income by 40 percent in the four years following 1947. Today more than 20 million veterans have used subsequent GI Bills. A 1998 survey indicated extremely strong support for the current GI Bill with 96 percent saying that the GI Bill actually

helped them access higher education (Tynan, 1998). The GI Bill focuses on the after-service life of those who serve their country.

Many Americans may not be aware of the in-service programs for the military "worker" that facilitate access to educational opportunity. DoD's off-duty adult education program constitutes one of the largest adult education programs in the world (Department of Defense, 1997, a & b). Each year about a half million active-duty servicemembers enroll in postsecondary courses leading to associate, bachelor's, master's, and doctorate degrees. (Department of Defense, 1997c). Colleges and universities, through an extensive network, deliver classroom instruction on hundreds of military installations around the world (Servicemembers Opportunity Colleges, 1997). Servicemembers also enjoy opportunities to earn college credits for learning outside the classroom. This is accomplished through college-level equivalency testing, assessment of prior learning, assessment of military training, independent study, and distance learning. Additionally, there are opportunities for servicemembers to enhance academic skills through high school completion, functional/basic skills, and English-as-a-Second-Language. Many of these opportunities are provided free or, in the case of college courses, at costs much reduced by tuition assistance (Thomas, 1996).

For the servicemember to have meaningful educational opportunity, the coordination and cooperation of two major social institutions were required. Leaders in higher education and the Department of Defense created Servicemembers Opportunity Colleges (SOC) in 1972 to help bridge the gap between the military and higher education (Anderson, 1997). SOC is a unique civilian-military partnership that involves 15 higher education associations, 1,300 academic institutions, and the Office of the Secretary of Defense and military services in facilitating servicemembers' access to higher education. SOC's 1,300 colleges and universities subscribe to *Principles and Criteria* designed to meet the higher education needs of a mobile military population. Member schools have minimum residency requirements, award credit for military training and experience and for learning demonstrated through testing, and accept credit transferred from other member institutions (Servicemembers Opportunity Colleges, 1999).

At the request of the military services, Servicemembers Opportunity Colleges maintains degree networks to meet the needs unique to the Army, Navy and the Marine Corps. In these networks, there are strict rules regarding acceptance of military learning, transfer of credit, and limitation of residency. There are unique provisions to accommodate the mobile servicemember which are designed to ensure that there is a realistic opportunity to complete a degree. (Anderson, 1997).

- **Tuition Assistance**

Access to education means little to workers living at the margin, as servicemembers often do. Any organization serious about providing access, especially where education manifestly supports accomplishment of the organizational mission as has become the case in the military, must consider funding assistance. The military has recognized this reality. The military has also come to understand that individual self-development through education, separate from its positive impact on military mission accomplishment, is a crucial "quality of life" benefit that promotes recruitment and retention. Military and civilian leaders in the Department of Defense and in Congress have consistently supported tuition assistance for these reasons.

Educational benefits for active-duty servicemembers became available about four years after the GI Bill. (Anderson, 1991). In 1948 War Memorandum No. 85-40-1 set policy for payment of tuition for extension courses taken by military personnel during off-duty time. In 1954 Congress authorized tuition assistance for civilian education for personnel in the Armed Forces. The Pentagon proponent for tuition assistance made it clear that off-duty education was distinct from military training. (United States Senate Report 1336, p. 5101).

Tuition assistance thus began as funding for individual self-development separate from the funding required for training to accomplish the military's mission. The military, a major "corporation" in American society and perhaps the preeminent training organization in the world, was authorized to provide its workers access to higher education. Congressional support for voluntary postsecondary education, civilian education beyond training to the military mission, has become a key to maintenance of a modern military establishment today. Increased social mobility for servicemembers and veterans, especially those who are not selected for the advance training that the most successful in military service enjoy, is a result.

The concept of an employer helping employees go to college by offering tuition assistance has subsequently spread to many leading businesses and industries throughout the United States. Many leaders of the business and industrial sectors understand the importance of having "educated workers" who can glean and analyze essential information, and think and act using that information.

- **Literacy Education**

Increased access to voluntary postsecondary education and academic recognition of military learning mean little or nothing to servicemembers who lack the basic skills to advance either professionally or academically. The military requires workers with basic academic skills, and military emphasis on literacy education has improved access to education.

Literacy education in the military emerged during the earliest days of the American Army. Washington recognized the need to provide instruction to illiterate, convalescent soldiers at Valley Forge using the *Bible* as the text (Wilds, 1938). There has been literacy education in the military since then (Anderson, 1986; Sticht, 1982).

In 1977 government auditors found that poor readers, when compared to the normal recruit population, tended to (1) have higher discharge rates, (2) experience more difficulty in training, (3) performed less satisfactorily on the job, and (4) lacked the potential for career advancement (General Accounting Office, 1977). This report, coupled with the development of the functional literacy concept (discussed later), helped to focus in-service literacy efforts on academic development programs.

The military services provide basic academic instruction to help servicemembers raise reading comprehension and math skills to levels that result in promotion, retention, and qualification for advanced job training (Andersen, 1992). Without this basic academic help, many servicemembers could not advance in the military. Many colleges and universities offering postsecondary programs on military installations provide developmental education courses for servicemembers who do not have reading and math skills needed for college (Anderson, et al., 1992). In general literacy education, there is a symbiotic relationship

between the military and academe.

- **General Educational Development (GED) Testing Program**

The GED Testing Program grew out of the military's extensive experience in testing. Dr. Francis Spaulding, head of the United States Armed Forces Institute (USAFI), saw that college credit could be granted on the basis of tests, and that high school diploma could be granted based on testing (Turner, 1986).

The USAFI staff designed the GED battery to measure major outcomes and concepts generally associated with four years of high school education (Allen and Jones, 1992). At first the tests were administered only to active-duty military personnel and World War II veterans to assist them in readjusting to civilian life and in pursuing educational and vocational goals. In 1947 the GED was extended to non-veteran adults. By 1959, the number of non-veteran adults tested exceeded the number of veterans. (*GED Manual*, 1993).

The GED Program has undergone continuous refinement and has gained recognition in the United States and abroad. Versions of the test for visually handicapped have been developed. Nearly 10 million tests are currently developed all over the U.S. are currently (1996).

Currently the program maintains testing services at all major U.S. military installations around the world. They provide servicemembers screening tests, achievement examinations, and a wide array of professional certification examinations.

- **Guidelines for Awarding Credit for Extracurricular Learning**

At the encouragement of the military services, the Commission on Educational Credit and Credentials of the American Council on Education approved a policy statement with guidelines for *Awarding Credit for Extracurricular Learning*. ACE states that colleges and universities have a "special responsibility to assess extracurricular learning as part of their crediting function" and recommends that they develop clear "policies and procedures for measuring and awarding credit for learning attained outside of their sponsorship" using the guidelines contained in the statement (*ACE Guide*, 1998, p. xxxiii).

The criteria for membership in the SOC consortium require institutions to evaluate and award appropriate undergraduate level credit for learning through practices that reflect the principles and guidelines in the statement of *Awarding Credit for Extracurricular Learning*. This includes awarding credit through use of one or more of the nationally recognized, nontraditional learning testing programs provided for servicemembers by the Office of the Secretary of Defense, such as described in the *ACE Guide to Educational Credit for Examination*. These examinations include CLEP, DSST, and RCEP (*Servicemembers Opportunity Colleges*, 1999).

Through the use of the *ACE Guide* and standardized testing, military students are assured of as much advanced placement as can be justified using recognized academic criteria (Breckon, 1989). These policies and procedures tie academic programs directly to workplace learning. The relevance of Adult education in the military to the workplace is well established through these protocols and serves as a model for all adult education.

- **Functional Literacy Training**

Literacy development was not considered integral to the military's training mission during Project 100,000 in the 1960s when the principal thrust was on the exploitation of low-level recruits as manual labor, not on their development. (Sticht, 1984). USAFI materials were not considered particularly useful in assisting these soldiers, sailors, airmen and marines to grasp basic combat training or specialty training from which military personnel entered military occupational specialties, rates or ratings. The folly of this approach soon became clear.

As an outgrowth of Project 100,000 the Human Resources Research Organization (HumRRO) was tasked in the early 1970s to identify literacy demands inherent in Army jobs. After studying reading demands of jobs, the Army again tasked HumRRO to study ways to train people to meet those demands in some kind of literacy program. Dr. Thomas G. Sticht served as the principal investigator for this effort. The result was the Functional Literacy Program (FLIT) (Sticht, 1975). From this effort emerged the concept of literacy training directly related to military job training and duty performance.

Today a key personnel question remains. What should be done about the undereducated or lower attitude youths who comprise a major segment of the recruit population? In times of war, heavy manpower requirements require military personnel managers to lower the desired minimum qualifications for entrance and continued service in the Armed Forces. Significant numbers of illiterate and marginally literate individuals have served during those periods. The fact is that, even with recent emphasis on recruiting "college-capable" youth for a modern high-technology military, many recruits lack basic skills. Alas, high school diplomas are no guarantee of the literacy the military needs in its workforce. High employment and a strong economy make military recruiting of the most capable difficult. The end of the draft in servicemembers under the "all volunteer" concept have not eliminated the military's "literacy problem."

The problem is exacerbated by the relentless march of technology in weaponry and in fighting doctrine. Modernization programs produce many new systems of sophisticated military hardware aimed at improved readiness, a competitive edge, or at least parity with possible opponents. These personnel and technology problems are not unique to the military. Business, industry, the service sector, agribusiness, and other elements of American society experience similar pressures. Workplace literacy is essential for job performance and upward mobility through more advanced education regardless of employer. Though functional literacy will likely remain an ongoing military problem, lessons learned by the military in functional literacy training can be useful in the civilian workplace.

Military Adult Education and Social Mobility

For the working population it is often a matter of *discovering* access to education opportunity as much as *finding* it. The fact is that many are not looking for the education that they need. Their background, and often their performance in public education, do not lead them to see themselves as college-capable or college-ready. Yet, upward social mobility, especially in an educational opportunity. The education needed is more that skill upgrade to deal with technology: for real social mobility it means individual self development and the intellectual growth that is required at higher levels of responsibility. The military worker is not different from the civilian worker in these respects.

Enlightened organizations that want or need to develop leaders from those that they recruit from disadvantaged populations ensure that their workers discover educational opportunity as their careers progress, whether or not they are looking for it. It is a natural part of individual self-development, flowing from and logical in the workplace. Providing this kind of access is a key to an organization's success at personnel development, especially if the kind of social mobility promoted by "bootstrap" programs to lift the most capable blue collar workers of white collar levels is envisioned. The U.S. military has been foremost among U.S. institutions on this score.

Richardson (1986), in the preface to the *Handbook of Theory and Research for the Sociology of Education*, asks two fundamental and interrelated questions: (1) To what extent does adult education make society better by making it more egalitarian, and (2) to what extent does education sanction or even contribute to social and economic inequalities? The GI Bill transformed the U.S. educational landscape by democratizing it, exploding the idea that the "common" man and woman did not belong in college. The idea that blue collar personnel were automatically not college material was gone forever. This had lasting impact on in-military education programs.

Literacy development in the military stood at the forefront of employer recognition that human beings can and must be developed academically to work and live in an increasingly technical world. The promises of opportunity and access to higher education for advanced skills training are meaningless without the availability and access to developmental education or remedial academic skills training so necessary for academically at-risk servicemembers. Moskos and Butler (1996) state that, without functional academic skills training, the strong black representation in the Army's NCO corps "would be impossible" (p.83). It was also the military that recognized its personnel needed basic academic skills and developmental education and came to grips with that fact. The military's efforts at literacy development merit serious study in the civilian world.

The tuition assistance program became institutionalized for active-duty servicemembers more or less as a corollary to the GI Bill for veterans. The notion was established that social and professional advancement of servicemembers on active duty also depended on access and opportunity through adult and continuing education. Tuition assistance in the military became a financial aid model for employer-supported human development through education.

Standardized testing, pioneered in the military, has had enormous impact on the adult and continuing education movement. The GED Testing Program has increased opportunity and access for millions of American adults. Similarly CLEP, RCEP, SAT, ACT, and professional certification examinations are used extensively to document learning or show the ability to learn. Why should a busy adult take a course if he/she already knows the subject matter and can meet the expected learning outcomes? The military's efforts to gain academic recognition of learning achieved through military training and job performance have had profound significance for experiential learning recognition and for making appropriate connections between training and education. It has shown that, with proper evaluation, credit awarded based on workplace learning can be integrated into legitimate, traditional, college degree programs. This has helped illuminate educational opportunity for many servicemembers-workers who otherwise would not have seen it.

The military has been and remains a leader in recognizing that the college campus is not

the only place where college-level education can occur. The military brought the campus to the student when the student could not go to the traditional campus for study. This is a fundamental military contribution: access to education cannot be more dramatically promoted than by willingness to deliver it to remote military sites, and the relevance of education to the military worker cannot be missed if its presence is supported in a tent or a submarine. Off-campus education evolved into a phenomenon in its own right well before the media-based distance education revolution, where again the military led the way.

Distance education in the military was a logical extension of the thinking that brought the campus to the remote military site. It evolved in many modes and changing forms. The military quickly saw the benefit of bringing education directly into the "electronic classroom," the workplace, learning center, the residence, barracks, or even the tent of the learner. The military has long been the leading edge of the distance education movement. It has been the military's attitude toward access and toward the integration of workplace learning into education programs that have stimulated an aggressive and open acceptance of the distance learning methodologies now so widespread in civilian education.

The workplace may be the only perspective from which many adult learners can access educational opportunity. Over the years the military, in cooperation with its civilian education partners, have developed a strong program that fits the educational needs of its workers. Servicemembers see that they are capable of college-level work in the workplace, and may well be capable of completing college coursework in pursuit of a degree. Those who would not attempt even remedial or developmental work at a college often go ahead to build on the learning already achieved in military training and experience. Many baccalaureate and graduate degrees are completed by personnel who joined up without any idea of going to college, but kept building on military learning.

Summary

Individual employee-learners benefit from access to adult education and exposure to the higher education process. But so does the corporation, even if the "corporation" is the U.S. military. It is in this society-wide process that workers encounter diverse thinking and perspectives that undergird modern democracy. Employers who turn to adult education for assistance in developing workers serve themselves, their employees, and society by opening up the processes of adult learning beyond specific job skills. The most valuable workers -- the leaders and the role models -- are both trained and educated. The military understood this early in its advocacy of individual self-development as a way of strengthening service to the military, particularly in the areas of recruiting, leader development, and retention of quality personnel.

The future of the partnership between the adult education community and the U.S. military looks good. Technology marches on, the nature and deployment of military forces are evolving, and adult education itself is undergoing much change. The importance for servicemembers to be both educated and trained can only increase in this dynamic environment. It is likely that American society will continue to need for its military to be a pathway of upward social mobility. It remains to be seen if the military will stay on the leading edge of adult and continuing education. As the civil/military partnership evolves, each element should learn and benefit from each other's contributions and experiences.

Education is the Foundation for a Strong Military

by

Steve F. Kime

Director, Servicemembers Opportunity Colleges

The entire nation noticed that when our servicemembers in Desert Storm were interviewed they were knowledgeable and articulate. There is good reason to be proud that our voluntary forces thought and spoke as educated citizens. This was, of course, no accident. They ARE thoughtful, intelligent citizen-soldiers. In fact, most are educated people with perspectives beyond their military training and combat responsibilities. Precisely because of this high educational foundation, we could train the kind of force we need for a complex technical and socio-political world.

We should reflect on this a little bit. Why is it so? How do we keep it that way? And what does it mean for how we manage the careers and promote the lives of these high-caliber servicemembers in a future that will see a smaller, ever more hi-tech U.S. military establishment?

We sought to recruit and retain the most educated military forces in history, and we succeeded. The vast majority earned high school diplomas and many have accumulated college credit. Young people and their parents are told that military service is not only the fantastic opportunity for experience and training that it has always been, but represents educational opportunity as well. Having assembled this force with these expectations, and knowing that it will be absolutely essential to maintain such a high level to support the defense posture that will evolve in the 1990's, we need to come to a clear understanding of the role of educational opportunity in recruiting, training, and retaining quality servicemembers.

In order to operate the forces of a contemporary superpower, the Services seek college-capable recruits. The fact is that education at the secondary level, and in many military jobs some capacity for education at the postsecondary level, is a necessary foundation for military training. Since we need recruits who are high school graduates capable of college work, it is no surprise that educational opportunity is on their minds. A major attraction to such recruits is the understanding that college coursework will be within grasp both while on active duty and after leaving the service. If we wish to recruit intellectually capable servicemembers, and continue to be credible over time, it is necessary to show serious good faith in fulfilling the promise of an education. This must be done by

making in-service education opportunities accessible and by promoting utilization of the GI Bill after service is completed.

It is understandably difficult for the active-duty military leadership, always scrambling for funds to train and educate the career servicemember, to devote resources to programs aimed at those returning to civilian life. But in spite of this reluctance, a meaningful Career Transition Program that emphasizes educational options for veterans is needed. From recruitment to mustering out, it will pay to make it clear that the promise of education is real. This is the way to ensure that future recruiting, based as it must be on the appeal of a college education, will work. It is vital that promises made are perceived as kept.

Training and continuing education are sometimes at odds in the military. They are different but closely related things, and there is often confusion and destructive competition for funds. This is most unfortunate for continuing education because it is, should be, and always will be a smaller, less influential area of command concern than is training. It would be silly to try to change this. It must be understood that educational opportunity for the career servicemember exists in the context of the career for which he or she is trained. But we need to keep several things in mind.

First, both the Service and the individual have a need to ensure access to the wider horizons, critical thinking and analytical skills that are provided by coherent education programs. Neither the Service nor the servicemember will reap these benefits of education from training sessions or even from a selection of career-oriented college courses. There are important points to ponder here. We cannot expect the servicemember to get very far with the personal development that any good person wants and any good outfit demands of its people if it is impossible to get beyond training, with its focus on specific facts and actions, to education, with its development of capacities for critical analysis and generalization. Furthermore, we should not expect more than technical proficiency from senior non-coms and petty officers who are trained but not educated. In other words, we may reach the limits of the individual's professional development if we stifle education. Just as it must at more junior levels, education must go hand in glove with training and professional growth at higher levels .

Training and education can be complementary and need not be competitive. They should work together. It is not essential that educational opportunity be totally divorced from the military career development of the servicemember. It is not "doing your own thing" that makes a person educated. On the other hand, education is by nature a process

involving expansion and not channeling. It is very important to resist the temptation to use the guise of education merely to apply education dollars to the training effort.

The trick is to relate education to training and to career planning in a way that recognizes what training is required and how education programs can build upon this training to expand the intellectual horizons and capacities of the individual to produce a more effective career servicemember. A career plan that ties military schooling to a narrow range of college coursework would not do this. The Services need to develop career plans that rely on a solid base of experience and training, then provide support for a series of educational options that allow servicemembers to explore and develop individual strengths and interests in ways relevant to better career performance. Perhaps the key to success here is a sensible judgement on what education programs are appropriately related to career development and thus deserve financial support.

It will require an appreciation of both the differences and the symbiosis between education and training to make this sensible judgement. Hopefully, senior officers and civilian policymakers who have this kind of appreciation will keep a watchful eye on the process. Vigilance will be required to ensure that, as a servicemember proceeds through a career and assumes leadership responsibilities, educational opportunities broaden rather than constrict to simply advance his or her technical expertise. We are, after all, developing leaders and managers. Many in technical fields should indeed seek related technical degrees, but some could more profitably study management, others counseling or education, and some will develop their skills best in still other degree programs.

We must understand that retention of the kind of force we need for the next millennium will demand a dedicated approach to educational opportunity. Continuing education is now a constant part of the scheme of things in adult life and the business world. The military cannot escape this. Our servicemembers will expect no less opportunity than their civilian peers, and the most talented and ambitious -- the ones we need the most -- will get the opportunities on the "outside" if we do not provide them.

Finally, let's recognize that both the modern battlefield and the nation require that our servicemembers be educated as well as trained. The wonderful thing about the image projected in Desert Storm was that we have both smart bombs and smart people. Competence on the hi-tech battlefield was blended with an ability to make the case for American values and why they were there. Training and education seemed to be working well together. Let's work hard to preserve this as we adjust to the realities of tighter budgets and smaller forces.

Civilian Education of Tomorrow's Military

Dr. Steve F. Kime

Director, Servicemembers Opportunity Colleges

The world is changing, and there are serious implications for the U.S. military establishment. This is going to require a new appreciation of education in the military, and the education of servicemembers is, as a result, going to be of increasing interest to the academic community.

Consider the direction in which our military is heading. It will almost certainly have a smaller active-duty component. There will be more reliance on the reserves and the National Guard for national military potential. Education, beyond military training, is already of signal importance to the maintenance of a modern, hi-tech military force. As that force gets smaller, it will not get less sophisticated, and the circumstances of its employment will surely be more varied and complex. It will take more than fighters and technicians to understand and survive the battlefields of the future.

Potential battlefields must be the primary concern of those responsible for our nation's defense, but we will be maintaining a peacetime military establishment. Recruiting and retaining a capable peacetime force will require an enlightened, vigorous approach to adult and continuing education in the military. Throughout society the non-traditional, adult student is going to be an ever larger part of the educational landscape, and those in the Services will expect to grow with their civilian counterparts. There will be competing demands between civil and military sectors for a shrinking cohort of bright young people in their 20's, and the opportunity for continuing education while on active duty in the military will be even more vital to recruiting and retention than it is today. Veterans' education programs will always be powerful incentives.

Civilian educators have long held strong views about the education of the military. The argument that our military must be maintained as a reflection of society and that civilian education institutions therefore have a responsibility in the education of the servicemember is familiar. A good case can be made that the Founding Fathers intended that the Country's defense be in the hands of citizen-soldiers trained by the military, but educated in American society. In any case Congress has approved degree-granting authority to Department of Defense programs rarely and with reluctance. This is recognition of the fact that our nation's colleges and

universities have a very important role to play in the education of servicemembers. I think the importance of that role will grow.

Some colleges are already active in military education. Two-year institutions are prominent among them. In fact, The American Association of Community and Junior Colleges is one of the two sponsoring Associations of Servicemembers Opportunity Colleges. "SOC" is a consortium of over 650 academic institutions dedicated to providing education to military men and women. All SOC institutions are pledged to recognize knowledge gained in the military, and to otherwise accommodate the educational needs of a mobile military career. Two hundred twenty of these are members of AACJC. One hundred fifty participate in 34 networks offering associate degrees to soldiers and sailors.

New opportunities for civilian educational institutions are emerging. There is currently underway a program to bring the benefits of SOC to the National Guard. A number of colleges have joined SOC in order to attract National Guard students. Some of these are colleges that had no previous involvement in education of military students because of distance from bases, inability to adjust to the highly mobile active-duty military student, etc. As the focus of the U.S. military shifts in favor of the Reserves, it would seem reasonable to anticipate the realization of a need to provide education programs to military reservists by schools willing to recognize the experiences of that population and adjust to its requirements.

There is an interesting program, still in the pilot stage, that ties recruiting to college admission. Essentially, a young man or woman signs up for the service and a college simultaneously. Having been pre-admitted to college, the recruit and his or her parents can see the clear linkage between service in the military now and ultimate utilization of G.I. Bill benefits later. The recruit can begin basic coursework during his tour of active duty, and the college can stay in touch to ensure that this more mature, highly motivated veteran returns. There are great benefits for all, civil and military, in this concept, but one not to be missed is the potential for colleges to recruit some of those many minority youth who elect military service in lieu of college these days.

If I'm correct, and if those in charge of the strategy for changing the military in the 90's are wise and perceive the need to emphasize education as much as training for the servicemember, there should be a significant military constituency for colleges to serve. The philosophy and the history of our country suggest that this is a good thing. The military and the society it serves can and should enrich one another.

Section 5

Testimonials

in support of the nominee*

Steve F. Kime

* reflect the impact of Dr. Kime's educational and administrative philosophy on academe, servicemembers and the nation.

Testimonials*

Dr. James R. Anderson, PhD. Chancellor, Central Texas College

Dr. George R. Boggs, PhD. President, American Association of Community Colleges; Chair, 2003 SOC Advisory Board

Dr. David G. Carter, PhD. President, Eastern Connecticut State University; Chair of the Board, American Association of State Colleges and Universities (AASCU)

Dr. Jeffrey P. Cropsey, EdD. Director, Navy Voluntary Education Department

Dr. Constantine W. Curris, PhD. President, American Association of State Colleges and Universities

Mr. Barton Guthrie. President, National Association of Institutions for Military Education Services (NAIMES); and Director of Military Programs, Pikes Peak Community College

Mr. Michael P. Lambert. Executive Director, Distance Education and Training Council (DETC)

Dr. C. Peter Magrath, PhD. President, National Association of State Colleges and Land-Grant Colleges

Dr. Marijane Axtell Paulsen, PhD. President Emeritus, Pikes Peak Community College

The Honorable Colin L. Powell, General Retired. Former Chairman of the Joint Chiefs of Staff; now US Secretary of State (see Section 3: SOC Program description).

Ms. Susan Porter Robinson. Vice President and Director, Center for Adult Learning and Educational Credentials, American Council on Education

The Honorable Donald H. Rumsfeld. US Secretary of Defense (see Section 3: Program description)

United States Senate. Senate record, November 29, 2001, page 512152

Mr. Henry A. Spille. Vice President and Director Emeritus, Center for Adult Learning and Educational Credentials, American Council on Education

Ms. L. Dian Stoskopf. Director, Army Continuing Education System

Ms. R. Joyce Taylor. Head, Voluntary Education Department, US Coast Guard

Dr. David Ward, PhD. President, American Council on Education

SERVICEMEMBERS OPPORTUNITY COLLEGES

(Senate – November 29, 2001)

[Page: 512152]

Mr. THURMOND: Mr. President, it is with great pleasure that I rise to bring to the attention of the Senate a true national asset, the Servicemembers Opportunity Colleges (SOC). The SOC is a consortium of over 1500 Colleges and Universities across the Nation that have taken on the privilege of education our Nation's men and women in uniform.

Founded in 1972, the SOC was created to "provide educational opportunities to service members, who, because they frequently moved from place to place, had trouble completing college degrees."

In fulfilling this primary role, the SOC and their member institutions currently serve hundreds of thousands of service members. They work very hard to provide opportunities for our brave young men and women to educate themselves while serving our Nation. Consequently, the SOC is helping prepare the future leaders of our military and our country. For this, I salute them.

However, in addition to their stated mission, the SOC, and their director, Dr. Steve Kime, have dedicated themselves to ensuring that our men and women in the Guard and Reserve are taken care of when our Nation calls upon them and they are forced to leave school. The SOC does this by using their extensive network to ensure that students called to service are either refunded their tuition or receive credits for later education. Through their hard work, SOC has helped create a sense of duty among their member institutions who regularly prove their devotion to this Nation by providing help and assistance to their students called upon to serve.

Consequently, SOC has ensured that our brave young men and women called to active duty have one less worry on their already heavy shoulders. In these trying times it is this type of duty and leadership that proves our Nation and the American people are without equal.

Again, I would like to offer my thanks and admiration to the Servicemembers Opportunity Colleges and their men and women working so hard to make life better for our men and women in uniform.

American Council on Education



Office of the President

June 20, 2003

Brock Laureate Nomination
C/o Gary A. Woods
Chief of Continuing Education
Department of Defense
1745 Jefferson Davis Highway Suite 302
Arlington VA 22202

Dear Brock Laureate Nomination Committee:

I am pleased to submit this letter of recommendation in high praise of the accomplishments of Dr. Steve F. Kime.

Dr. Kime's role in the greater world of higher education has been both significant and groundbreaking. Under his far-reaching leadership, he has quadrupled the number of colleges and universities (from 400 to 1700) which now belong to the network of Servicemembers Opportunities Colleges (SOC). In addition, Dr. Kime has expanded the scope of SOC's benefits and the expansion of colleges that now serve all our servicemembers—Army, Navy, Marine Corp, and most recently the Coast Guard. And under his guidance, network schools of the preceding armed forces have been established.

Further, the SOC guide has been invaluable to college and university registrars and admission officers throughout the country. That guide is now online, which further enhances opportunities for men and women who now serve or have served in the armed forces.

In conclusion, Dr. Kime is very well-respected in higher education for his enormous accomplishments and expansive vision. But the greatest testimony will have come through the improved lives of the countless adult learners he has served.

Thank you for considering this outstanding leader for the Brock Laureate Award.

Sincerely,

A handwritten signature in cursive script that reads "David Ward".

David Ward
President

5141 Woodmire Lane
Alexandria, VA 22311
June 14, 2003

Brock Laureate Nomination
c/o Gary A. Woods
Chief of Continuing Education
1745 Jefferson Davis Highway
Suite 302
Arlington, VA 22202

Subject: Steve F. Kime

Dear Nominating Committee:

I have known Steve F. Kime since he came on the Servicemembers Opportunity Colleges (SOC) scene. I was a member of the search committee that selected him to be the Director of SOC. At that time, all of the committee members were convinced that he was the right person for the position. Over the years, he has proved that he was through his outstanding performance. He has served with distinction.

During Steve's administration, SOC has expanded and matured. He succeeded a director who put many of the nuts and bolts in SOC's processes, which was no small feat in itself. But, SOC was in need of solidifying these gains and cementing them into its foundation through gaining the acceptance and support of the higher education community, including its institutions and associations. Steve's unique blend of education and military knowledge and experience enabled him to accomplish what needed to be done. He was exactly the right person for SOC's time.

One of the first challenges that Steve faced was the need to raise the profile of SOC and its programs. He systematically informed both the higher education community and the military of the importance of education for servicemembers and of SOC's role in helping to coordinate voluntary postsecondary education opportunities for them. To meet this challenge, he either wrote or co-authored articles for the CHRONICLE OF HIGHER EDUCATION; COMMUNITY, TECHNICAL, AND JUNIOR COLLEGE TIMES; ARMY TIMES; NAVY TIMES; AIR FORCE TIMES; and leading newspapers and national education association newsletters. His theme was consistent: Education programs for servicemenbers "...must contain a blend of practical subjects and opportunities to widen (their) intellectual horizons...The outlook and skills of the broadly educated, not just technically trained, are needed." Steve was successful in getting his message across and accepted.

Steve initiated several programs that built on the original SOC concept. To provide new enlistees with an opportunity to enroll in colleges, usually in their home communities, the Concurrent Admissions Program (ConAP) was launched. So, before the enlistees left

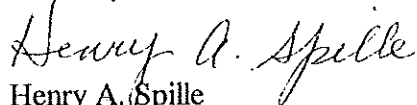
However, one benefit did result from the SOCVET effort. Because family members of active-duty servicemembers and Department of Defense (DOD) civilian employees experience many of the same kinds of disruptions in pursuing college degrees as do active-duty servicemembers, the SOC Advisory Board amended the "SOC Principles and Criteria," encouraging SOC colleges and universities to extend to them the services and benefits proposed for veterans. Steve, always the innovator, was able to salvage something good from what seemed like an effort that would end up with limited value.

Steve's vision of the SOC concept did not stop with the military. Other organizations came to him to learn about SOC and its application to meeting their needs. They included the American Institute of Banking, the Peace Corps, labor unions (for their national apprenticeship programs), and migrant worker groups (for schooling their workers and the workers' families). Steve always was available to help.

SOC, as envisioned and implemented by Steve, has impacted higher education institutions, military students and their family members, and adult students generally. Tradition-bound institutions learned that flexibility in meeting the education needs of servicemembers also was successful with other adult learners, who are self-directed, mature, serious, and hardworking. SOC and the military services helped break down barriers to access and opportunity in higher education.

I enthusiastically support Steve F. Kime's candidacy for the 2004 Brock International Laureate in Education because his innovation, conceptualization, implementation, administration, and hard work have resulted in benefits to hundreds of thousands of servicemembers and their family members, hundreds of colleges and universities, and our society and nation.

Sincerely,



Henry A. Spille

Vice President and Director, Center
For Adult Learning and Educational Credentials,
American Council on Education (retired)

U.S. Department of
Homeland Security

United States
Coast Guard



U.S. Coast Guard
Coast Guard Institute

5900 SW 64th Street
Oklahoma City, OK 73169-6990
Staff Symbol: VE
Phone: 405-954-7239
Fax: 405-954-7249
Email: jtaylor@cginstitute.uscg.mil

1500
June 19, 2003

Brock Laureate Nomination
c/o Gary A. Woods, Chief of Continuing
Education, Department of Defense
1745 Jefferson Davis Highway Suite 302
Arlington Virginia, 22202

RE: Dr. Steve F. Kime

To Whom it May Concern:

It is my pleasure to provide a letter of reference in support of Dr. Steve Kime's nomination as the 2004 Brock International Laureate in Education.

I have known and worked with Dr. Kime since he became the Director of Servicemembers Opportunity Colleges (SOC). The changes he has effected at SOC are nothing short of astonishing. When he became the Director, the SOC consortium of schools was very small and inactive. SOC now has more than 1600 member institutions. The principles and criteria of the SOC organization provide substantial value to the educational programs of the military personnel. Dr. Kime has made it his personal responsibility to ensure that the institutions honor the principles and criteria as agreed to in the SOC Institutional Membership agreement.

Under Dr. Kime's leadership, SOC has ventured into regions not yet explored by any educational or governmental organization in the development of the SOC networks. Through the SOC network programs, students are assured that their college credits will transfer to other network institutions. This process has greatly aided military personnel in receiving their college degrees. The SOC network process has forced many university officials to examine their transfer processes and other internal operating practices. This review has enabled the institutions to better serve all segments of society.

Dr. Kime is a man of high standards and convictions. He is not afraid to speak his mind even when public opinion is against him. He has been on a crusade to get the institutions in America to provide access to all military personnel to higher education programs. He is one of the most able spokesmen in America on behalf of the rights and benefits of the military. It would be a credit to your organization to have Dr. Kime as the 2004 Brock International Laureate in Education.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Joyce Taylor".

R. JOYCE TAYLOR
Head, Voluntary Education Department

CENTRAL TEXAS COLLEGE

OFFICE OF THE CHANCELLOR

Changing lives one degree at a time

June 11, 2003

Brock Laureate Nomination
c/o Gary A. Woods
Chief of Continuing Education
Department of Defense
1745 Jefferson Highway, Suite 302
Arlington, VA 22202

RE: Dr. Steve F. Kime

To: 2004 Brock Prize Jurors

Ladies and Gentlemen it is my personal pleasure and a distinct honor for me to write a recommendation on behalf of an esteemed colleague Dr. Steve F. Kime. I have known and been professionally acquainted with Dr. Kime for over fifteen years in my capacity as the Chancellor of Central Texas College. During many of those years our institution has been the largest user of the Servicemembers Opportunity College (SOC) network in the world.

We have since the network was implemented in 1978 issued over 132,000 official evaluations of prior learning and SOCAD, SOCNAV and SOCMAR Student Agreements (official evaluations and degree plans) to active duty military students and their family members in the United States Armed Forces, Department of Defense civilian employees and members of the National Guard and Coast Guard located around the world. In the past twenty-five years, CTC has offered degree and certificate programs to approximately 35,000 active duty military students and their family members each year. In the most recent academic year active duty military graduates represented 71 percent of the total number of students earning associate degrees and certificates of completion from our college.

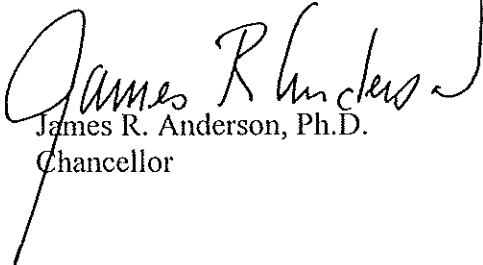
The ONLY reason Central Texas College and other participating member institutions are able to provide successful education services to military communities around the globe is because of the behind-the-scenes functions performed by the Servicemembers Opportunity College. As the President and Director of SOC Dr. Kime has played a pivotal role. Because of his vision and leadership SOC provides an opportunity for tremendous resource savings to participating member institutions, which can be used elsewhere in the education process, thus making possible the offering of quality instructional and student service support for the highly mobile student population.

Dr. Kime has been a staunch advocate for everything good about education and a catalyst in making available opportunity for U.S. Armed Forces, their dependents and civilians within the Defense Department. Many of these individuals are located in the far corners of the globe and become first generation college students because of the pressures of a highly technological military force. SOC member institutions, which now number over 1,700, have available at their fingertips the ability to advise, guarantee credit transferability and issue uniform student agreements that would simply not be possible were it not for SOC.

I have most recently observed Dr. Kime guide the services of SOC in support of the Coast Guard and to assist the initiative of the Army to implement distance learning on a world wide bases dubbed the electronic Army University or eArmyU. That program alone has served over 40,000 U.S. army members since its creation in 2001 and was only possible because of SOC.

Steve Kime has vision and passion for education. He is an articulate spokesman for what is right about learning and the processes necessary to support education in a global environment. He has been the right person to make the Servicemembers Opportunity College the great organization that it has become and I know of no one in the field of education that I am privileged to serve that more deserves the recognition which designation as a Brock International Laureate would bring.

Respectfully,



James R. Anderson, Ph.D.
Chancellor



Center for Adult Learning and Educational Credentials

June 20, 2003

Brock Laureate Nomination
C/o Gary A. Woods
Chief of Continuing Education
Department of Defense
1745 Jefferson Davis Highway Suite 302
Arlington VA 22202

Dear Brock Laureate Nomination Committee:

It is a privilege to write this letter in support of the nomination of Dr. Steve F. Kime for the prestigious Brock Laureate Award. In my thirty years in adult and continuing education, I have met only a small number of educational visionaries who have the courage and talent to implement their visions. Dr. Kime is one of those select few. In particular, Dr. Kime's vision for a more just and accessible college education for our men and women in uniform has literally improved the lives of millions of servicemembers.

As you may know, Servicemembers Opportunity Colleges (SOC) is dedicated to helping servicemembers and their families earn college degrees. When Dr. Kime assumed the helm of head of this organization, there were approximately 400 colleges around the country that were willing to give our active duty soldiers (and sailors and marines) a chance to actually finish a college education. As a consequence, the constant mobility of our "best and bravest" brought repeated and unfair obstacles to transferring their college work from assignment to assignment; from base to base. Astonishingly, during Dr. Kime's years as president of SOC, that number has grown to more than 1700 colleges and universities.

Over the years, I have frequently heard Dr. Kime's excellent presentations at numerous conferences, and each time, I am struck by his integrity and his unwillingness to take the easy way out when it comes to higher education policy that affects our servicemembers. His position on transfer of credit from a national perspective, for example, has been well thought out and even courageous. In brief, he has advanced the national dialogue on how to provide access to higher education learners everywhere.

June 20, 2003

Page 2

From a fiscal perspective, we also know the remarkable difference between the lifelong earnings of a high school and college graduate. The impact, therefore, on our economy and our communities of so many additional college graduates cannot be over estimated.

Finally, from a humanistic point of view, Dr. Kime's passion for our military will have a lasting impact on generations to come. As we see our exhausted, often wounded, soldiers returning from Iraq, and from Afghanistan, Bosnia, and sites throughout the world, it is a sign of justice that these men and women have educational opportunities before them.

To summarize, because of Dr. Kime's work, our soldiers, our communities, and even our nation is a far better place to be and his legacy will live on in generations to come. For this reason I am truly honored to write this letter of highest recommendation.

Sincerely,

A handwritten signature in black ink, reading "Susan Porter Robinson". The signature is written in a cursive style with a large, looping initial "S".

Susan Porter Robinson
Vice President

NAIMES National Association of Institutions for Military Education Services

Members

June 19, 2003

Averett University

Brock Laureate Nomination

Campbell University

c/o Gary A. Woods,
Chief of Continuing Education

Central Michigan
University

Department of Defense
1745 Jefferson Davis Highway, Suite 302
Arlington, VA 22202

Central Texas College

Subject: Dr. Steve F. Kime

Chapman University

Columbia College

The National Association of Institutions for Military Education Services (NAIMES) enthusiastically endorses the nomination of Dr. Steve F. Kime for the 2004 Brock International Laureate in Education award. Dr. Kime has been a visible and able spokesperson not only for the voluntary education community but for the dreams and aspirations of the service member student.

Embry-Riddle
Aeronautical University

Harold Washington
University

NAIMES is an organization of key military educators from colleges and universities dedicated to providing the best education possible to military students. SOC and Dr. Kime have been an integral part of this organization since its inception. If it were not for Dr. Kime, NAIMES would probably be non-existent. He has demonstrated his commitment to the education of the person and the intellectual social benefits which result from a traditional education. He has fought for the common acceptance of credit and its transferability, uniform procedures for tuition assistance, and an individual choice in education programs. His unique blend of advocating for traditional education delivered without the traditional barriers that often excluded service members has made him an effective and credible advocate for military learners.

Park University

Pikes Pike Community
College

Saint Leo University

thern Illinois
University at
Carbondale

Steve is extremely knowledgeable of the processes of both the colleges/universities and the military and he uses this knowledge to better the quality of education made available to the military community. He is vocal with his beliefs and concerns. Because of this, he has raised the consciousness of issues to all concerned and, as a result, changes have been made where needed. As the Director of SOC he has served as an advocate for the student with colleges and universities by building a structure to overcome institutional barriers such as transfer policies, residency requirements, and credit for prior learning.

Thomas Edison State
College

Troy State University

University of LaVerne

His success can be judged by the growth of the Servicemembers Opportunity College in terms of member institutions, the creation of SOCMAR, SOCCOAST, and such innovations as SMART and AARTS. Testimonials of SOC and specifically of Dr. Kime can be provided from the list of NAIMES member institutions on the left of this stationary. Many of the institutional representatives, including myself, are products of the voluntary education system, graduating from SOC schools and many of us may not have had the opportunity to further our education if it weren't for a spokesperson like Dr. Kime.

University of Maryland,
University College

University of Oklahoma

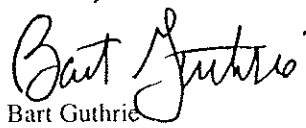
Wayland Baptist
University

As I've previously said, without SOC and Steve Kime there would not be a NAIMES; but, more importantly, without him, many of us would not have the opportunity to serve the military student, and to carry Steve's torch to the service members giving them the opportunity to achieve educational goals while defending our country.

Webster University

NAIMES is deeply honored to provide input to his nomination for this prestigious award.

Sincerely,



Bart Guthrie
President - 2003



DEPARTMENT OF THE NAVY
NAVAL EDUCATION AND TRAINING PROFESSIONAL
DEVELOPMENT AND TECHNOLOGY CENTER
6490 SAUFLEY FIELD ROAD
PENSACOLA, FLORIDA 32509-5204

IN REPLY REFER TO

20 Jun 03

Brock Laureate Nomination
C/O Gary Woods
Chief Continuing Education
Department of Defense
1745 Jefferson Davis Highway Suite 302
Arlington, VA 22202

The Servicemembers Opportunity Colleges (SOC) program is the heart of the United States Navy's post-secondary adult education program. Dr. Steve Kime, the Director of Servicemembers Opportunity Colleges has been the guiding force behind SOC and its' support of the military services.

Before, SOC Navy personnel would often accumulate hundreds of hours of academic credit but, because of frequent moves, be unable to establish residency with an academic institution to finally complete a degree. The ability to transfer credits between academic institutions was very difficult. American Council on Education (ACE) recommended credits for military training were not routinely evaluated or accepted by academic institutions. The many hours of credit that Sailors achieved through the College Board College Level Examination Program (CLEP), was also not readily accepted by many academic institutions. This all changed with the development of SOC.

The advent of SOC has caused an almost doubling of the number of Sailors participating in the Navy's education programs along with a four-fold increase in the number of degrees awarded. This is very significant to the Navy, as well as to America's national defense, as studies have shown that there is a direct relationship in the availability and participation in post-secondary education programs and increased recruitment, retention and advancement in the Navy.

No program exists without strong leadership. Dr. Steve Kime has provided this during his tenure as the SOC Director. He is an excellent ambassador between the Armed Services and academe. He is innovative and creative. Currently he is working with the Navy to provide a break through automated student credit evaluation system that will help students and institutions in providing and receiving guidance on degree completion issues. Dr Kime has gone in the media, to Congress, and academic associations to advocate for the needs of Service members. He has had a major influence on the provisions of the most recent "GI Bills", providing support and assistance to our nations war fighters.

I heartily recommend Dr. Steve Kime for the award of the Brock Laureate.

Jeffrey P. Cropsey, Ed.D
Director, Navy Voluntary Education Department

DETC ACCREDITING COMMISSION

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June 10, 2003

Brock Laureate Nomination
C/o Gary A. Woods
Chief of Continuing Education
Department of Defense
1745 Jeff Davis Highway, Suite 302
Arlington, VA 22202

RE: Dr. Steve A. Kime

Dear Mr. Woods:

This letter is written in enthusiastic and whole-hearted support of Dr. Steve A. Kime's nomination for the 2004 Brock International Laureate in Education.

I have known Dr. Kime for more than a decade, and have been a close witness to his incredible contributions to the effectiveness of voluntary continuing education for our nation's active duty servicemembers.

Dr. Kime stands tall among the national educational leaders in his many successful initiatives on behalf of our military. He is a singular "force of nature" in his relentless quest to bring to our military the finest in educational opportunities, and the legend of his passionate efforts on behalf of our military has grown over the years to the point where Steve Kime has become one of the single most effective and admired people in the country when it comes to improving the lives of military members through education.

As a former Army officer for four years and an accreditation professional of 31 years, I share Dr. Kime's belief that a highly educated military force is one of the nation's strongest assets, and one of the reasons for our country's preeminence in global affairs today.

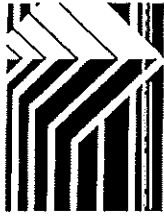
Steve Kime is a national treasure. He has helped transform our military into the best-educated, best informed, most effective fighting forces in the world. All of us owe him a debt of gratitude for the freedom and safety we enjoy today.

The Distance Education and Training Council salutes Dr. Kime, and we strongly urge that his nomination for the Brock Laureate in Education be acted on favorably.

Sincerely yours,

A handwritten signature in cursive script that reads "Mike Lambert".

Michael P. Lambert
Executive Director



NASULGC National Association of State Universities and Land-Grant Colleges

June 24, 2003

Brock Laureate Nomination
c/o Gary A. Woods
Chief, Continuing Education Programs
Department of Defense
OUSD (P&R) Military Community and Family Policy
4000 Defense Pentagon
Washington, DC 20301-4000

Dear Laureate Nominating Committee:

I have not been an SOC student, but I have worked for over forty years in higher education, and I know of no one who has worked more tirelessly, more effectively, and more caringly to provide educational opportunity—in this case through the wonderful SOC programs—than Steve F. Kime. He is not only a caring and innovative educator, but he is one of those special persons who works for the vital cause of access and opportunity through education so that all men and women can learn—and then contribute to and enrich our world. And he has done so selflessly, not as a self-promoter, but as an educator whose only motive is to provide educational opportunities for as many as humanly possible.

I join countless others in strongly supporting the selection of Steve Kime as the 2004 Brock International Laureate in Education.

Sincerely,

C. Peter Magrath
President

CPM/mcv



EASTERN CONNECTICUT STATE UNIVERSITY

83 WINDHAM STREET • WILLIMANTIC, CONNECTICUT 06226 • 860-465-5222

June 17, 2003

Office of the President

Mr. Gary A. Woods
Chief, Continuing Education Programs
Department of Defense
OUS (P&R) Military Community and Family Policy
4000 Defense Pentagon
Washington, DC 20301-4000

Dear Mr. Woods:

I am honored to support Mr. Steve F. Kime's candidacy for the 2004 Brock Laureate in Education Award. I write this letter because of my direct involvement with him as a member of the Servicemembers Opportunity Colleges (SOC) Advisory Board. Since 1995, I have been intimately involved with SOC and I am pleased to say that Dr. Kime's leadership in the organization has been exemplary. Let me explain.

Dr. Kime's vision for what could be done to assist those serving in the military who wished to obtain postsecondary education has indeed been far reaching. Programs at the associate, baccalaureate and master's degree level have been implemented due to his foresight and efforts. He was also instrumental in seeing that courses and academic experiences were provided to those who desired to complete their General Education Equivalency degree, as well as to those who wanted to take classes on a non-degree-pursuing basis.

At Eastern, when I consider that fact that we now participate in a program designed specifically for military personnel because of Dr. Kime's work, I am ecstatic. I am certain that presidents and chancellors at universities in similar circumstances throughout the country can say the same.

Dr. Kime's impact goes beyond the military because individuals who benefit from the array of programs that have been established as a result of SOC leave the military to become citizens going about their daily pursuits. The quality of life for them, their families, and for society as a whole is greatly enhanced.

Sincerely,

David G. Carter
President

DGC/kaa

