

The Long Crimson Line:
White Paper on the Integration of Harvard University and the US Military¹

Memorial Day

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¹ The views expressed herein are those of the authors and do not represent the US Military Academy, the Department of the Army, or the Department of Defense.

Abstract

For most of their histories, Harvard and the US military's tight coupling has helped each achieve its mission of serving mankind. This symbiotic integration was interrupted in 1969, when Harvard felt its culture required it to ban its ROTC programs from campus. In 2011, Harvard's leadership, sensing that its culture again wanted the US military on campus, courageously lifted the ban. Four years later, this decision has surprisingly had little to no effect on the most visible measures of reintegration: the numbers of ROTC students and veterans enrolled in the College. At fault are legacy structural barriers from the ban years that still actively prevent this desired reintegration. Some of the most influential of these include the Harvard College Office of Admissions and Financial Aid's lack of robust ROTC and veteran admissions targets, the military services' lack of reestablishing one or more actual ROTC headquarters (host-school programs) on campus at Harvard, and an absence of veteran representation among the most senior leaders across Harvard's shared-governance structures.

Yet the opportunity in front of us is much greater than the challenges we face. Catalyzed by their mutual pro-integration culture, Harvard's administration, students, and alumni, as well as the military services themselves, can work together to transform these and other legacy structural barriers into progressive policies that once again actively welcome the men and women sworn to protect the United States and our way of life. If we listen to and learn from Harvard's tens of thousands of American servicemen and women, including our 1,354+ war dead and 18 Medal of Honor recipients, we will hear a consistent theme: when Harvard and the American military are tightly coupled – as they once were and should be again – both are far better able to contribute to, and lead in, our ever changing world.



A Harvard professor congratulates a former student on her commissioning in 2010, in the Old Yard. Kris Snibbe/Harvard Staff Photographer. From <http://news.harvard.edu/gazette/story/2011/03/harvard-and-rotc/>, accessed on Oct 17, 2014.



At the 2008 Harvard student ROTC commissioning ceremony on the steps of the Memorial Church, Justin Ide/Harvard Staff Photographer. From <http://news.harvard.edu/gazette/story/2011/03/harvard-and-rotc/>, accessed on Oct 17, 2014.

Contents

Abstract.....	1
Letter from the Co-Authors.....	5
Executive Summary.....	6
Figure 1: Harvard ROTC graduates (officers commissioned) per graduation year.....	6
Table 1: Peer university current ROTC and veteran student benchmarks	8
Figure 2: Peer university current ROTC enrollment benchmarks.....	9
I. The Importance of Integration.....	12
II. Current Assessment.....	14
Table 2: Harvard’s overall Mil-Vet-ROTC integration (in the spring of 2015).....	15
Table 3: Harvard registrars’ collective response to our summer of 2014 individual requests for military and veteran student information.....	16
A. ROTC & other pre-commissioning programs.....	17
Figure 3: The Harvard College ROTC applicant decision thought-process.....	21
Table 4: Harvard’s military commissionings per graduation year	22
Table 5: US Naval ROTC comparison across the Ivies, as of September 17, 2014.....	23
Table 6: Harvard ROTC versus Boston University’s ROTC incentives.....	28
B. Veteran Students.....	31
Table 7: Harvard’s Yellow-Ribbon Program.....	32
Table 8: Peer schools’ undergraduate Yellow Ribbon Programs	33
Figure 4: The Harvard College veteran application thought process.....	34
C. Active-duty students.....	36
D. Faculty & senior administration veterans.....	35
Table 10: Harvard full-time faculty veterans.....	37
Table 11: Harvard senior governance veterans.....	38
Table 12: Senior (four-star) US military officers with Harvard degrees.....	38
E. Admissions and alumni offices tracking veteran status and veterans’ coordinator.....	38
F. Harvard University’s official support for ROTC & veterans.....	39
G. Harvard College civilian students’ perception survey.....	41
H. Harvard College ROTC students’ perception survey.....	42
I. Veterans organizations affiliated with Harvard.....	42
III. Recommendations	
A. University/College administration.....	45
B. Military services, including ROTC headquarters and service academies.....	47
C. Active-duty students and fellows.....	49
D. Veterans on campus.....	49
E. Veteran alumni.....	49
F. Current Harvard ROTC students.....	50

IV. Appendices

A. Marketing recommendations for recruiting ROTC students to Harvard College.....	51
B. Marketing recommendations for recruiting veterans to Harvard College.....	52
C. Harvard’s past participation in US armed conflict (and sacrifice) (1636 to current).....	54
Table 13: Harvard’s military participation in our nation’s major wars/conflicts.....	57
Table 14: Harvard’s war dead.....	58
D. ROTC ban years (1969-2010).....	60
E. Lifting of the ROTC ban (2011-current).....	62
Table 15: Comparison of Harvard ROTC policy before and after the ROTC ban.....	62
F. List of currently enrolled Harvard ROTC students & college veterans	
1) as of October 2014.....	64
2) as of April 2015.....	65
G. Notable Harvard-affiliated US veterans.....	66
H. Harvard’s on-campus military memorials.....	72
I. Harvard military symbols complete campus tour.....	73
J. Harvard military in print, screen, and cyberspace.....	77
K. Harvard military-veteran-ROTC affiliated groups.....	78
L. Draft position description (Director of Military Programs and Veterans Affairs).....	80
M. Civilian student survey (questions and data).....	83
N. ROTC student survey (questions and data).....	84
O. Harvard University and ROTC mission statements.....	90
P. White paper author contact information.....	93

Letter from the Co-Authors

We are privileged to be part of two world-class institutions of public service: the US military and Harvard University. Both seek to have positive impact on the world, and both are highly regarded and influential. Their institutional histories have often intertwined. At some of the most critical junctures in American history, they have been virtually inextricable. Unfortunately, today, the two institutions remain profoundly separate despite the best intentions on both sides of the divide to bridge the gap between them.

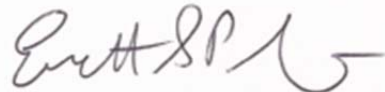
As proud members of both institutions—and because this vantage point makes the benefits to integrating the two very clear to us—we feel an obligation to help bring these two great institutions together. During the past few years we have both had the rare opportunity to meet with and learn from Harvard’s Reserve Officer Training Corps (ROTC), active-duty, veteran, and civilian communities, although even with this broad exposure, we appreciate that there is still much we do not know. The *Long Crimson Line: White Paper on the Integration of Harvard University and the US Military* represents our initial attempt at a long-term effort to document past and current levels of military integration across the University, and submit recommendations designed to facilitate the continued assimilation of Harvard and the US military.

Though Harvard and the US military each have a central identity that includes universal values and an extended community, both institutions are also decentralized. Harvard consists of 12 major academic units (including the College and the various graduate schools), while the US military has 4 relatively independent branches of service. While this decentralization makes understanding the current situation and making policy recommendations challenging, it also makes the writing of an overarching assessment all the more important. To provide some focus, we prioritized our assessment and recommendations on Harvard College and the ROTC programs.

We regret that this paper does not address the notable contributions of several important groups. First, it does not account for Harvard’s veterans from other nations’ armed forces. Second, it does not account for the veterans on the Harvard University staff except for the most senior administrators (though we do address Harvard faculty). Third, it generally does not include Reservists and National Guardsmen/women. Finally, it does not address the numerous Harvard graduates in civilian public-service fields who have so faithfully served our nation and our world. We believe these constituencies are worthy of our recognition, respect, and deep appreciation.

We would like to thank the leaders, faculty, staff, students, alumni, and friends of Harvard University who, throughout the years, have worked to integrate the military and the University. We dedicate this paper, and the ideas within it, to the 1,354+ Harvard men and women—military and civilian—who gave their lives during periods of armed conflict so that others may live free.

Although our goal in writing this paper is clear, the document itself is a work in progress. Much of the data remains incomplete, and we take responsibility for any inaccuracies. We ask for your ideas, feedback, corrections, and assistance in improving this paper, both now and in the future. More importantly, we ask for your care in continuing to thoughtfully integrate two incredible institutions, the US military and Harvard University, in order to further the human condition.



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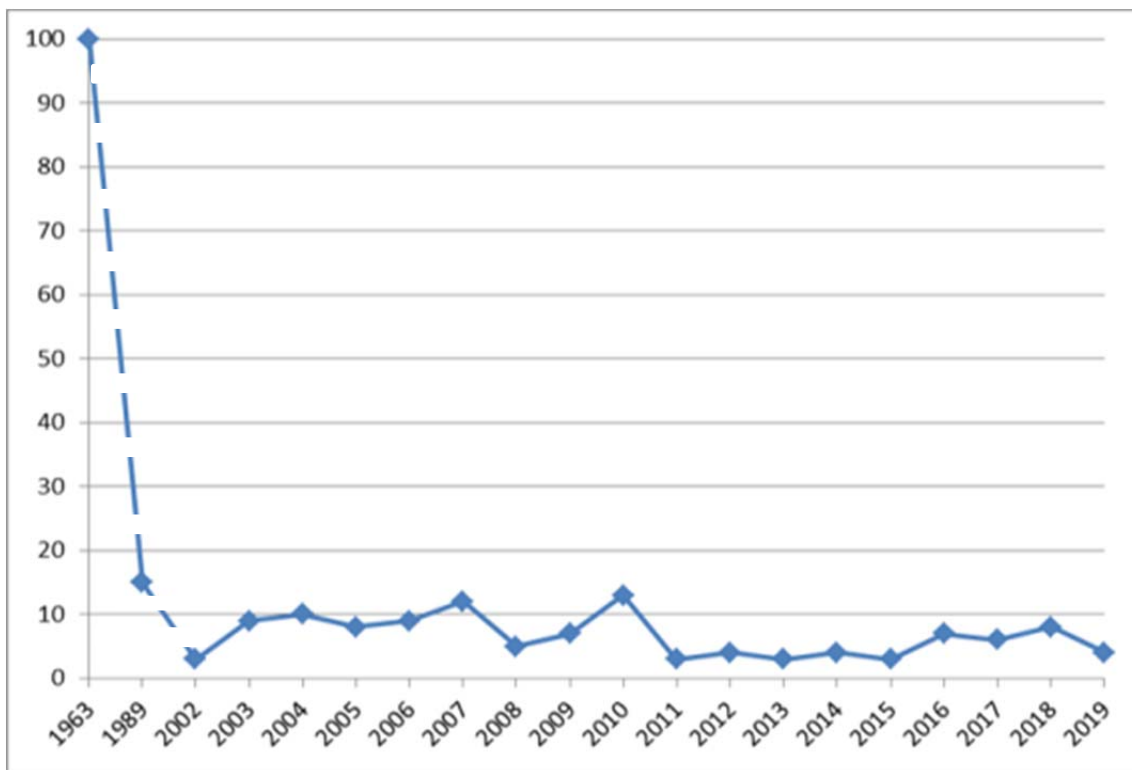
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Executive Summary

In 2011, Harvard University, led by President Drew Faust, courageously lifted its 42-year ban on ROTC and once again opened the University to a close relationship with the US military. Four years later, this decision has had surprisingly little effect on the most visible measures of reintegration: the numbers of ROTC students and veterans enrolled in Harvard College, the core of the University. Even with a College culture that strongly desires increased Harvard-military integration, currently only 24 of Harvard College's 6,700 students (0.4%) are enrolled in ROTC (at MIT) and only 2 Harvard College students (0.03%) are veterans.² These statistics are the same or lower than the average levels during the latter ban years, and are significantly lower than several Ivies that also experienced a ban (see Table 1). The good news is that both Harvard's and the US military's current leaders and cultures desire further integration. Even though changing culture is difficult, changing an institution's structure to match its inclusive culture is a relatively straightforward task. Indeed, Harvard's administration, students, and alumni, along with the military services themselves, are well positioned to close this gap.

Harvard's low ROTC enrollment means that several of Harvard's freshman dorms and a majority of student communities (such as class years) within each of the upperclassmen houses do not have a single ROTC member. In the recent words of a Harvard-affiliated ROTC senior officer, "Unlike the thriving program at Yale, the ROTC program at Harvard continues to dwindle away."³

Figure 1: Harvard ROTC graduates (officers commissioned) per graduation year⁴



² Approximately 7.5% of the US-wide 25 to 29 year-old population are veterans. We use the ages 25-29 because that is the typical age range of the many veterans who have completed their military service and are attending college. <http://www.gallup.com/poll/158729/men-women-veterans.aspx> accessed January 3, 2015.

³ Email received on April 23, 2015.

⁴ For 2016 and beyond, these are best-case predictions based on current enrollment (2015-2018) and current admissions numbers for students in the Class of 2019.

Even more scarce than ROTC, the veteran population is now so small that most Harvard College students will have no meaningful interaction with a veteran during their four years on campus. In the recent words of a senior civilian University administrator who strongly favors deeper Harvard-military integration, “As it now stands, a Harvard College student is more likely to run into a Nobel Prize recipient than a veteran of his or her own military.”⁵ We believe that without structural intervention designed to increase ROTC and veteran enrollment in the College, Harvard and the US military are at significant risk of growing apart.

The problem is not that the US military is not interested in re-integrating with Harvard. On the contrary, the US military recognizes Harvard’s importance in intellectual human capital and national security affairs. Nor is it that the Harvard administration, faculty and students dislike the military, or feel that it does not belong. On the contrary, Harvard’s administration and culture are overwhelmingly inclusive towards the military. In recent surveys sent to Harvard College students, we gauged the attitudes of both civilian and ROTC students (see Chapter II, G-H). For civilian students, 47% indicated that they previously had considered joining the military, and 84% supported having more veterans on campus. Not unexpected, more than 50% of ROTC students stated that their civilian classmates were supportive of their ROTC activities. Similarly, over 50% of ROTC students believed their faculty and administrators were either supportive, or slightly supportive, of their participation in ROTC.

So, if ROTC has been welcomed back to campus and if the Harvard and military cultures are supportive, what exactly is the problem? Something else is going on, and we believe that is the persistence of legacy structural barriers started during the ban. The civilian students surveyed may have picked up on this, as 44% of them felt that Harvard (as an institution) does not support the military. We disagree with them when looking through a cultural lens (see Chapter II, F), but when looking through a structural lens, there is evidence to support this perspective.

This culture-structure disconnect is explained primarily by three post-ban structural barriers that unintentionally impede reintegration at Harvard, each of which can be removed. First, the Harvard College Office of Admissions and Financial Aid does not set robust goals and supportive policies for the matriculation of ROTC candidates (unlike Yale College and Princeton) or veterans (unlike Columbia’s School of General Studies). Second, the military services have not yet re-established an actual ROTC headquarters on Harvard’s campus (which they have done at Yale and Princeton), so Harvard students must commute to MIT’s ROTC programs. Third, Harvard no longer has veteran representation in its most senior administrative leadership positions, such as the members of the Harvard Corporation and the Board of Overseers, College housemasters, and school deans—a circumstance that may make recognition of the need for change much less likely.⁶

Looking to the past can guide the future. Ever since Thomas Dudley, Governor of Massachusetts Bay Colony and former General of the Military Forces of the Colony, signed Harvard College’s charter in 1650, Harvard’s relationship with the military has mostly been robust. Tens of thousands of Harvard graduates, former students, faculty, and alumni served with distinction in colonial and US military uniform, many fighting in combat. Particularly notable is the remarkable courage that many Harvardians have displayed. With the exception of the US Military and Naval Academies, no other educational institution has more Medal of Honor recipients than Harvard, whose 18 is more than double the next closest university (Appendix G). This rich history of Harvard-military integration is exhibited in the more than 40 physical symbols across campus (Appendix I), many in the form of memorials to the 1,354+ Harvard affiliated students, faculty, alumni, and staff who died in US military service during wartime (Table 14).

An important event in this history occurred in 1969, when Harvard’s Faculty of Arts and Sciences voted to remove support from ROTC on campus. This resulted in the departure of the Army, Naval, and

⁵ In person conversation with one of the authors on April 13, 2015.

⁶ See various articles on homophily and mentorship’s relationship with junior professionals’ career success.

Air Force ROTC headquarters from Harvard’s campus, though Harvard students retained the ability to attend MIT’s ROTC programs. Although the ban effectively removed the military from the Harvard College community, many of Harvard’s graduate schools (including the Business, Government, Law, and Extension Schools), remained integrated by continuing to recruit and admit large numbers of veteran students during the ROTC ban.

To better understand the current situation at Harvard College, we looked at Harvard College’s peer institutions to see how they were doing with the same issues. We found that Yale, Princeton, and Columbia have similar histories, yet different current realities. These schools have similar cultures that, like Harvard, very much support re-integration with the US military. The difference is that several of Harvard’s peers have also changed much of their structure to be congruent with their culture, while Harvard has not. The results are palpable.

Table 1: Peer university current ROTC and veteran student benchmarks⁷

	Benchmark peer institution ⁸		Harvard College comparison (as of April 3, 2015)
Army ROTC	Princeton	22 total, (15 AROTC admits for '19); Army ROTC HQ ⁹ on-campus	10 total, (0 admits with 2 wait-listed for '19, out of 35 Army ROTC scholarship recipients who applied); no Army ROTC HQ on campus
Naval ROTC (which includes Navy & Marine Corps)	Yale College	41 total; (and an admissions goal of 15 NROTC admits per year) Naval ROTC HQ on-campus	12 total, (2 admits for '19, out of 19 Naval ROTC scholarship recipients who applied) ; no Naval ROTC HQ on campus
Air Force ROTC	Yale College	12 total; Air Force ROTC HQ on- campus	2 total, (2 admits for '19, out of an unknown # of Air Force ROTC applicants who applied); no Air Force ROTC HQ on campus
Veteran students	Columbia School of General Studies	210 veteran undergraduates (who attend classes among Columbia College students),	2 total, (2 veteran admits for '19) ¹⁰
Governance	Boston University	University Vice President and Chief of Staff to the President oversees all military ¹¹	College Associate Dean Joan Rouse recently assumed logistical oversight of ROTC

⁷ The data about the various ROTC programs are from the three MIT ROTC commanders, early May 2015. The data about Columbia’s veteran students is from http://www.nytimes.com/2011/11/14/education/columbia-actively-recruits-veterans.html?_r=0, accessed May 25, 2015.

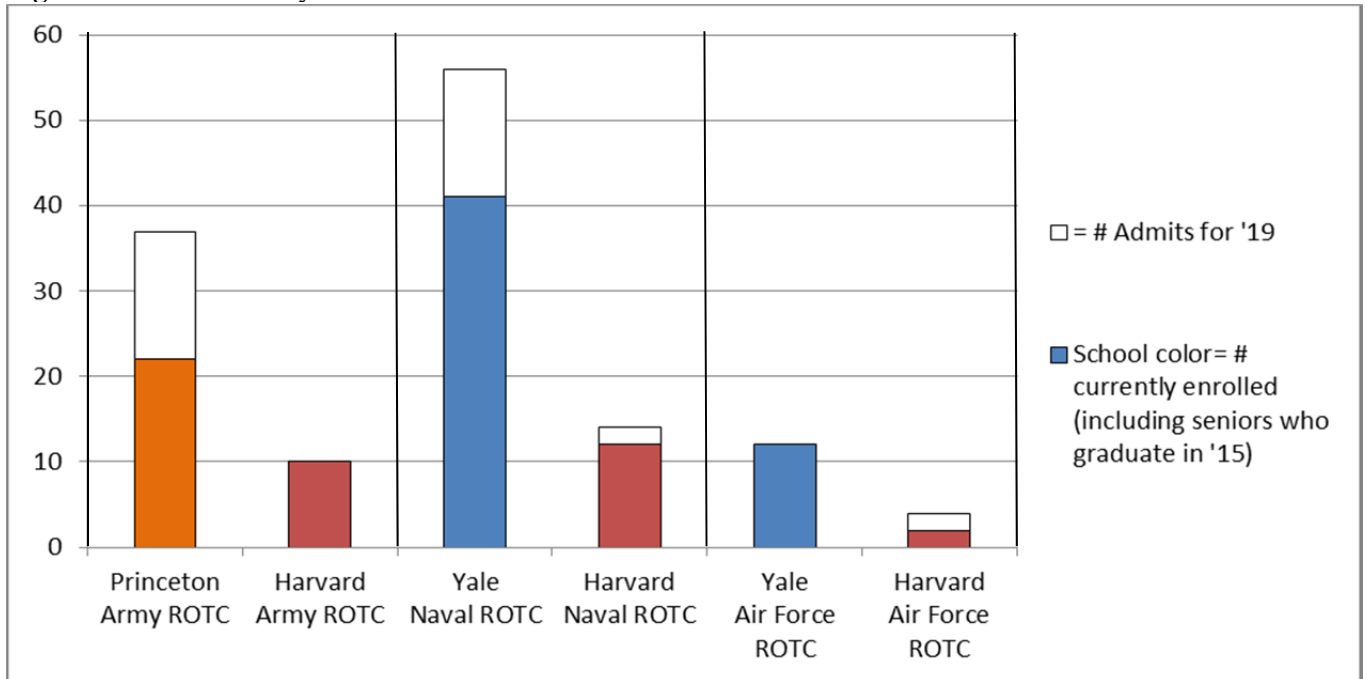
⁸ Also, MIT admitted 6 of 15 Army ROTC scholarship applicants for the Class of 2019.

⁹ HQ is short for headquarters, which means a host-school ROTC program where the facilities and cadre are physically and administratively part of that university, as opposed to cross-town (or satellite) programs, where students from one school commute to another school with a host-school program to participate in ROTC.

¹⁰ From Logan Leslie, College '15, May 22, 2015.

¹¹ <http://www.bu.edu/info/about/admin/chief-of-staff/>, accessed May 15, 2015.

Figure 2: Peer university current ROTC enrollment benchmarks^{12,13}



Even with the examples of our peer schools, prior to undergoing a structural change effort, both Harvard and the US military should evaluate the potential benefits of re-integration. With respect to Harvard University, and specifically Harvard College, re-integration with the US military would:

- Enrich the diversity of perspectives and experiences on campus and in the alumni community
- Increase Harvard's influence over national security policy
- Provide a greater number of students with opportunities for formal leadership education, experiences, and development
- Promote citizenship virtues, such as custodianship, duty, and responsibility¹⁴
- Create additional space for Harvard students to pursue public service careers

Similarly, for the US military, re-integration with Harvard would:

- Enrich the diversity of perspectives and experiences within the military
- Strengthen the mechanism for future and current US military officers to receive educations commensurate with the analytical skills necessary to solve complex national security problems
- Improve our senior military leaders' ability to build relationships with and learn from the world's civilian leadership class, many members of which are students, faculty, or alumni of Harvard¹⁵
- Ensure Harvard and the military actively work to bridge any civil-military divides in our nation¹⁶

¹² The authors are unaware of the number of Yale Air Force ROTC admits for '19 at the time of publication.

¹³ Also, MIT admitted 6 of 15 Army ROTC scholarship applicants for the Class of 2019.

¹⁴ These virtues were advocated by Harvard College Dean Rakesh Khurana, <http://www.businessweek.com/stories/2007-11-04/are-b-schools-a-blight-on-the-land>, accessed January 12, 2015.

¹⁵ For example, eight US presidents, including the last two, and twenty of our current Supreme Court justices, including six current ones, were educated at Harvard.

¹⁶ For example, see <http://www.latimes.com/nation/la-na-warrior-main-20150524-story.html#page=1>, accessed May 24, 2015

In order to build upon the positive culture mentioned above, we recommend that Harvard, her veteran students and alumni, and the military services consider the recommendations listed in Part IV of this paper. As previously indicated, our recommendations challenge all stakeholders to work together to create an environment in which Harvard and the US military are optimally integrated for the benefit of the University, the military, and the nation. These recommendations are intended as considerations and starting points for important conversations both within and across our University community. We provide a brief summary of the recommendations below.

For the University and College administrations, key recommendations include:

- Harvard College's Office of Admissions and Financial Aid should set robust recruiting goals for future ROTC students (*this is our most important recommendation*) and veterans
- Establish a standing governance structure to provide leadership for ROTC and veteran oversight that is co-chaired by a distinguished veteran and a senior civilian administrator
- Critically examine and address legacy ROTC barriers, such as Harvard College's method of accounting for ROTC scholarships in ways that significantly degrade the ROTC scholarships' net benefits to recipients [see Chapter II. A]
- Appoint/nominate qualified veterans to senior leadership roles across the University
- Formally recognize Air Force ROTC

For the military services, key recommendations include:

- Establish an Army or Naval ROTC headquarters on campus at Harvard (none exist now)
- Guarantee branch of choice (military specialty), educational delays for graduate study, and type of commissions (active, guard, or reserves) at the time of a Harvard student's ROTC contract signing, thereby removing much of the guesswork surrounding one's potential military future
- Announce federal ROTC scholarship recipients prior to fall early-action (admissions) deadlines for Harvard College
- Request that Harvard formally recognize Air Force ROTC

In summary, for most of their histories, Harvard and the US military's tight coupling has helped each achieve its mission of serving mankind. This symbiotic integration was interrupted in 1969, when Harvard felt its culture required it to ban its ROTC programs from campus. In 2011, Harvard's leadership, sensing that its culture again wanted the US military on campus, courageously lifted the ban. Four years later, this decision has surprisingly had little to no effect on the most visible measures of reintegration: the numbers of ROTC students and veterans enrolled in the College. At fault are legacy structural barriers from the ban years that still actively prevent this desired reintegration. Some of the most influential of these include the Harvard College Office of Admissions and Financial Aid's lack of robust ROTC and veteran admissions targets, the military services' lack of reestablishing one or more actual ROTC headquarters (host-school programs) on campus at Harvard, and an absence of veteran representation among the most senior leaders across Harvard's shared-governance structures.

Yet the opportunity in front of us is much greater than the challenges we face. Catalyzed by their mutual pro-integration culture, Harvard's administration, students, and alumni, as well as the military services themselves, can work together to transform these and other legacy structural barriers into progressive policies that once again actively welcome the men and women sworn to protect the United States and our way of life. If we listen to and learn from Harvard's tens of thousands of American servicemen and women, including our 1,354+ war dead and 18 Medal of Honor recipients, we will hear a consistent theme: when Harvard and the American military are tightly coupled – as they once were and should be again – both are far better able to contribute to, and lead in, our ever changing world.



Secretary of the Navy (and HLS alum) Ray Mabus and Harvard President Drew Faust welcoming Naval ROTC back to campus in 2011 (with College Dean Evelyn Hammonds applauding) . Kris Snibbe/Harvard Staff Photographer. From <http://news.harvard.edu/gazette/story/2011/03/harvard-and-rotc/>, accessed on Oct 17, 2014.



Army ROTC conducting physical training, known as "PT," near Harvard Stadium in 2012. Dominick Reuter for The Wall Street Journal, <http://online.wsj.com/news/articles/SB10000872396390443779404577643991304309880>, accessed on Oct 17, 2014

I. The Importance of Integration

Most academics and military service-members did not join their professions simply to earn their livings, but rather to fulfill callings that are part of their core identities. Harvard University and the US military were both founded on the values of serving and leading others. Centuries later, service and leadership remain integral to both institutional identities. Indeed, nine of the ten Harvard schools with explicit mission statements specifically aspire to build "leaders"—or individuals capable of "leadership"—for our world, society, the public, or our communities. Similarly, each branch of the US military, including their respective ROTC programs, have mission statements that refer to building leaders of character for our nation and world.¹⁷ Though Harvard and the US military can operate without each other, integration has the potential to elevate both organizations.

Harvard has the potential to reap numerous benefits from integrating with the military. These include educating the Harvard community about the military, building influence over national security policy, facilitating leadership development throughout its schools and centers, and providing additional opportunities for public service.

First, integration provides innumerable opportunities to educate the Harvard community about the military by bringing a rich diversity of perspectives and experiences to campus. Welcoming ROTC students, active-duty, and veterans across campus creates natural synergies. Building an environment in which Harvard's civilian students and faculty regularly interact with military affiliated-students—for instance, within a class, club, or house environment—facilitates conversations and shared experiences with civilian students. These experiences and conversations can engender growth, mutual understanding, relationships, and wisdom. This diversity continues during graduates' subsequent careers

Second, integration ensures that Harvard can influence all aspects of future national security policy. Harvard-educated alumni who are on active-duty are eligible to become the nation's senior military leaders. These senior generals and admirals set and lead national security policy at home and abroad. Since the military is a closed labor market, without Harvard-educated junior and mid-grade military leaders, there will be no Harvard-educated senior leaders.

Third, integration provides Harvard with greater opportunities for direct leadership education, experiences, and development, both in and out of the classroom. ROTC offers several leadership development courses that are open to civilian students, and the numerous veterans clubs across campus all encourage non-military members to either join formally or to participate in various leadership development activities.

Fourth, integration promotes citizenship virtues in the Harvard community, including custodianship, duty, and responsibility. These virtues were recently highlighted by College Dean Rakesh Khurana, who notes, "For almost 400 years, Harvard College has been educating its students to be the responsible citizen leaders and the citizenry of our society."¹⁸

Finally, integration provides additional space for Harvard students to pursue public service careers. Public service can mean working in some form of government service or within a government institution. Service is also a manner of working or a way of life aligned with the philosophy of putting others' welfare before one's own. The current Harvard College Assistant Dean for Public Service, Gene Corbin, emphasized the importance of public service at Harvard:

All Harvard College students should have access to the transformative power of public service during their undergraduate experience. Public service reminds us of our human connection to others, our moral responsibility to respond to needs and issues in the community in which we are embedded and beyond, and provides the experiences that bring academic learning to life.

¹⁷ See Appendix O for both Harvard and US military mission and values statements.

¹⁸ "A Dream, 'Quietly Imagined,' Comes True," Colin Manning, *Harvard Gazette*, July 11, 2014. <http://news.harvard.edu/gazette/story/2014/07/a-dream-quietly-imagined-come-true/>, accessed April 20, 2015.

*Participation in public service is the primary means of producing citizens and citizen leaders at Harvard College that will serve society.*¹⁹

Similarly, the US military and our nation stand to gain from integration with Harvard. Some of these opportunities include growing its senior leaders' intellectual capital, developing relationships with the nation's (and world's) civilian leadership class, bridging the civil-military divide, and educating the military about Harvard.

First, integration includes growing its leaders' intellectual human capital and professional relationships. It is in our national interest to ensure our senior military leaders are as well educated as possible. Senior US flag officers are responsible for making decisions of national-level consequence, and the higher the quality of their development, the higher the likelihood of their making wise decisions. As a premier university, Harvard can actively develop our nation's future military leaders, building their intellectual human capital, critical thinking, moral reasoning skills, and connections with civilian thought-leaders.

Second, many members of the world's civilian leadership-class are educated at Harvard.²⁰ Having current and future US military officers build relationships with the world's thought and positional leaders will only improve the military's ability to collaborate with its civilian counterparts to lead our nation and world ethically and effectively in the future.

Third, many look to Harvard and the US military to model what are often assumed to be "best practices." By examining and acting in a manner to strengthen their integration, our University and military can help bridge our nation's civil-military divide—a divide arguably born out of the same set of circumstances that resulted in Harvard's ROTC ban.

¹⁹ <http://publicservice.fas.harvard.edu/>, accessed April 12, 2015

²⁰ For example, eight Presidents, including our last two, and twenty of our current Supreme Court Justices, including six currently, attended Harvard.

II. Current Assessment

In writing this paper, we sought to document the current level of military integration at the University as accurately as possible. As a result, in the summer of 2014 we asked the registrar at each Harvard-affiliated school to provide us with the number and type of military students and faculty associated with each institution, and posed several questions about their schools' veteran governance and ambassadorship efforts. They generously provided us with a single report (see Table 3), which answered many of our requests for information. We combined our own knowledge with their report to build the following comprehensive overview of Harvard's overall military-veteran-ROTC integration as of the fall of 2014 (see Table 2).

Our assessment includes a number of distinct sections. In Sections A-D, we provide a review of the respective military communities at Harvard (i.e. ROTC and other pre-commissioning source cadets, veteran students, members of the Harvard faculty and administration). In Sections E and F, we address the tracking of veteran status and University measures that constitute official support for the ROTC and veteran communities. Sections G and H detail the results of separate student perception surveys conducted by the Harvard Veterans Organization, one targeting the Harvard College civilian student body, and the other targeting Harvard's ROTC cadets. Finally, in Section I, we provide the reader with an overview of veteran organizations affiliated with the University.

Even though it had an ROTC ban for essentially the same period as Harvard and similarly just reappraised ROTC on campus, Yale College is effecting significantly more reintegration than Harvard and is currently the gold-standard in terms of reintegration of its ROTC program. Similarly, Columbia University is perhaps modeling best-in-class policy in terms of integration of undergraduate veterans. Table 1 (in the Executive Summary) compares peer best practices to Harvard's current situation.

For a broader context, we encourage others to read the following 2011 and 2015 articles that generally capture the overall ROTC situation at Harvard and Yale, and the veteran situation at Columbia. We found them to be well written and helpful in understanding the current situation and context.

Harvard:

Duehren and Talkoff (2015) "Boots on the ground: ROTC at Harvard." The Crimson, February 26, 2015
<http://www.thecrimson.com/article/2015/2/26/rotc-at-harvard-scrutiny/>

Yale:

Gonzales (2015) "Yale's cadets and midshipmen ready to look 'sharp' for the President's Review." YaleNews, April 21, 2015
<http://news.yale.edu/2015/04/21/yale-s-cadets-and-midshipmen-ready-look-sharp-president-s-review>

Columbia:

Winerip (2011) "Recruiting veterans, Columbia finds an impressive applicant pool." International New York Times, November 13, 2011
http://www.nytimes.com/2011/11/14/education/columbia-actively-recruits-veterans.html?_r=0

Table 2: Our accounting of Harvard’s overall Mil-Vet-ROTC integration as of the spring of 2015

School	Total# students	Military Inclusiveness						Governance			Ambassadorship	
		# ROTC	# Active-duty students) ⁵	# Veterans (who are not active-duty)	Total military students (and fellows)	Actively recruit veterans to be students as a targeted sub-group?	# Faculty veterans (both tenure and non-tenure track) ⁵	Have an officially recognized student veteran organization?	Administrator with responsibility for governance?	Alumni office track veteran status?	Hold Veteran Events at Reunions?	US War Dead Memorialized on Campus ?
College	6,700	24	0	2	26	no ²		yes	(see note 4)			yes
GSAS	3,874	0	3	12	15		1					yes
Business	1,855	0	6	87	93	yes	4	yes	no	yes	yes	no
Dental	253	0	5	2	7							some
Design	739	1	0	6	6							no
Divinity	339	0		1								some (1)
Education	984	0										no
Extension	1,800	1	67	113	180							no
Kennedy	931	0	27 ³	31	58	yes	5	yes				N/A
Law	1,987	0	3	26	29			yes				yes
Medical	787	0	10	3	13							yes
Pub. Health	865	0	4	3	7							no
Total	21,114	26	125	286	434		10					

¹ Data are from April 2014. A blank space means we are unaware of the answer.

² Harvard College’s Office of Admission and Financial Aid has espoused interest in recruiting ROTC and veteran candidates, though we are unaware of significant actions

³ Approximately 16 of the active-duty students in the Kennedy School are National Security Fellows (active duty O-5 & O-6s from various services, not a degree program).

⁴ Harvard College recently appointed Associate Dean Joan Rouse to provide logistical oversight to ROTC.

⁵ We are confident there are other veterans on the faculty of Harvard University, especially in the ranks of the most senior professors. Please help us identify and thank them.

Table 3: Harvard registrars' collective response to our individual requests for information ²¹

Data received from the Harvard FAS Registrar (data is for the spring of 2014) ²²				White Paper Authors' Comments ²³
School	Active-Duty ²⁴	US Veterans	Total	
College	20 ²⁵	4	24	We believe the College's numbers in this row are unintentionally incorrect. We are aware of one active-duty student at Harvard College (Taylor Evans was active USMC, and graduated in May 2014). In addition to Taylor, we are aware of only two other veterans (Travis Belanger, College '14 and Logan Leslie, College '15). The 20 listed as active-duty may be the ROTC scholarship students (who are not active-duty). Note there are approximately 5 ROTC students currently in the College who are not on a ROTC scholarship and are therefore not likely to be listed here.
GSAS	3	12	15	
Business ²⁶	4	87	91	There were also two active-duty doctoral students in addition to the four active-duty MBAs, making the active-duty number actually six. All six were US Army.
Dental	5	2	7	
Design	0	6	6	
Divinity				There was no information provided about the Divinity School, though we are aware of at least one veteran student in April 2014.
Education				There was no information provided about the HGSE.
Extension	67	113	180	
Kennedy	27	31	58	Approximately 15 of these active-duty students are National Security Fellows (non-degree granting, one year program for senior officers across the services).
Law	3	26	29	
Medical	10	3	13	We believe the 10 listed in the "active-duty" column are all reservists who will become active-duty upon graduation, because the services put medical students in "reserve" status while attending medical school, even if they were active-duty prior to starting medical school.
Public Health	4	3	7	
Total	143	287	430	

²¹ The authors received the information from the Registrar of the Harvard Business School on August 19, 2014, and the remainder of the information from the Registrar of the Faculty of Arts and Sciences on September 3, 2014, both via email.

²² The table intends to include active-duty and veterans receiving VA or DoD educational benefits and excludes dependents and spouses receiving benefits.

²³ The comments in the fifth column were subsequently added by the authors of this report

²⁴ This includes reservists and National Guard officers on temporary active-duty status while in school.

²⁵ We believe the College numbers are unintentionally incorrect. See comments from authors on far right side of table.

²⁶ HBS is the only school that responded individually to our request for information sent to each Harvard School.

A. ROTC and Other Pre-Commissioning Programs

ROTC 101

The Reserve Officers Training Corps (ROTC) was established to train citizen-soldiers to serve as officers in our nation's armed forces. Its roots are the Morrill Act of 1862, which established our nation's land-grant colleges and universities, and required them to include military training as part of their curriculum. In 1913, on the eve of World War I, Harvard College graduates and Medal of Honor recipients President Theodore Roosevelt (College 1880) and General Leonard Wood (HMS 1884) met at the Harvard Club of NYC and established the foundation for what became ROTC units across US private colleges and universities.²⁷

Today, in addition to commissioning reserve-component officers, ROTC also commissions officers in the active-duty components of the military services. In fact, ROTC provides the majority of active-duty officers in all three services. For example, the US Army currently commissions approximately 4,000 active-duty officers each year. Over 2,400 of them come from ROTC. West Point provides approximately 1,000, and other commissioning programs, such as Officer Candidate School (OCS), provide the remainder.

Currently, there are hundreds of US colleges and universities that host one or more ROTC programs, and many schools that do not host their own programs have agreements for their students to attend the ROTC program at a neighboring school. For example, the US Army currently has 275 host-school ROTC programs (on campus ROTC headquarters) and 1,066 partner/affiliate campus locations (where students commute to a nearby school to partake in ROTC).²⁸ If a school hosts or has cross-town agreements with more than one ROTC program (Naval, Army, or Air Force), it is important to note that the three ROTC programs operate independently of each other. Although they tend to coordinate with and support each other, each school's ROTC detachment has its own chain of command and policies, and each of these commanders rotates out every two to three years. This can make long-term planning, coordination and advocacy for ROTC affairs with collegiate administrations quite difficult, especially during periods of upheaval, transition, or reconciliation. Although ROTC has a very clear, monolithic meaning to most people, most universities have students who are part of Army ROTC, Naval ROTC, or Air Force ROTC, each of which operate on unique schedules, with unique expectations, and according to unique career paths.

If a school welcomes ROTC, they are typically open to one or more of the military services establishing an ROTC detachment on its campus. Universities and colleges with host-school ROTC programs share responsibility with the Department of Defense by providing such resources as office, classroom, physical fitness, storage and other spaces. The ROTC programs are treated as a department with many of the same benefits and responsibilities as other academic departments on campus. Most universities also provide an administrative assistant and operating budget. In today's context of limited resources, the military services typically only consider establishing a host-school (headquarters on-campus) ROTC program only when participation reaches, or is predicted to reach, at least 15 ROTC students per year in that service.

Participation in ROTC is voluntary, and is typically seen as a significant commitment in regards to time, lifestyle, and future career choice. In addition to their traditional academic workloads, Harvard ROTC students must attend physical training several times per week before school, attend a military maneuvers/training field training session each semester (usually over an extended weekend), and take an additional military-related academic course each semester taught by MIT ROTC staff and faculty. Additionally, ROTC students attend extensive military training over one to three of their summers. As

²⁷ Annual Newsletter, Advocates for Harvard ROTC, winter 2014, p. 4.

²⁸ Email from Professor of Military Science at WPI, May 14, 2015.

ROTC students increase in seniority, they serve in leadership positions for the more junior ROTC students, and these leadership responsibilities and requirements can be substantial. Additionally, ROTC students typically wear their uniforms on campus one day per week, and have grooming requirements and physical fitness standards that they must adhere to in order to remain in good standing with their respective programs.

Due to the combination of academic coursework and ROTC time commitments, cadets and midshipmen rarely participate in intercollegiate athletics, though they are eligible to do so (and some occasionally do). Most ROTC students spend between 10-15 hours per week on ROTC activities (with 20% spending over 20 hours per week).²⁹ Most describe the time commitment as being similar to a part-time job.

ROTC students are not committed to military service until the date they "contract." Typically, contracting happens upon acceptance of an ROTC scholarship or no later than the first day of a cadet's or midshipmen's junior year. Though most students who participate in ROTC start as freshmen, ROTC detachments encourage non-ROTC freshmen and sophomores to enroll as well. Most civilian juniors and seniors have missed too many commissioning requirements to enroll, graduate, and commission with their class. Realistically, ROTC cadets and midshipmen need at least two years to complete the mandatory training requirements. At most schools (including Harvard/MIT), non-ROTC students are also able to (and are encouraged) to enroll in ROTC academic courses when there is space available. The vast majority of the ROTC students at Harvard are members of Harvard College, though there are occasionally graduate students and/or extension students enrolled in ROTC.

As seniors, ROTC students submit their career preferences (such as type of commission: active-duty or Reserves; branch specialty: e.g. infantry or communications; and assignment location: e.g. Fort Bragg or Fort Hood) in the summer prior to their senior year and find out their specific career fields during the fall or winter prior to commissioning/graduation. Most Harvard cadets and midshipmen in ROTC have requested active-duty in recent years, and most of them have received it. After commissioning from ROTC, most active-duty graduates typically have four-year active-duty service commitments.

Other Pre-Commissioning Programs at Harvard

ROTC programs are not the only way for college students to be commissioned. In addition to ROTC, the military services offer several other pre-commissioning programs. The following programs are available at Harvard University:

- *Marine Corps Platoon Leaders Class (PLC)*
Freshmen and sophomores who enroll in this program attend six-week officer courses in their junior and senior summers, while juniors who enroll attend one ten-week officer course during their senior summer, and receive their commissions upon graduation from Harvard.
- *Marine Corps Enlisted Commissioning Educational Program (MECEP)*
MECEP is for select enlisted marines who first attend a Marine Corps ten-week Officer Candidate School (OCS) and then enroll in an undergraduate program. They receive their commissions upon graduation.
- *US Navy Seaman to Admiral Program (STA-21)*
Similar to MECEP, though STA-21 has not enrolled a student at Harvard in recent years.

Also, all services offer separate Officer Candidate Schools (OCS) for college graduates. Though OCS is a wonderful way for college educated women and men to enter the military service, it does not bring the military to the educational institution like ROTC, PLC, MECEP, or STA-21 does, where

²⁹ See Appendix N.

students train on campus, hold ceremonies on campus, wear their uniforms on campus, and can actively contribute to the campus community as pre-commissioned service members.

The Harvard ROTC Experience

In 1916, Harvard formed the 1,000 strong "Harvard Regiment," to prepare its graduates for service in the military in World War I. This program later became the Harvard Army, Naval, and Air Force ROTCs. In 1969, under intense pressure from student protests, the Harvard Faculty of Arts and Sciences voted to remove almost all support from ROTC, effectively banning ROTC from campus. This eliminated Harvard's three on-campus ROTC programs, although Harvard students could continue to participate in ROTC through commuting back and forth to MIT's ROTC program. Unsurprisingly, the number of Harvard students participating in ROTC dropped precipitously.

In 2011 and 2012, under the leadership of President Drew Faust, Harvard courageously ended its 42-year ROTC "ban" by re-recognizing Naval and Army ROTC. These events resulted from multi-year efforts by administrators, faculty, students, alumni, staff, and the US military, as well as organizations such as the Harvard Veterans Alumni Organization and the Advocates for Harvard ROTC. This renewed recognition allows ROTC to again use University facilities and to receive University resources, although the three ROTC units remained based at MIT, and did not return to Harvard. A February 2015 article in the Harvard Crimson entitled "Boots on the Ground: ROTC at Harvard," is generally an insightful look into the current ROTC experience at the University.³⁰

Even with the official re-recognition and advocacy, Harvard's ROTC programs today remain so small that their ability to serve the University and military are severely limited. Remarkably, only 24 of Harvard's 6,700 College students (less than 0.4% of the student body) are enrolled in one of the three ROTC programs at MIT. Notably, approximately 40% of the participants are women, significantly more than the national average. This puts the level of ROTC participation at or below the levels during the most recent years of the ROTC ban. Each of Harvard College's upperclassmen houses and freshmen dormitories now hosts an average of a single ROTC student, and most class-years within each of these houses and dormitories have no ROTC students. As a result, most in the Harvard College community experience limited or no interaction with the military.

With the recent re-recognition of Harvard ROTC and positive climate around ROTC on campus, why are ROTC numbers not increasing since the ban? Although the reasons are likely complex, we must recognize that Harvard ROTC may no-longer be a priority for either the University or the US military. As a result, Harvard applicants and students now experience ROTC in markedly different ways than they did prior to 1969, and several of these changes make matriculating into and participating in ROTC much more difficult than before. Some of these persistent challenges include:³¹

- Harvard College's Office of Admissions and Financial Aid does not recruit/admit a representative number of ROTC students,
- Harvard's benevolent needs-based financial aid policy is now a part of Harvard's institutional identity, and the policy's generosity unintentionally makes ROTC scholarships, typically an ROTC recruiting tool, much less attractive to Harvard College ROTC recruiting by vastly minimizing the scholarship's relative benefit to the student. Further, donors to Harvard University are no longer permitted to select specific groups to support. For example, interested alumni are unable to fund the room and board for Harvard ROTC students via an official University gift,

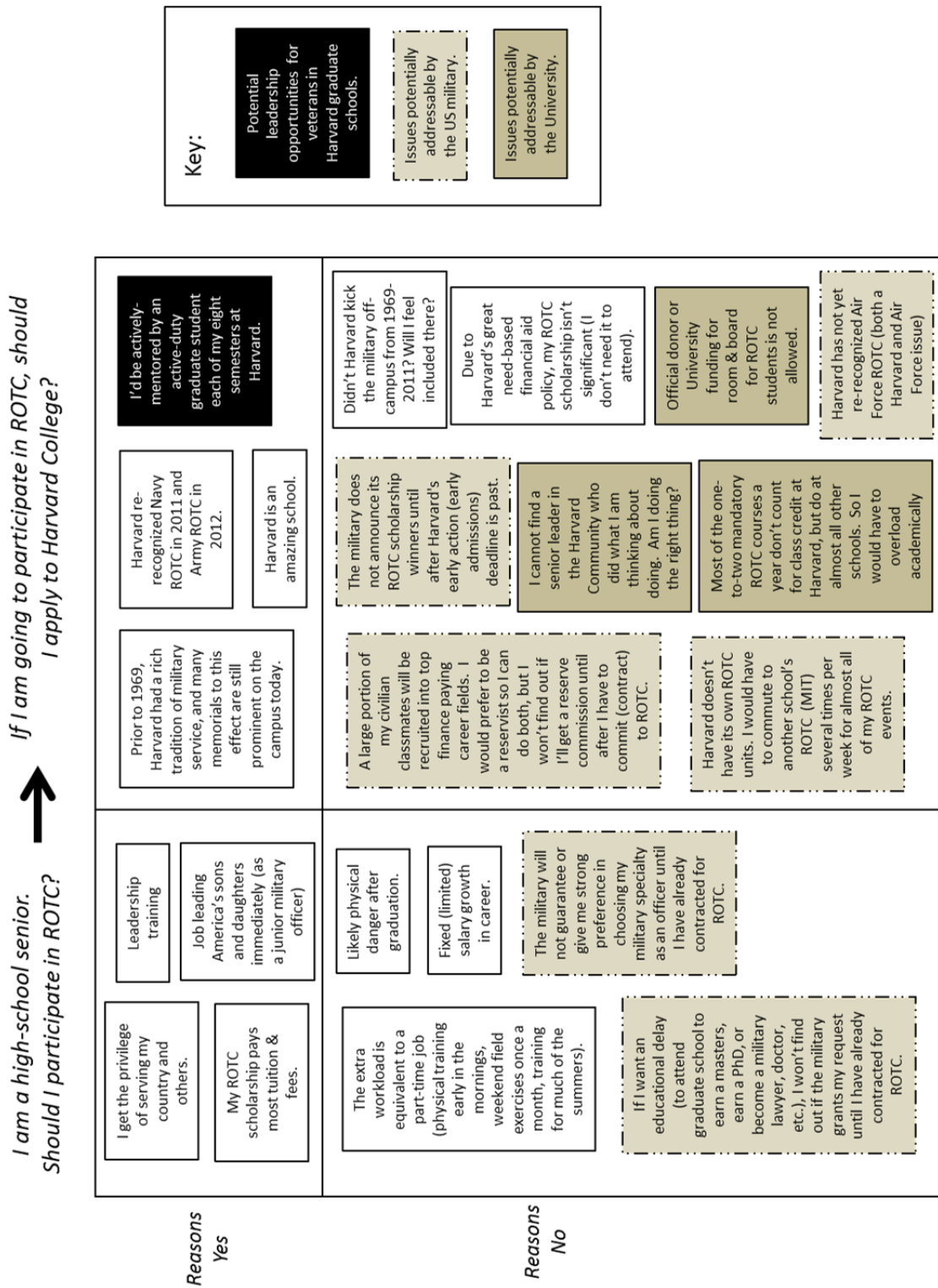
³⁰ <http://www.thecrimson.com/article/2015/2/26/rotc-at-harvard-scrutiny/>, accessed March 2, 2015.

³¹ See Table 15 in Appendix E for a graphical representation.

- Harvard is one of only a few colleges in the nation that does not grant academic credit for most of the mandatory ROTC courses,
- Veteran representation remains sparse or absent from Harvard's senior governing structures, including the Deans, housemasters, Board of Overseers, and Harvard Corporation,
- The three military services have not been willing to re-establish a host-school ROTC at Harvard,
- Air Force ROTC still has not been officially re-recognized at Harvard,
- The three ROTC headquarters will generally not guarantee ROTC students their future military career tracks (such as their commission types-active/reserve/guard, branch specialties-infantry/aviation/logistics/communications/etc., and graduate school deferments-MS/PhDs/MDs/JDs) before the students must decide whether to commit to the military, and
- At least one of the services' ROTC programs restricts the courses and concentrations ROTC students can take, with the general intent of matriculating more STEM majors/concentrations.

Most would agree that future and current Harvard students should be free to choose to participate in ROTC due to an inherent desire to serve as a leader in uniform, rather than for convenience or benefits. Yet context and conditions matter when choosing between great opportunities. From a student's perspective, participating in ROTC while at Harvard may have fewer benefits, more challenges, and a higher opportunity cost than participating in ROTC at many other universities, or than in not participating in ROTC at all. Figure 3 represents a potential thought process of an applicant who is deciding whether to participate in Harvard ROTC.

Figure 3: The Harvard College ROTC applicant decision thought-process



Though there are many factors that affect any school’s ROTC program participation levels, the structural barriers undoubtedly are among the most influential. With approximately 40% of the College class affiliated with ROTC in the late 1950s, and strong participation in the early 1960s, the drop off during the early ban years was both significant and predictable. This persistent trend can be seen in Figure 1 and Table 4. The question becomes, “Why has the number of Harvard students in ROTC not significantly increased after the removal of the 1969-2011 ROTC ban?”

Table 4: Harvard’s military commissionings per graduation year (not including OCS) ^{32,33}

Year	Pre-Ban	ROTC Ban Years										Lifting of the Ban		Post-Ban Years						
	63 ³⁴	89 ³⁵	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19
Army ROTC ³⁶	50		1	1	6	4	3	2	2	4	6	2	2	0	0	2	3	2	3	0
Air Force ROTC ³⁷	25		2	2	2	1	0	1	2	0	0	0	1	1	1	0	2	1	1 ³⁸	2
Naval ROTC (Navy) ³⁹	20		0	6	2	2	5	8	1	0	6	1	1	2	2	1	3	2	3	2
Naval ROTC (Marines)	5		0	0	0	1	1	1	0	3	1	0	0	0	1	0	1	1	1	0
ROTC Total	100	15	3	9	10	8	9	12	5	7	13	3	4	3	4	3	7	5	8	4
Marine PLC ⁴⁰	N/A												1	2	2	2	4	N/A	N/A	N/A
Marine MECEP	N/A		0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
PLC & MECEP sub-total	N/A		0	0	0	0	0	0	0	0	1	0	1	2	3	2	4	N/A	N/A	N/A
All Total	100	15	3	9	10	8	9	12	5	7	14	3	5	5	7	5	11	6	8	4

Benchmarking with peer schools can promote understanding. For comparison, Yale College’s Admissions Office works closely with its ROTC staff to recruit for and support current programs. Yale

³² This table represents the data we are aware of on Harvard ROTC and pre-commissioning program participation since 1960.
³³ Data for 2015-2019 identify the current number of Harvard students enrolled in a pre-commissioning program who are on target for graduation or who have been accepted for admission to Harvard College. Typically, approximately 30% of these students will leave or be disqualified from their ROTC programs in the subsequent years, so it is likely that fewer will actually be commissioned.
³⁴ Data from Advocates for Army ROTC, CAPT Paul Mawn, College '63, December 26, 2015.
³⁵ The data for 1989 is an approximate number. In 1989, The ROTC enrollment at Harvard was 94 (and 96 in 1985, 89 in 1986, 83 in 1987 and 1988). Assuming a 70% ROTC graduation rate, this equals approximately 15 students commissioning. From 1989 MIT Planning Office Report on ROTC, p. 5.
³⁶ Email from MIT US Army ROTC administration.
³⁷ Email from MIT USAF ROTC administration on July 21, 2014.
³⁸ Including one HLS student who will complete AFROTC in two years and join the Air Force upon graduation.
³⁹ Email from MIT USN ROTC administration on July 16, 2004, including data for ROTC Marines.
⁴⁰ Email from Boston area USMC Officer Selection Officer (Captain Bryan Warner) on July 30, 2014, USMC 2LT Jay Brooks on July 23, 2014, and 2LT Pete Machtiger on July 23, 2014.

also supports a university-wide Veterans Day Ceremony attended by members of the administration, students, and ROTC cadets and staff.

Naval ROTC at Yale was re-recognized a year after Harvard. In 2012, their first year, Yale College Office of Admissions recruited and matriculated nine Yale College Naval ROTC students. In their second year, Yale matriculated 12 into Naval ROTC. In 2014, Yale College matriculated 15 students into Naval ROTC alone, which is more than twice as many as Harvard matriculated across all three ROTC programs. If extrapolated across the three major military services, Yale’s target Naval ROTC acceptance rate is over double Harvard’s total ROTC matriculation across all three ROTC Programs. Even though Yale’s rate seems very high, it is still small compared to many other schools with ROTC.

Although this paper does not have a full comparison of all services, we were able to gather comparison information about Naval ROTC (including USMC) at most other Ivy League universities:

Table 5: US Naval ROTC comparison across the Ivies as of September 17, 2014⁴¹

	Type of Naval ROTC HQ	Scholarship Midshipmen	Non-Scholarship Midshipmen	Total Midshipmen
Columbia	cross-town	4	0	4
Cornell	at Cornell (host)	23	1	24
Harvard	cross-town	11	2	13
Princeton	cross-town	2	0	2
Penn	at Penn (host)	15	0	15
Yale	at Yale (host)	31	5	36 ⁴²

Note that the Naval ROTC programs at Columbia, Princeton, and Yale are all three years old or younger. A cross-town agreement recognizes ROTC on campus but sends students to a nearby university to attend ROTC classes and most training.

A university with a host program has a full ROTC program in the traditional sense. Host programs have significant office space, full-time ROTC instructors with appointments as Professors of Naval (or Military or Aerospace) Science, and usually host other schools’ students who want to participate in ROTC. Cross-towns are all “enhanced” with office space for military staff from the host to be able to travel to the cross-town school and engage students and mentor midshipmen at the Ivy. However, all classes are held and most functions occur at the host. Harvard was a host school for Army, Naval, and Air Force ROTC until the 1969 ban. When Harvard welcomed back Naval and Army ROTC in 2011 and 2012 respectively, the ROTCs came back as cross-town agreements.

Some comparison schools (such as Boston University and other Ivies) support Naval ROTC students (and likely for Army and Air Force ROTC students as well) with the following funds and services:

- Room and board scholarship or fee waiver for ROTC scholarship students
- Tuition waiver for Seaman to Admiral (STA-21)
- MECEP students pay only \$10,000 per year, and receive free married student housing;

⁴¹ Email received from Captain Steve Benke, Commander, MIT Naval ROTC, on September 29, 2014.

⁴² As of April 21, 2015, there are 41 Naval midshipmen at Yale.

- Provide free transportation from cross-town school to the host school for class, drill, PT or all three (Harvard does this by funding a Zipcar account for ROTC students)
- Favorably weigh ROTC scholarship awards into calculus for admission decisions

Note that not all schools have implemented all these measures; some have implemented none. We are not specific about which schools pursue which activities, because these are not public policies and can change quickly. That said, Yale is a new host school that has implemented many of the measures listed above, and its program has grown from having zero participants into the largest Ivy ROTC in two short years.

The incentives for being an ROTC student are mostly delayed—a military commission from the President and a position of responsibility leading America’s sons and daughters. Along with this incentive come higher short-term costs. ROTC students surrender personal freedom and potentially put themselves in subsequent physical danger. Additionally, ROTC students implicitly agree to moderate salary growth for as long as they stay active-duty.

Finally, like most other programs, ROTC historically has an attrition rate. For Harvard, similar to most other schools, approximately 70% of the students who start ROTC as freshman graduate and commission.⁴³

ROTC Classes and Course Credit

Harvard highly values holistic education and intellectual development outside of class, and provides many opportunities to learn and grow in this regard. Unfortunately, the time commitment of participating in ROTC, without receiving any course credit for doing so, results in the cadets and midshipmen not being able to take advantage of many of these additional opportunities.

Almost all colleges and universities in the nation with ROTC programs count the mandatory ROTC classes for course credit. In contrast, Harvard does not grant credit for most of them.⁴⁴ Although it differs by service, cadets and midshipmen typically take a minimum of one ROTC class per semester. In some semesters, they must take two. These courses focus on developing technical, critical thinking, and leadership skills for future officers. For example, the ROTC courses Navy and Marine midshipmen must take include, “Introduction to Naval Science,” “Navigation,” “Organizational Leadership,” “Seapower,” “Naval Engineering,” “Naval Weapons Systems,” and “Naval Operations,” and “Leadership and Ethics.”⁴⁵

Harvard currently authorizes approximately one-half of the Naval Sciences courses to receive credit, including NS 102, NS 201, NS 301, and NS 401. Army and Air Force cadets are only able to get credit for one course, MS 302, and Air Force cadets can only cross register with the MIT Sloan School for AS 301. Therefore, most ROTC students do not receive Harvard College academic credit for a majority of their ROTC courses and must overload academically to meet the ROTC and College requirements. In comparison, the Harvard Radcliffe Orchestra receives course credit for its “extracurricular activities.”⁴⁶

Harvard ROTC courses are actually MIT registered and taught courses. Because Harvard typically follows MIT’s protocol for awarding course credit to ROTC, MIT should be included in discussions about course credit. In some cases, it may be necessary to alter or expand the curriculums of ROTC courses in order to render them “credit worthy.”

⁴³ From author’s conversation with Captain Steve Benke, MIT Naval ROTC, January 23, 2015.

⁴⁴ Princeton’s ROTC consortium and MIT’s are perhaps the only other schools in the nation that do not recognize most ROTC classes for credit. MIT administrators are reportedly revisiting this issue currently and are considering a policy change.

⁴⁵ <http://news.yale.edu/2015/04/21/yale-s-cadets-and-midshipmen-ready-look-sharp-president-s-review>, accessed April 21, 2015.

⁴⁶ Insight from a current Harvard ROTC student.

Financial Aid and Harvard's Accounting of the ROTC Scholarship

Most US students are eligible to enroll in Harvard ROTC, and many of these would likely receive Federal ROTC scholarships if they applied. Federal scholarships pay for significant amounts of tuition for ROTC students. If a student accepts an ROTC scholarship, they incur an obligation of four years of post-graduate military service as an officer. If a student does not accept an ROTC scholarship, their three-year obligation for military service activates at the start of their junior year in the ROTC program.

Nationally, the most significant financial incentive for ROTC recruitment is the federal ROTC scholarship. Practically all Harvard ROTC students would be eligible to receive a federal ROTC scholarship, and most Harvard students who are physically qualified would receive one if they applied.⁴⁷ Harvard categorizes the ROTC scholarship as an “outside award,” which is similar to any other scholarship a Harvard student has received, such as a National Merit, Elks Club, or Samsung scholarship. This categorization typically makes earning the scholarship much less advantageous for an ROTC-interested student at Harvard than if the same student went to almost any other college in the country. Harvard’s “needs based” financial aid policy is a core-tenant of the College Office of Admissions and Financial Aid’s strategy (and identity), but it can unintentionally create a financial disadvantage for ROTC scholarship recipients when pursuing opportunities like studying abroad. Although Harvard’s sweeping financial aid increases announced in December 2007⁴⁸ were positive for Harvard students overall, they significantly, and likely unintentionally, reduced the financial incentive of an ROTC scholarship and thus Harvard ROTC recruiting.

Room and board at Harvard College is approximately \$15,000 per year. Harvard College policy prevents alumni donors from funding ROTC students’ room and board (and any other student group) through the University, whereas many universities allow their alumni to officially assist ROTC in this way. Although a generous donor would not be prevented from finding the Harvard ROTC participants and giving them resources directly, such a gift would not be recognized by the University and thus would not be tax-deductible for the donor. ROTC scholarship students have much different experiences with room and board funding at many other distinguished universities. In comparison, Boston University funds the room and board for a vast-majority of their ROTC students as an incentive for participating in ROTC, Boston College funds board for all ROTC scholarship recipients and some of their room fees,⁴⁹ and Worcester Polytechnic Institute (WPI) funds the full room and board for all of its four-year ROTC scholarship recipients.⁵⁰

The following hypothetical example describes the current accounting for a student with a four-year (federal) Army ROTC scholarship at Harvard:

- Jane Williams, a high school senior with a family income of \$130,000/year and typical assets,⁵¹ applies for and receives an Army four-year ROTC scholarship, which covers full tuition at the college of her choice. Jane applies to and is accepted at Harvard College, which has tuition of \$45,000/year and room and board of \$15,000/year.
- Harvard College accepts Jane’s \$45,000/year ROTC scholarship and applies it to her tuition bill. If Jane were a civilian (non-ROTC) student with a similar family financial situation, Harvard would allocate her financial aid (in the form of grants) worth \$45,000/year. Either way, Jane now owes no tuition, but still owes \$15,000 for room and board.

⁴⁷ The SAT and GPA averages for Harvard College are higher than the averages for the Federal (four-year) ROTC scholarships. The ROTC scholarships require medical, physical, and moral clearance as well.

⁴⁸ Including the “zero to ten percent standard”, no loans, and eliminating home equity from consideration.

⁴⁹ From the Boston-consortium Commander of Naval Science, May 18, 2015.

⁵⁰ From the WPI Professor of Military Science May 21, 2015.

⁵¹ An ROTC scholarship recipient with different family income and assets would have different financial aid situation/benefits from Harvard.

- Civilian students with family finances similar to Jane are typically required to work part-time in various administrative roles for about 590 hours per year (at \$10/hour), with the money going towards room and board. Due to Jane's participation in ROTC, the College does not require her to perform a part-time job at the College, but grants her the \$5,900 worth of benefits (ROTC typically requires more than 590 hours per year), and applies it to her room and board bill.
- With this \$5,900 benefit, Jane still owes Harvard the remaining \$9,100 per year for room and board, which is the same amount she would have owed if she had no ROTC scholarship.
- In summary, a Harvard student's four-year Army ROTC scholarship (\$45,000/year) can be interpreted to provide \$5,900/year of net utility to the ROTC student, and \$39,100/year to Harvard College. If one were to classify ROTC an official part time Harvard job similar to the jobs civilian students receiving financial aid must perform, a \$45,000/year ROTC scholarship would have no net benefit to the student, and a \$45,000/year benefit to the College.
- Even with \$45,000/year going to Harvard College, the ROTC scholarship student still owes Harvard \$9,100/year for room and board (which is the same as the civilian student without an outside scholarship).
- Even with this significant financial benefit to the College, in addition to the many intangible benefits of having ROTC students on campus, ROTC students are still not an actively recruited group. For the Harvard College Class of 2019, Harvard has 0 admits with 2 wait-listed out of 35 Army ROTC scholarship recipients who applied.

At least 17 out of 24 current Harvard ROTC students are on fully-federal ROTC scholarships. Based on family income and assets, approximately half of the students would receive financial aid if not on fully-funded scholarships. With 17 scholarship recipients, the US military contributes approximately \$800,000 per year to Harvard, most of which the College would not have received otherwise. In a sense, most Harvard College ROTC scholarship students accepted enables the College to offer that matching level of financial aid to a civilian student.

After broadly studying the situation, the authors believe that the Harvard College Office of Admissions and Financial Aid wants to encourage ROTC participation. While they work to ensure that ROTC scholarships do no harm to students (and many ROTC scholarships end up providing at least some net benefits to their holders), the Office's overarching structural policies concerning accounting for ROTC scholarships typically minimize the scholarships' net benefits to the ROTC students and inhibit Harvard's ROTC-inclusive culture from becoming a reality.

ROTC Admissions and Recruiting

Federal ROTC scholarships are typically given to high school seniors during the same time frame as College admissions. For example, the application deadline for Army ROTC four-year scholarships is November 15th, and "selections are made continuously through May 15."⁵² Note that these four-year scholarships are not awarded prior to "early action," where almost one-half of Harvard College incoming freshmen are offered admission.⁵³ Subsequent to receiving an ROTC scholarship, the recipients must apply to specific schools with ROTC programs. While these scholarships are often transferable if students are not accepted by the school to which their scholarship was awarded or if they choose to attend a different school, the Harvard College Admissions Office could obtain the ROTC scholarship information from each ROTC program before making their admissions decisions. Receipt of ROTC scholarships could then be used as evaluation criteria during admissions decisions.

⁵² <http://www.cadetcommand.army.mil/answers.aspx>, accessed April 12, 2015.

⁵³ <http://news.harvard.edu/gazette/story/2014/12/977-admitted-to-class-of-2019-under-early-action/>, accessed April 12, 2015.

Harvard veterans have held several conversations with the Harvard College Office of Admissions and Financial Aid over the past two years, and they have always been professional and open to discussions about the number of ROTC students (and veterans) on campus. The office has consistently referred to Harvard's needs-based financial aid system. After these detailed and respectful conversations, we believe the College's Office of Admissions values ROTC students and veterans at the College, but is neither resourced nor directed to actively recruit ROTC students or veterans. A notable exception is that, in 2013, Harvard College made its "ROTC at Harvard" webpage much more prominent on its admissions website, targeting future ROTC cadets and midshipmen.⁵⁴ We are unaware of other significant initiatives to recruit future ROTC cadets to Harvard. If Harvard's Office of Admissions and Financial Aid sets a goal for matriculating a representative number of ROTC cadets in a Harvard Class and is resourced to accomplish that goal, there is no reason to believe they will not reach it.

Most ROTC detachments use two and three year full tuition scholarships to help recruit participants on campus (typically recruiting freshmen and sophomores, some of whom were previously enrolled in ROTC, and some who were not previously enrolled). At Harvard, the MIT ROTC offices (which cover many schools) have had very little success recruiting from the matriculated civilian student population, despite the fact that many undergraduates express interest.⁵⁵ Some of this is due to the robust financial aid offered to students in need and a proportional lack of need for ROTC scholarships. It may also be due to a perception among the student body that Harvard College does not support the military—a sentiment reflected in a survey of undergraduates conducted by the HVO in March, 2014.⁵⁶ Regardless, Harvard ROTC students almost all come to Harvard already with a desire to do ROTC.

ROTC and Medical School (and other Educational Delays)

Harvard's ROTC programs occasionally lose freshman and sophomores from their programs because the students hope to go to medical school via a military scholarship and subsequently serve as military physicians. Both Army and Naval ROTCs offer educational delays for students wanting to attend medical school, but the number of delay "slots" offered differs from year to year, and the likelihood of earning an educational delay slot is very uncertain. Additionally, ROTC students do not know if they will receive an educational delay until they are seniors. For example, in 2014, the Navy granted no educational delays for medical school,⁵⁷ and the Army granted approximately 20 (across the over 3,000 students commissioned into active-duty in ROTC). Harvard's Army and Naval ROTC both had students who dropped ROTC in the last two years, citing these reasons.⁵⁸ Cadets and midshipmen who aspire to become doctors in the service may understandably perceive it be a safer bet to not participate in ROTC, get into medical school on their own, and join the Army or Navy at that time (or after graduation from medical school). Harvard ROTC students who desire educational delays for law, PhDs, or masters degrees face similar predicaments.

ROTC Order of Merit Lists

Harvard cadets/midshipmen may drop ROTC⁵⁹ because they have less certainty over their branch (specialty) and first duty location than their service academy peers. Even though Harvard is widely

⁵⁴ <https://college.harvard.edu/admissions/choosing-harvard/rotc>, accessed May 23, 2015.

⁵⁵ In a survey sent by the HVO to Harvard undergraduates that we believe produced statistically significant responses (n = 541), 18% of respondents answered "yes" to the question "Do you have any interest in ROTC?" 47% answered "yes" to the question "Have you ever considered joining the military?"

⁵⁶ In Question 7 of the survey, respondents were asked, "Do you think that Harvard supports the military?" Approximately 44% of respondents answered "no."

⁵⁷ From a Naval ROTC student.

⁵⁸ Erick Juarez (College '15, former Army ROTC) and Kaelyn Cummins (College '17, former Naval ROTC).

⁵⁹ Including Tyler Keefe, College '14, former Army ROTC.

considered one of the most academically challenging universities in the world, ROTC’s post-commissioning branch and duty location selection rubrics value a Harvard student the same as a student from another school when generating its nationwide order of merit lists to choose specialty branches. Therefore, an equally hard working or equally bright student at a less academically-rigorous school may earn better grades or have more time available for valuable extra-curricular activities, enabling higher ROTC order of merit scores than his or her Harvard ROTC peers. That student would have an advantage in getting her or his choices of commissioning, branch (specialty), and assignment location. Academic majors have some influence in the process, such as STEM degrees adding to the order of merit of Army ROTC students, but these differ among the military services.⁶⁰

Harvard ROTC Association (Official Student Club)

The Harvard ROTC Association is a recognized student club at Harvard. It is open to all students at the College, but generally consists of Harvard’s ROTC/PLC/MECEP students from all branches. Even though the three ROTC programs (Army, Navy/USMC, and USAF) are all administered out of the same building at MIT, they operate independently. Cadets and midshipmen across the programs have limited systematic interaction throughout the year. This club allows the various ROTC students to coordinate activities and efforts across services and years, socialize, and work together. Co-presidents are cadets or midshipmen, typically from each of the branches. The students have almost no financial resources, but are active in educating their peers about the military. For example, the Harvard ROTC Association hosted a “Why We Serve” forum for the University in April, 2014, with panels of former and current military officers explaining why they served (and continue to serve). The club’s leadership traditionally includes an upperclassman from each of the services’ ROTC detachments.

Table 6: Harvard ROTC versus Boston University’s ROTC Incentives

	Harvard ROTC Scholarship Students	BU ROTC Scholarship Students
School has a host ROTC Program?	No (students must travel for almost all ROTC requirements, mostly to MIT ROTC Programs)	Yes
ROTC courses receive academic credit?	Most no	Most yes
ROTC student room and board funded by the university?	No (unless the students are a in high-need student status based on family income)	Most yes
Room and board authorized to be funded by University donor?	No	Yes

⁶⁰ For example, the US Navy tracks majors as Tier 1 (engineering), Tier 2 (sciences), or Tier 3 (liberal arts). The Navy must commission 65% technical majors (Tier 1 or 2). The major (or tier) does not have an impact on service assignment (really community assignment) which is done at the beginning of the senior year, so an English major (Tier 3) can be assigned to the nuclear power program if she or he has strong grades. All Navy scholarship students must take two semesters of Calculus and two semesters of Calculus-based Physics, regardless of major. This provides the technical basis for assignment to any of the three URL communities (Surface Warfare, Submarine Warfare, or Aviation). Midshipmen submit a “dream sheet,” but assignment into a community is based on needs of the Navy.

Senior administrator assigned oversight of military issues on campus?	College Associate Dean Joan Rouse (coordinates logistical aspects of Harvard ROTC) ⁶¹	Vice President of the University and Chief of Staff to the President (all veterans issues)
Veteran representation in senior University administrative positions (Board of Directors, President, Provost, Housemasters, Deans, etc.)?	No	Yes
Get to commission as a military officer and serve their country in uniform?	Yes	Yes

⁶¹ <http://www.thecrimson.com/article/2015/2/26/rotc-at-harvard-scrutiny/> accessed March 3, 2015.



Harvard University Archives image. Inscription reads, "Navy, steps of University Hall, October 9, 1943." Stephanie Mitchell/Harvard Staff Photographer. From <http://news.harvard.edu/gazette/story/2011/03/harvard-and-rotc/>, accessed October 17, 2014.



Harvard University Archives image. Inscription reads, Navy, L to R, Ensigns E. Schwerin, Norma Meyer, Olga Quadland, and Edith Paulsen, Engineering 263-5 Course at Pierce Hall, October 23, 1943. Stephanie Mitchell/Harvard Staff Photographer, from <http://news.harvard.edu/gazette/story/2011/03/harvard-and-rotc/>, accessed on October 17, 2014.

B. Veteran Students

Veterans are among the most diverse Americans, in terms of experiences, ethnicities, and socio-economic backgrounds. As of April 2015, there were only two known veterans out of 6,700 students at Harvard College—a density of only 0.03%. For comparison, 7% to 10% of the US college-age population is made up of either veterans or active-duty personnel.

The Post 9/11 GI Bill and the Yellow Ribbon Program⁶²

The Post 9/11 GI Bill, also known as the “New GI Bill,” is granted to veterans who have served since 9/11.⁶³ Specific funding levels depend on the veteran’s length of service. The bill enables veterans who have completed at least three years of active duty service since 9/11 to receive four academic years (four nine-month academic years) of 100% tuition at public-institution in-state rates, a monthly living stipend based on the cost of living in the area around the school,⁶⁴ and an annual education cost stipend (books, fees, supplies) of up to \$1,000. Significantly, veterans are not funded by the GI Bill during the summers (either tuition or stipends), or during winter recess periods in which they are not enrolled in courses.

If a veteran wants to attend a private college, the GI Bill will fund private colleges and universities at \$20,235.02 per year (or the rate of the highest in-state tuition in that state, whichever is lower). Recognizing that private colleges and universities have higher tuitions rates than state schools, the Department of Veterans Affairs (VA) established the Post 9/11 GI Bill Yellow-Ribbon Program.⁶⁵ Educational institutions that sign up for the Yellow-Ribbon Program agree to grant an additional tuition benefit to veterans, and this benefit is matched by the VA. All Harvard schools participate in the Yellow Ribbon Program, but to varying levels. For instance, if a Navy veteran served over three years since 9/11 and is admitted to Harvard College, the New GI-Bill will give them \$20,235.02 per year. As part of the Yellow Ribbon Program, Harvard College will give them an additional \$3,000 per year, which is matched by the VA, increasing their total tuition benefit to \$26,235.02.

Notably, Harvard College’s tuition benefit under the Yellow Ribbon Program is less robust than that offered at other Harvard schools. Although the College has committed to providing 50 veterans with \$3,000 to offset tuition fees, bringing the total prospective financial commitment to \$150,000, low veteran density has rendered the actual commitment much lower—potentially as low as \$9,000 (to fund 3 veterans) in recent years. Consequently, Harvard College could provide a better benefit to its veteran community by lowering the total number of funded veterans and raising the amount per veteran. For instance, the College could commit to funding 25 veterans at a \$6,000 rate. Such a policy change would result in a total financial benefit to each undergraduate veteran of \$6,000 (consisting of an additional \$3,000 from Harvard, with a matching benefit of \$3,000 from the VA).

⁶² http://www.benefits.va.gov/gibill/yellow_ribbon.asp, accessed October 15, 2014.

⁶³ If veterans serve over ten years on active-duty, they can transfer their New GI Bill benefits to one of their children (or a percentage divided up among various children). If they have served six years active-duty and agree to serve at least four more, they can transfer their benefits to their spouse.

⁶⁴ The rate is the basic allowance for housing (BAH) rate for E-5 service members with dependents.

⁶⁵ The Yellow Ribbon Program is just veterans and their child transferees, not for active-duty or spouses.

Table 7: Harvard's Yellow-Ribbon Program⁶⁶

Harvard School or Program	Maximum Number Funded at any One Time	Max School Contribution Amount (per student/per year)
College	50	\$3,000 ⁶⁷
Arts and Sciences (GSAS)	15	\$17,500
Dental	5	\$5,000
Education	10	\$6,000
Medical	10	\$5,000
Business	60	\$12,000
Design	20	\$17,000
Divinity	10	\$5,000
Kennedy	35	\$7,500
Institute for Advanced Theater Training	3	\$1,500
Law	50	\$20,000
Public Health	5	\$10,000
Extension School	50	\$3,500

⁶⁶ http://www.benefits.va.gov/gibill/yellow_ribbon/2014/states/ma.asp, accessed October 13, 2014.

⁶⁷ The Yellow Ribbon program is the only exception to the Harvard College's needs-based financial aid system as the Yellow Ribbon \$3,000 is seen as a merit award. The \$6,000 (which is Harvard College's \$3,000 plus the Department of Veterans Affairs' matching \$3,000) equates to the annual amount a Harvard College student on financial aid would earn towards tuition if she or he worked for Harvard College during both terms of an academic term and the summer.

Table 8: Peer schools' undergraduate Yellow Ribbon Programs⁶⁸

Institution (undergraduate college)	Max. Number of Students Funded at any One Time	Max. School Contribution Amount (per student/per year)
Harvard College	50	\$3,000
Yale	unlimited	\$10,000
Boston University	25	\$9,000
MIT	none	none
Cornell	unlimited	unlimited
Princeton	unlimited	\$4,000
Stanford	unlimited	\$3,000
Brown	30	\$10,000
Penn	5	\$4,000
Columbia (School of General Studies)	unlimited	\$8,000

Transfer Students

Many college-oriented veterans take college courses during their limited free time while on active duty. Unfortunately for veterans with substantial college credit, Harvard's transfer student acceptance rate is below 1%,⁶⁹ effectively making transferring into Harvard with course credit almost impossible. Harvard College plans the number of open transfer seats based on the number of resignations from the class, which is exceptionally low, resulting in very few (typically under 15 per year) transfer applicants accepted.

Similar to all applicants, veterans can apply for traditional admission without transfer credit. In the mid-1940s during the end and aftermath of World War II, Harvard adopted a policy of considering accepting up to 50% credit for veteran applicants including consideration of military training, a more flexible calendar (allowing three terms instead of two each year), a more flexible system of admission to the College and graduate schools, and the appointment of a Counsellor for Veterans specifically tasked to guide veterans to admission.⁷⁰

Veteran Recruiting (Harvard College Office of Admissions and Financial Aid)

Although there are leaders in the Harvard College Office of Admissions and Financial Aid who are proponents of recruiting more ROTC cadets and veterans, we are unaware of significant initiatives or resources allocated to recruiting these groups. This is different at several of Harvard's graduate schools,

⁶⁸ http://www.benefits.va.gov/gibill/yellow_ribbon/2014/states/ma.asp, accessed October 14, 2014.

⁶⁹ Conversation with Travis Belanger, College '14, former Head of Crimson Serves, September 2013.

⁷⁰ <https://harvardmilitary.files.wordpress.com/2014/10/1945-03-27-what-about-harvard-vet-recruiting.pdf>, accessed January 25, 2015.

such as the Business School and the Kennedy School of Government, where there are large populations of students who are veterans.

Extension School

The Harvard Extension School is one of Harvard's many jewels, and perhaps the one that most brings Harvard's value of inclusiveness to life. With its open enrollment and various degree programs at the associates, bachelors, and masters levels, almost all high-school graduates (and equivalent) in the Boston area are eligible to attend and become a part of the Harvard community. A recent dean described the Extension School as "The Gates Unbarred."⁷¹ As noted earlier, the Extension School has many active-duty and veteran students, with many at the undergraduate level.

Also designed as a school for non-traditional students, Columbia University established the School of General Studies in 1947. Unlike Harvard's Extension School, Columbia's School of General Studies employs a traditional admissions process, as opposed to an open enrollment program. Notably, the School of General Studies actively recruits veterans, and has approximately 210 veterans enrolled out of its 1,500 students.⁷² Its Dean of Students, Dr. LaToya Hill stated, "What we have discovered is that when they get discharged, a lot of the veterans are looking for information. Which institution they choose depends upon the ease of that process."⁷³

Yet the most significant difference is that the students enrolled in Columbia's School of General Studies attend classes with and among Columbia College students, but the students enrolled in Harvard Extension School do not take classes with Harvard College students. This separation inhibits the mixing, and thus the integration, of the military and College population.

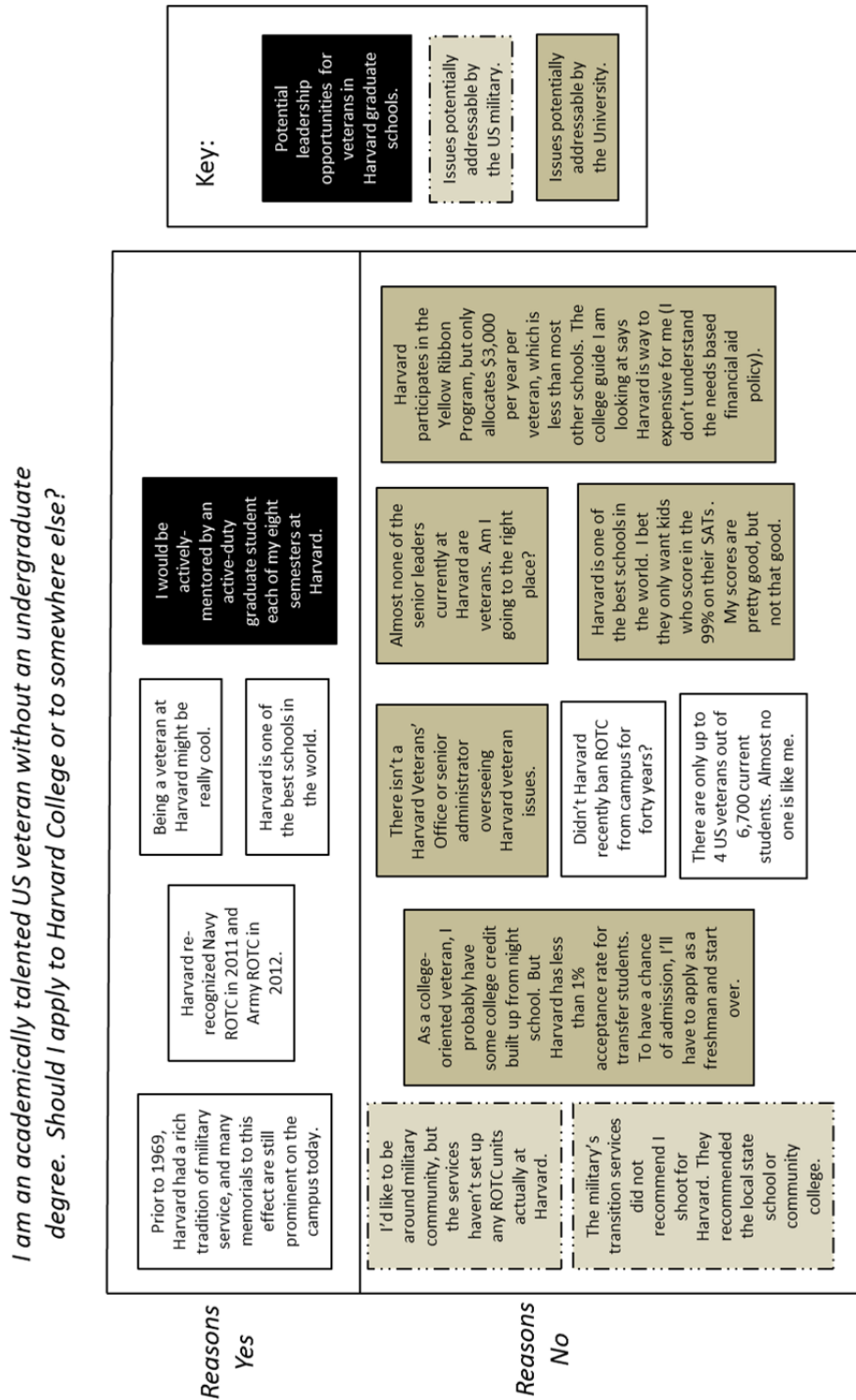
Today, many academically-gifted veterans may not realize that Harvard College is a viable option, in part because the College's current transfer policy discourages college-oriented veterans from applying. Figure 4 represents a potential decision process of a veteran who is deciding whether or not to apply to Harvard College.

⁷¹ Shinagel, Michael (2009). The Gates Unbarred: A History of University Extension at Harvard, 1910-2009.

⁷² http://www.nytimes.com/2011/11/14/education/columbia-actively-recruits-veterans.html?_r=0, accessed March 3, 2015.

⁷³ Foderaro, Lisa W. (2010) From Battle Field to Ivy League, on the G.I. Bill, New York Times, Jan. 8, 2010, <http://www.nytimes.com/2010/01/09/nyregion/09gis.html?pagewanted=1&hp>, accessed March 3, 2015.

Figure 4: The Harvard College veteran application thought process



C. Active-Duty Students

Similar to ROTC and the other pre-commissioning programs, admitting active-duty students is the only other way Harvard can lead the active US military in the future. The Army has historically sent the most officers to full-time civilian graduate schooling and the USMC has been the least active in doing so. Harvard Kennedy School and Harvard Business School have historically hosted the most active-duty personnel.

Approximately 40 full-time active-duty students are enrolled in Harvard's graduate schools, and none in the College (see Table 1). Approximately one-half of active-duty students at Harvard are fellows, typically military O-5s and O-6s who attend for a year in a non-degree status. The largest of the fellowships is the Kennedy School's National Security Fellow Program, which hosts approximately 15 active-duty personnel per year. The Kennedy School's Belfer Center for Science and International Affairs typically hosts two active-duty Air Force fellows per year. Additionally, GSAS's Weatherhead Center for International Affairs typically hosts two O-6s per year, usually one Air Force and one Army. These students typically have a modified admissions process where the uniformed services select the nominees.

The other half of the full-time active-duty students at Harvard are degree-seeking graduate students, who apply and must be selected by their own merits as part of each school's traditional student application process. The military services put its medical students in reserve status while attending Harvard Medical School (and other medical schools), but this report counts such students as active-duty. Harvard Kennedy School typically has up to ten active-duty degree seeking students, and the Business School, Medical School, Law School, School of Public Health, and School of Dental Medicine recently each have around five active-duty enrolled at any one time (across all classes). The Divinity School, School of Design, and School of Education host active-duty personnel occasionally, with their low-density being primarily due to receiving few applications from active-duty personnel.

The Harvard Extension School currently hosts over sixty students on active-duty, almost all in part-time status. Although this report does not have data on where these active-duty students are from, we assume most are from Massachusetts installations such as Hanscom Air Force Base, US Coast Guard Base-Boston, US Army Soldier Systems Center in Natick, Fort Devens (Army), and Westover Air Base in Chicopee.

D. Faculty and Senior Administration Veterans

The United States enjoys both civilian oversight of the military and an all-volunteer force. Although there is certainly no obligation or expectation, either spoken or implied, for most Americans to serve in military uniform, research has shown the importance of role models and advocates being in positions of leadership in order for underrepresented groups to grow and thrive. Faculty make up a majority of the leadership of the University, and Harvard has several faculty veterans, most of whom are in the Business School or School of Government.

Table 10: Harvard full-time faculty veterans ^{74, 75}

Name	Affiliation	Military Service in Combat or Deployment?	Position	School
Harvey Mansfield, Jr.	former enlisted, US Army, '54-'56		Kenan Professor of Government (tenure track)	FAS
Kevin "Kit" Parker	current Lieutenant Col., US Army Reserves	Iraq, Afghanistan	Professor (tenure track)	FAS/SEAS
Peter Hubers	US Army officer ('96-'98), Guard ('98-'03), Reserves ('04-'06)	Bosnia	Professor of Earth and Planetary Sciences and of Environmental Science and Engineering	FAS
Scott Snook	Colonel (retired), US Army, '80-'03	Grenada	Senior Lecturer	HBS
Michael Porter	former Captain, US Army Reserves (1970s)		University Professor (tenure track)	HBS
Jay Lorsch	former First Lieutenant, US Army (1950s)		Professor (tenure track)	HBS
Kevin Sharer	former Lieutenant, US Navy		Senior Lecturer	HBS
Dana Born	Brigadier General (retired), US Air Force	Afghanistan	Lecturer	HKS
Thomas Patterson	former First Lieutenant, US Army, '63-'66	Vietnam	Professor of Government and Press (tenure track)	HKS
William "Bill" Hogan	US Air Force officer, '67-73		Plank Professor of Global Energy Policy (tenure track)	HKS
David Gergen	former Lieutenant, US Air Force		Public Service Professor of Public Leadership	HKS
Tad Oelstrom	Lieutenant General (retired), US Air Force	Vietnam, Gulf War (Iraq)	Adjunct Lecturer and Director of the National Security Program	HKS

The most senior level leaders and administrators of the University are the members of the Harvard Corporation, members of the Board of Overseers, deans of the various Harvard schools, College house masters, provost, and College dean. These groups set the policies and vision for the University and College. Out of these distinguished groups, we are not aware of any who are veterans.

⁷⁴ Two of Harvard's several distinguished staff veterans are Brigadier General (retired) Kevin Ryan, US Army, the Director of the Belfer Center for Science and International Affairs at HKS, who has served in Iraq, and Colonel Skip Nordhoff, US Marine Corps Reserve, Senior Development Officer at HBS, who has served in both Iraq and Afghanistan.

⁷⁵ Harvard also has several adjunct and visiting (part-time) faculty veterans. Examples include Charlie Clements, former US Air Force officer and Vietnam veteran, who is an Adjunct Lecturer at HKS, and General (retired) David Petraeus, US Army, who is a Non-resident Senior Fellow, Belfer Center, HKS.

Table 11: Harvard senior governance US military veterans^{76, 77}

Group	Number	US Veterans
Members, Harvard Corporation ⁷⁸	14	none known
Members, Board of Overseers ⁷⁹	32	none known
College housemasters	24	none known
Deans of the College and the graduate schools	13	none known
Total	70	none known

Similarly, it is important to look at the senior uniformed leaders of the US military and corresponding level of integration with Harvard. Two of the twenty-four current four-star generals and admirals hold degrees from Harvard.

Table 12: Senior (four-star) US military officers with Harvard degrees^{80,81}

Service	Total on Active-Duty	Harvard degrees
Army	7	none known
Navy	6	1 (Harry Harris, MPA '92)
Air Force	9	1 (John Hyten, College '81, attended ROTC at MIT)
Marine Corps	2	none known
Total	24	2

E. Tracking of Veterans Status and Veterans Coordinators

Veteran and ROTC status are not typically tracked by the various Harvard admission and alumni offices. For example, Harvard College's Office of Admissions and Financial Aid stated they do not know how many ROTC students, or veterans, are coming to Harvard College because they do not ask that question and only know it if the students voluntarily mention their veterans status. Similarly, most Harvard alumni offices do not ask which of their alumni are veterans.

Many universities staff a full-time military-veteran-ROTC coordinator and have a senior administrator with the additional responsibility of overseeing military-veteran-ROTC issues. For

⁷⁶ Information is from internet searches of their biographies.

⁷⁷ Roger Cheever, Harvard University Associate Vice President, Principal Gifts, Alumni Affairs and Development, served in the Navy and is a Vietnam veteran. To the best of our knowledge, he is the most senior Harvard Administrator who is a military veteran.

⁷⁸ The Corporation is arguably the most influential body in the University, and they select their own replacements.

⁷⁹ Nominated by the Harvard Alumni Association and voted on by all Harvard graduates.

⁸⁰ US Code 525, <https://www.law.cornell.edu/uscode/text/10/525>, accessed April 21, 2015

⁸¹ Several four-star generals participated in Harvard Executive education programs, and at least one was a National Security Fellow at the Kennedy School, such as US Army General Vincent Brooks.

example, Boston University's Vice President and Chief of Staff to the President has direct responsibility for military-veteran-ROTC issues, and the University of Connecticut has a veterans' coordinator on staff. Other universities have standing governance committees that actively oversee military-veteran-ROTC affairs. From 2011-2014, Harvard University did not currently have a senior administrator, a veterans' coordinator, or a committee with active purview over military-veteran-ROTC issues, though Harvard College Associate Dean Joan Rouse was recently given logistical overview of Harvard ROTC. Several Ivy-League colleges are currently adding a program manager for veterans' issues,⁸² though we are unaware of any similar plans at Harvard.

F. Harvard University's Official Support for ROTC & Veterans

Harvard University, as a whole, has recently had many military integration efforts and inclusive programs, especially after the re-recognition of Harvard ROTC in 2011 and 2012. These have created an overall culture of inclusiveness towards current veteran students and fellows in the graduate schools. Below, we list a number of initiatives undertaken by the University and the military:

- Following the lifting of the ROTC ban in 2011, Harvard ROTC is again permitted to use Harvard's miscellaneous facilities (such as the track for physical training, and auditoriums or classroom space for special events).
- Harvard provides approximately 100 square feet of office space (separately) for both Army and Naval ROTC in the Radcliffe Quadrangle's Hilles Hall (a 1/2 mile walk from the Yard, where all the freshmen live and most of the upperclassmen live nearby).⁸³
- Harvard Kennedy School hosts approximately 15 active-duty National Security Fellows (NSF) and two active-duty Belfer Center Fellows per year. Also, GSAS hosts 2 active-duty Weatherhead Fellows per year.
- The Harvard Kennedy School's veterans and active-duty fellows lead a monthly educational presentation called "For the Common Defense" that is open to the University Community
- Harvard Law School's Legal Service Center established an ongoing Veterans Legal Clinic, <http://www.legalservicescenter.org/get-legal-help/students-and-clinics/veterans-legal-clinic/>
- Since 2011, Kirkpatrick Professor of the Practice of International Affairs Meghan O'Sullivan (HKS) has organized an annual "Welcome to Harvard" fall-term BBQ event at the Loeb House for all new and returning Harvard veterans and their families. Several Harvard Faculty, including President Faust, regularly participate. The President's Office funded the event the first year. In subsequent years, the event has been resourced by a combination of the President's Office, HKS Centers, and a professor's personal funds.
- Every spring, Economics Professor Martin Feldstein hosts the seminar course Economics of National Security (Econ 2490), specifically inviting active-duty officers, providing a collaborative environment with civilian national security leaders from academe, government, and non-profits worlds.
- Since 2011, Public Service Professor of Public Leadership David Gergen has hosted and arranged for private funding for a bi-annual formal dinner honoring currently enrolled student veterans at the Charles Hotel.

⁸² Email from Skip Nordhoff, HBS Senior Development Officer, received September 21, 2014.

⁸³ The ROTC spaces are similar and adjacent to office space given to officially approved student extra-curricular organizations such as The Harvard Culinary Society and the Harvard Ballroom Dance Team.

- In 2012, Harvard University approved an effort started and funded by the Harvard Veterans Alumni Organization (HVAO) to install a memorial plaque honoring Harvard’s Medal of Honor recipients in the Memorial Church.⁸⁴
- Since 2012, Harvard Football has hosted an annual “Military Appreciation Day” where active military and veterans are allowed free, and has requested an ROTC Color Guard to start the game.
- In 2012, Harvard’s President directed that the University’s primary American flag (on University Hall) be flown on Memorial Day, 4th of July, and Veterans Day.
- In 2013, Harvard funded a Zip-Car account for ROTC students to use and share in going back and forth to MIT for official ROTC requirements.
- In 2014, Harvard College Admissions created an ROTC-Admissions sub-page on its website.⁸⁵
- In May 2014, incoming Harvard College Dean Rakesh Khurana asked how Harvard College could double the size of Harvard ROTC.
- In 2014, the University allowed the Warrior-Scholar-Project (WSP), an external program where twenty veterans are given a one to two week intensive course designed to prepare them to transition from the military to college (not necessarily to Harvard), to use Harvard facilities. The WSP at Harvard was directed by Logan Leslie, College ’15 and veteran. President Faust, Harvard College’s Office of Admissions and Financial Aid, and several other Harvard faculty spoke during the week-long event.
- During the later parts of the ban years, Harvard still hosted a ROTC commissioning ceremony for Harvard students in the Yard during graduation week.
- President Faust has attended and spoken at the Harvard ROTC commissioning ceremonies in 2012, 2013, 2014, and 2015 (planned).
- Then College Dean (select) Rakesh Khurana attended the 2014 Harvard ROTC commissioning.
- In November 2014, HBS signed a long-term reduced-tuition agreement with West Point to educate up to four West Point faculty-bound Army officers per year, at significantly reduced tuition. Harvard Kennedy School has had a similar agreement with West Point for many years.
- In November 2014, Professor Jonathan Walton, Pusey Minister to the Memorial Church, wrote a long-term policy that reserved the use of the Memorial Church for military-focused remembrance ceremonies on Veterans Day, Memorial Day, and three other days per year (for no charge).⁸⁶
- In November 2014, Professor Jonathan Walton, who leads the Harvard College Committee on Diversity and Inclusion, stated his intent to establish a military sub-committee.
- There is a standard question on the “Common Application”⁸⁷ that asks applicants’ veterans status. As of 2014, Harvard College now collects and monitors this data during the admissions process.
- In January 2015, the Harvard Tours Office agreed to a request from the Harvard Veterans Organization to design a Harvard Military Historical Walking Tour brochure and to train tour guides to give the tour (planned for completion in the summer of 2015). Harvard Veterans Organization provided the Tours Office with the information on the over 40 sites on campus.
- Harvard Memorial Church has volunteered to host a private ceremony/service for the Congressional Medal of Honor Society in the fall of 2015 (of which 65 of the 79 living recipients are scheduled to attend). The Office of the President is actively supporting this event.⁸⁸

⁸⁴ <http://harvardmagazine.com/2009/11/harvard-vets-medal-of-honor-alumni-honored>, accessed May 25, 2015.

⁸⁵ <https://college.harvard.edu/admissions/choosing-harvard/rotc> accessed October 15, 2014. Input to this page was coordinated by Crimson Serves, an undergraduate student veterans’ organization. The HVO provided additions and edits.

⁸⁶ Professor Jonathan Walton’s great grandfather served in World War I, his grandfather served in World War II, and his father served in Vietnam.

⁸⁷ The Common Application is a single college application that applicant students complete and send to various schools. <https://www.commonapp.org>

⁸⁸ <http://news.harvard.edu/gazette/story/2015/05/medal-of-honor-moment-2/>, accessed May 11, 2015.

- The US military typically sends several flag officers each year to speak with various audiences at Harvard, and most interact with Harvard ROTC students when on campus. Some of the active-duty flag officers on campus during the past three years include General Martin Dempsey, US Army, General Lloyd Newton, US Air Force, Major General (now General) John Hyten, US Air Force, Admiral Samuel Locklear III, US Navy, and Brigadier General Mark Martins, US Army. General David Perkins, US Army, is coming to speak at the 2015 Harvard ROTC commissioning ceremony.

G. Harvard College Civilian Students' Perception Survey⁸⁹

In March 2014, the Harvard Veterans' Organization sent an electronic survey invitation to all 6,700 Harvard College undergraduates, and asked students participating in ROTC and veterans not to participate. We received 541 responses (30% freshmen, 24% sophomores, 19% juniors, and 25% seniors; 53% male, 47% female). The entire results are available at Appendix M. Major findings include:

- 18% have no friends or family members who have served, or are currently serving, in the military
- 43% have two or fewer friends or family members who have served, or are currently serving, in the military
- 47% indicated that they have considered joining the military
- 18% expressed interest in possibly participating in ROTC
- 44% believe that Harvard does not support the military
- 84% support having more veterans on campus

⁸⁹ Administered by Dan Fisher (MPP/MBA 2016) and Charley Falletta (College 2016) of the Harvard Veterans Organization.

H. Harvard College ROTC Students' Perception Survey⁹⁰

In August 2014, we sent an electronic survey invitation to all of the Harvard ROTC students and received 21 responses (over 80%).⁹¹ The entire results are available at Appendix N. Major findings include:

- 52% have no veterans in their immediate family
- 58% spend between 10-15 hours per week on ROTC activities, 24% spend between 16-20 hours, and 20% spend over 21 hours
- Most ROTC students feel other Harvard College students perceive ROTC very positively (average of 7.5 out of 10), and feel most faculty perceive it positively (average of 6.5 out of 10)
- Feel the Harvard Administration facilitates their participation in ROTC a moderately-positive way (average of 6.5 out of 10)
- ROTC students perceive the following as the primary ways the administration has helped them with ROTC:
 - provided ZIP-car account for commuting to MIT ROTC offices (17 responses)
 - provided Charlie-cards for same (8 responses)
- “If Harvard wanted to double the size of its ROTC program by improving in these aspects, list three things they should do (in priority order, with what you list first as top priority). Please be very specific.” The three most frequent responses are below:
 - Give academic course credit for required ROTC classes (12 responses)
 - Fund ROTC students’ room and board (11 responses)
 - Other frequent responses:
 - Treat ROTC with more organizational commitment than the other extra-curricular clubs
 - Create Harvard-based ROTC units (versus just partner with MIT’s ROTCs)

I. Veterans Organizations Affiliated with Harvard

There are many veterans organizations involved with the University community (see Appendix K for an exhaustive list). In addition to the three MIT ROTC programs that host our Harvard cadets and midshipmen and the student veteran clubs in most of Harvard's schools, there are three organizations that should be highlighted.

The Harvard Kennedy School National Security Fellows are part of an official University program. Based out of the Kennedy School, the National Security Fellows Program hosts twenty fellows a year. Three-fourths of them are senior active-duty military (including Reservists and Guardsmen/women on active-duty status), and the other fourth are typically civilians from other US National Security organizations. The military officers are typically senior lieutenant colonels (commanders) or junior colonels (captains, for US Navy). As a non-degree granting program, fellows typically audit at least two MPA/MPP classes per term (and are allowed to cross register for individual classes with some other Harvard schools, MIT, and Tufts). The program is led by Lieutenant General (retired) Tad Olestrom, the former Superintendent of the US Air Force Academy. National Security Fellows typically host monthly "For the Common Defense" forums open to the public that educate others on the military or facilitate discussion on current national security topics. This program brings the most

⁹⁰ Administered by Dan Fisher (MPP/MBA 2016) and Caleb Phillips (MPP 2015) of the Harvard Veterans Alumni Organization.

⁹¹ For the purpose of this report, the Harvard Veterans Organization sought responses from cadets in the undergraduate classes of 2014, 2015, 2016, and 2017.

active-duty members of the military to Harvard. Most of those who attend the National Security Fellowship go on to command large and influential organizations in the US military, and many become generals or admirals.

The Harvard Veterans Alumni Organization (HVAO) was founded in 2006 to provide a coordinating voice for the thousands of Harvard veteran alumni. The founder was Tom Reardon, College '68, who went to US Army officer candidate school and became an infantry second lieutenant who served in Vietnam. The HVAO has been very active across the Harvard community, including advocating for the return of ROTC to Harvard, posting of the Medal of Honor plaque in Memorial Church, and in raising funds to support various veterans-related initiatives.

In 2013, two members of the HVAO, Greg Adams, MPA-ID/MBA '14, and Everett Spain, DBA '14, formed the Harvard Veterans Organization (HVO) as the on-campus arm of the HVAO. The purpose of the HVAO is to ensure every on-campus Harvard student, faculty, or staff affiliated with the military is fully apprised of all military related events and issues, and to coordinate effort towards military initiatives. The HVO coordinates events and produces a monthly email "blast" to all veterans (and anyone who would like to receive it) with upcoming events, points of contact, history education, etc.

The Advocates for Harvard ROTC was formed by Paul Mawn, College '63, as an advocacy group to establish ROTC at Harvard. They were very active during the latter years of the ROTC ban, and continue to work tirelessly to ensure Air Force ROTC is recognized and that ROTC is fully supported by and integrated into the Harvard community.



Five Harvard ROTC cadets before an ROTC shooting range in April 2008. Justin Ide/Harvard Staff Photographer. From <http://news.harvard.edu/gazette/story/2011/03/harvard-and-rotc/>, accessed on October 17, 2014.



A Harvard ROTC cadet after field training in April 2008. Justin Ide/Harvard Staff Photographer. From <http://news.harvard.edu/gazette/story/2011/03/harvard-and-rotc/>, accessed on October 17, 2014.

III. Recommendations

The following recommendations are designed to be a departure point for considerations and discussion. These suggestions build on the recent integration efforts across the University, and are designed to align with the explicit and implicit values of Harvard College, Harvard University, and the US military.

A. University/College Administration (including Corporation and Board of Overseers)

Actively recruit ROTC-interested high-school students into Harvard College

- a. Set admission goals of matriculating a robust number of ROTC students per class (by service) and resource the College Office of Admissions and Financial Aid to accomplish this task. *This is by far the most important recommendation of this paper.*
- b. Add an ROTC interest and federal ROTC scholarship applicant/recipient question to the College application and provide MIT's ROTC detachment by-name list of all accepted students who expressed interest (MIT has recently done this and just accepted 6 of 15 Army ROTC scholarship recipients for the Class of '19).
- c. See Appendix A for recommendations for recruiting high school students into Harvard College ROTC.

Actively embrace ROTC & veteran students on campus through structural means

- a. Address one or more of Harvard's legacy structural obstacles to ROTC participation
 - o Restructure how Harvard accounts for ROTC scholarships to allow ROTC students to realize a higher percentage of the net benefit of the scholarship
 - o Fund (or allow the official gift funding for) room & board for contract-ROTC students.
 - o Grant academic credit for appropriate ROTC classes
 - o Move existing MIT ROTC satellite offices from Hilles Hall (The Quad) to the Yard.
 - o Request that DoD re-establish a permanent ROTC presence in the Yard
- b. Addressing one or more of Harvard's legacy structural obstacles to veterans matriculating into Harvard College
 - o Modify the College's level of participation in Veterans' Administration Yellow Ribbon Program (discussed earlier in white paper) from the current \$3,000/student*year for up to 50 students to match Yale's \$10,000/student*year for an unlimited number of students.⁹²
 - o Create a veteran-friendly transfer admissions policy (discussed earlier in white paper).

Establish standing governance for University ROTC/Veterans/Military issues

- a. Assign a senior administrator purview over the University's Military-Veterans-ROTC issues. Responsibilities of the senior administrator could include (but not be limited to):
 - o Recruiting
 - o Integration (embracing)
 - o Transition
 - o Veterans services/needs
 - o Liaison to Department of Veterans Affairs
 - o Financial aid (including ROTC scholarships, GI Bill, Yellow-Ribbon program, etc.)
 - o Education of the greater Harvard Community
 - o Ceremony planning

⁹² The \$150,000 figure is derived from the \$3,000/yr./veteran, with a total of 50 veteran students eligible for sponsorship.

- Communication among administration/veterans/military/ROTC/veterans' interest groups/etc.
- Compiling and distributing an annual assessment of the Harvard-military integration and recommendations for moving forward
- b. Establish an ROTC-Military-Veterans standing committee made up of various stakeholders (including ROTC leaders, senior administrators, faculty, housemasters, College Admissions and Financial Aid Office, alumni offices, ROTC students, civilian students, select alumni, Harvard affiliated veterans organizations, etc.). Ask Harvard affiliated active-duty and veteran students and fellows to voluntarily serve as the core of this committee.
- c. Consider the pros-and-cons of appointing a mid-level ROTC-military-veterans administrator to coordinate and integrate military issues at Harvard.

Actively recruit veterans in Harvard College

- a. Set admission goals of matriculating a specific number of veterans per class and resource the College Office of Admissions and Financial Aid to accomplish this task.⁹³
- b. See Appendix B for recommendations for recruiting veterans into Harvard College.

Document the status of student and faculty veterans across the University

- a. Have Harvard's various admissions offices (and registrars) track their applicants' and alumni's veteran status (i.e. Are you a US veteran, yes or no? An international veteran, yes or no?)
- b. Have alumni offices do the same.
- c. Actively share this information with the University's veterans' coordinator or, in the absence thereof, with the Harvard Veterans Organization.

Reach out to the US Air Force and work together to re-recognize Air Force ROTC

Recognize and celebrate Harvard ROTC's 100-Year Anniversary in 2016

- a. Host a significant ceremony (perhaps a weekend) commemorating Harvard ROTC's 100-year anniversary in 2016.
- b. Include a significant welcome-home ceremony for Harvard's Vietnam-era veterans. No apologies or finger pointing by any party are needed. The Harvard Veteran's Organization is well-positioned to gauge interest in such an event among Harvard's Vietnam-era and broader veteran communities, and can assist with relevant coordination and execution.

Grant Harvard's pre-graduate wartime dead alumni status

- a. For example, former HBS student Robert Murray [MBA Class of 1970, Section E] was drafted while enrolled, did what his nation asked him to do, left Harvard to fulfill his obligation, and he was killed in battle protecting other US soldiers, for which he received the Medal of Honor. Yet he is not considered an alumnus of Harvard.
- b. There are likely many other Harvard students who were drafted or volunteered to serve in the military during time of war, were killed, and were not able to complete their degrees.

Continue to actively celebrate Harvard's military relationship

- a. Create and offer an official Harvard-led military walking tour and self-guided (iOS and Android app) tours. Create a professional pamphlet based on the military walking tour already developed in these notes and distribute them in the Harvard Tour Office (Holyoke Center). Further, post the

⁹³ To recruit veterans, Harvard College may have to look no further than the group attending the now-annual Warrior-Scholar Program.

tour online and offer guided tours once a week. (Note: in coordination with the Harvard Veterans Organization the Harvard Tours Office has agreed to create a military historic tour by the summer of 2015.)

- b. Sell Harvard ROTC t-shirts in the COOP (see possible design in this paper).
- c. Ensure mandatory classes are not held on Veterans Day, Memorial Day, and Fourth of July. If classes must be held on one or more of these due to scheduling issues, host an official University ceremony that same day.

Add the missing military memorials on campus

- a. Label Elmwood and Loeb House with plaques as former Continental Army Hospitals.
- b. Create monuments or memorials for the approximately 100 war dead who have not been memorialized (approximately 22 from Revolution and 77 from Civil War).
- c. Create a memorial at the Harvard schools and undergraduate houses without them that have war dead (HBS, Elliot House, etc.) in ways that are not resource intensive, such as renaming halls and common rooms as Legacy Halls or Legacy Rooms. [Note: HBS is currently planning a veterans' memorial.]

Appoint veteran representation among the University's senior leadership

- a. The next time there is an opening in a Deanship, the Harvard Corporation, Board of Overseers, and Housemasters, closely consider all qualified veterans.
- b. When making consequential decisions, solicit veteran input.

Create a Harvard-Service Academy semester exchange program

- a. Host five sophomores or juniors from each of the big-three service academies (West Point, Annapolis, and Air Force Academy) for a semester exchange with equivalent numbers of Harvard College ROTC students.
- b. The Harvard students must be contract students in ROTC.

Establish endowed visiting professorships and centers in military-related topics

- a. Visiting professors with two-year terms offer a recurring source of fresh perspectives, relationships, and ideas, while being less expensive than tenure track.
- b. Some of many potential examples of professorships include:
 - 1) Visiting Professor of Military History (GSAS, Department of History)
 - 2) Visiting Professor of National Security Law and Military Justice (HLS)
- c. Potential themes for future centers include the study of military history, military justice and national security, armed forces and society, and leadership.

Ask the Harvard Trademark Program to approve the widespread use of the phrase "Harvard ROTC" for clothing, apparel, brochures, etc. It is currently not approved for use.

B. Military Services, including ROTC Headquarters and Service Academies

The Army or Navy should establish an ROTC host-school unit (headquarters) on campus at Harvard, even though the numbers are presently small. Due to the white paper authors' backgrounds, we highly recommend Army, though we would be just as proud if a Navy (or Air Force) ROTC headquarters came back to Harvard.

Reach out to Harvard and work together with the University to recognize Air Force ROTC.

Request that MIT Army ROTC Headquarters loan Captain Cordier's Harvard ROTC saber (circa 1917) to Harvard University for prominent formal display in the President's Office, a major Harvard Museum, or another official place of prominence.

Grant Harvard ROTC students certainty with regards to selection of their military career specialty.

- a. Ensure competitiveness of schools is appropriately weighted in commissioning preference rubrics.⁹⁴
- b. Create policies that allow cadets and midshipmen to lock in graduate school deferrals, career specialties, and type of commission at the time of their contracting.⁹⁵

Move the timeline of applications and award of four-year ROTC scholarships to before the Harvard College early-action application deadlines. Currently, almost one-half of Harvard College students are admitted under early action. Therefore, the College's Office of Admissions and Financial Aid cannot take ROTC scholarships into consideration when making many of their admissions decisions.

Emphasize the availability of ROTC federal reserve-guarantee scholarships.

These scholarships allow students to pursue their goals of civilian careers immediately following graduation, while also allowing them the opportunity to serve in the military in the reserve component [for example, University Professor Michael Porter was a captain in the US Army Reserves].

Officially encourage all federal ROTC scholarship recipients to apply to Harvard College.

Have senior ROTC leaders (flag officers) visit Harvard and establish relationships with the administration. Invite the administration to visit the service academies, military bases, and ROTC headquarters.

Establish semester-long service-academy student exchange programs with Harvard ROTC cadets/midshipmen.

Convene a cross-service conference on ROTC in the Ivy League, sharing best practices and lessons learned. In addition to military officials, invite cadets, midshipmen, and civilian administrators and students from the various schools to participate.

Assign the active-duty officer fellows (National Security Fellows, Weatherhead Fellows, etc.) to research and write a comprehensive military history of Harvard University. Have a PhD from the faculty of the US Army War College (or similar institution) serve as the coordinator/editor/supervisor of the project. Provide reasonable funding to support the project. Collaborate with Harvard University Archives and historians.

⁹⁴ Next year's Army ROTC student national order of merit list rubric will weight GPA lower, increase professor military science on-campus assessment and add multiple standardized tests (GRE, MAT, and CLA), all of which should provide more accurate assessments for Harvard ROTC students.

⁹⁵ For example, Army ROTC senior cadets can apply for an educational delay during the accessions process which will allow them to commission, attend medical school, and then become a military doctor. This is very competitive nationally, although Cadets from this program tend to be successful in the Educational Delay selection board. As an example, MIT Army ROTC has four cadets in the ROTC program applying for educational delay this year (three from Tufts [two applying for Medical School] and one from Harvard [Law School]). The MIT Professor of Military Science predicts all of them will be selected.

Provide full room and board funding for all Harvard ROTC students under contract.

C. Active-Duty Students and Fellows on Campus (also see recommendations for veterans)

Organize a recurring sponsorship program for every veteran & ROTC College student. This should partner one active-duty per ROTC student, per semester. They should meet at least three times for at least an hour to mentor the undergraduate.

Invite and accompany a tenure-track member of the University faculty to a veteran's event at least once every semester.

Sponsor a Harvard ROTC student and actively mentor them.

Wear your uniform on campus at least once per month during normal activities.

Volunteer one day a month at the MIT ROTC detachment (under the supervision of the ROTC commander).

Each year, identify several enlisted service-members to apply to Harvard College and mentor them through the process. Volunteer to assist Harvard College Office of Admissions and Financial Aid with ROTC and veteran recruiting.

D. Veterans on Campus (including active-duty)

Actively volunteer to help the administration with these efforts (and other efforts to improve our university).

Create a walking tour and work with the Harvard Tours Office to offer it regularly. The long version of this tour is Appendix I of this white paper. Former Army Captain Inga Brown, spouse of a former HKS National Security Fellow, has written a shorter, more detailed tour of the Yard, and has given it to the tours office.

Personally invite and escort a different tenure-track faculty member or senior administrator to each of the various military-related ceremonies on campus. This includes the occasional 9/11 ceremony or event, the Veterans Day Ceremony, the Memorial Day Ceremony, etc. Ideally, invitations would be for those without much exposure to the military. The goal is to build professional and personal relationships between the faculty and military-affiliated students.

Reach back to the college-oriented enlisted service-members in the military and encourage them to apply to Harvard. Help them with their applications.

E. Veteran Alumni No Longer on Campus

Actively raise and contribute funds for the ROTC Association (Student Club), military-related ceremonies, new memorials on campus, military-affiliated chaired professorships, scholarships, the various Harvard veteran organizations, and for non-military causes at Harvard.

Offer to assist from afar. Check in once per year with the MIT ROTC commander from your service, the Harvard Veterans Alumni Organization, and the various student veterans' organization at your Harvard school and ask how you can assist, and do so.

Actively recruit the finest veterans to attend Harvard.

F. ROTC Students and College Veteran Students on Campus

Include all commissioning sources and military veterans in the Harvard College ROTC Association (student club)

- ROTC
- MECEP
- PLC
- OCS preparation
- Green-to-Gold (G2G)/Seaman-to-Admiral (STA)
- Veterans not in pre-commissioning programs
- Civilian students who are just interested in learning more about the military

Reach out to your networks and encourage high-school applicants to apply to Harvard ROTC. Help them with their applications.

Personally invite and escort different tenure-track faculty member or senior administrator to the various military-related ceremonies on campus. This includes the occasional 9/11 ceremony or event, the Veterans Day Ceremony, the Memorial Day Ceremony, etc., focusing on those without much exposure to the military, teaching them about the military, and what the ceremony symbolizes.

Continue to pursue excellence while always serving others.

IV. Appendixes

Appendix A: Marketing recommendations for recruiting ROTC students to Harvard College⁹⁶

Increasing the number of ROTC students and their integration throughout the University is a strategic issue that requires a strategic effort. If the leaders of Harvard University want to increase the size, integration, and vibrancy of its ROTC Programs, we should build a vision statement with clear goals (short and long-term), specifically delineated responsibilities, and appropriate resources to reach those goals. Although these ideas should be the result of a deliberate and inclusive planning process, some potential recommendations follow:

- Establish active partnership between the College Office of Admissions and Financial Aid and the three ROTC National Headquarters
- Open lines of communication with the three ROTC Headquarters and ask them to encourage their recipients of ROTC scholarships to Harvard.
 - US Army Cadet Command, Fort Knox, KY
 - Naval Service Training Command, NAS Pensacola, FL
 - Air Force Reserve Officer Training Corps, Maxwell AFB, AL
- List Harvard and peer schools on ROTC scholarship applications as recommended institutions for ROTC scholarship applicants to consider.
- Send Harvard recruiting materials directly to all high-school recipients of ROTC scholarships.
- Ask the same ROTC commands to nominate their best Junior ROTC high-school seniors (out of over 30,000 Junior ROTC high school seniors) for admission to Harvard.
- Request and empower Harvard Clubs around the country (world) to be unofficial recruiters, including asking them to recruit for ROTC students specifically. Each club could host an annual ROTC day during recruiting season (fall), opening it up to high school seniors and staffing it with Harvard veterans from the areas.
- Create the quasi-official unpaid positions of Harvard Military Liaison Officers in all populations centers) who recruit for Harvard ROTC. The service academies all do something similar.

⁹⁶ Many of these ideas were contributed by Major Jason Dupuis, West Point Admissions Officer.

Appendix B: Marketing recommendations for recruiting veterans to Harvard College⁹⁷

If the stakeholders of Harvard University want to increase the size, integration, and vibrancy of its veteran undergraduates in the College, we should build a vision statement with clear goals (short and long-term), specifically delineated responsibilities, and appropriate resources to reach those goals. Though these ideas should be the result of a deliberate and inclusive planning process, some potential recommendations follow:

- Actively market Harvard College to the veteran population.
 - Establish a small but visible website link and page for veterans directly on the Harvard University home page
 - Create a comprehensive veteran marketing recruiting and information document similar to President Conant's *What About Harvard*, published in 1945, and post a link to it on that website: <https://harvardmilitary.files.wordpress.com/2014/10/1945-03-27-what-about-harvard-vet-recruiting.pdf>
- Advertise for military applicants in the following weekly national periodicals: *Army Times*, *Marine Corps Times*, *Navy Times*, and *Air Force Times*.
- Conduct road-shows or targeted marketing at the following bases (these all are training grounds for military specialties requiring higher-than-average conceptual levels):
 - US Army Medical Command, Fort Sam Houston, TX (and sister-service equivalents)
 - US Army Dental Command, Fort Sam Houston, TX (and sister-service equivalents)
 - DoD Special Operations Command, MacDill AFB, FL
 - DoD Defense Language Institute, Presidio of Monterey, CA
 - DoD Transition Assistance Program (TAP)
 - US Army Armed Forces Career Alumni Program (ACAP)
 - US Navy/USMC Transition GPS (formerly known as TAPS)
 - US Air Force Transition Assistance Program (TAP)
- Set-up booths at national-level veterans hiring conferences (and advertise for Harvard College)
- Recruit out of the nation's best community colleges (which are heavily populated with veterans)
- Build relationships with:
 - The US Department of Veterans Affairs' Education Office
 - DoD Morale, Welfare, and Recreation (MWR) Education Activity, Washington, DC (this group employs education counselors at most military bases.)
- Continue to participate in the Marine Corps Leadership Scholar Program,⁹⁸ which assists Marines find and gain admissions to undergraduate colleges after their enlistments, and expand participation to similar programs in the Army and Navy.

⁹⁷ Many of these ideas were contributed by Major Jason Dupuis, West Point Admissions Officer.

⁹⁸ <http://www.leadershipscholarprogram.com/maredu/index.cfm?LinkServID=17B11EE5-1320-17EF-3AA50C338E962DBB&showMeta=0>, accessed April 3, 2015.



Harvard University Archives image. The inscription reads, "Company F, Harvard ROTC 1918". Stephanie Mitchell/Harvard Staff Photographer, from <http://news.harvard.edu/gazette/story/2011/03/harvard-and-rotc/>, accessed on Oct 17, 2014.



Harvard University Archives image. The inscription reads, "Setting up exercises, Harvard ROTC, Soldiers Field 1917-1918." Stephanie Mitchell/Harvard Staff Photographer, from <http://news.harvard.edu/gazette/story/2011/03/harvard-and-rotc/>, accessed on Oct 17, 2014.

Appendix C: Harvard's past participation in US armed conflict (and war dead)

Harvard College and Harvard University have deep traditions of military service. Thomas Dudley, Governor of the Colony of the Massachusetts Bay and the former *Sergeant Major General of the Military Forces of the Colony*, was a signatory to the Harvard College Charter in 1650.⁹⁹ Harvard's first known military casualty was David Denison, a member of the Class of 1690. It was said that "After graduating, he joined Sir William Phips's expedition to assault French Canada; he was killed, or perhaps died of disease, on that ill-fated venture."¹⁰⁰

Since that time, tens of thousands Harvard affiliated students, faculty, and staff have worn the US military uniform and protected our nation and freedom around the globe. Captain Isaac Gardner, College 1747, fought and died against the British in the melee of April 19, 1775. Subsequently, George Washington took command of the Continental Army on Cambridge Common on July 3, 1775, and used the College to quarter his colonial troops during the Siege of Boston. It is unknown whether the troops had permission to use the wooden college fence for firewood, but they did so anyways.¹⁰¹

The first military student company at Harvard was organized in 1770 and functioned for twenty years. In 1811 it was revived by Governor Gerry, and it received the name "Harvard Washington Corps." The State of Massachusetts provided arms, and the uniforms were updated from colonial to match the traditions of the day, and they assumed a banner with the College Arms on one side, and that of the Commonwealth of Massachusetts on the other. Its armory was initially on the top floor of Hollis Hall, and subsequently in University Hall. The members of the Corps were from the junior and senior classes, and becoming the captain of the Corps was among the highest honors a student could achieve. It functioned until approximately 1835, when, during a rebellion by the students, its arms were thrown from windows, and was disbanded by the faculty. During its existence, there is no record of the company participating in actual military operations.¹⁰²

In the Civil War, Harvard students and alumni formed the core of the famed 20th Massachusetts Regiment that was aptly nicknamed "The Harvard Regiment." The 20th included Robert Gould Shaw, College 1859, who was killed while leading the famous 54th Massachusetts Volunteer Infantry in their assault on Fort Wagner, South Carolina, in 1863. The story of Shaw and the 54th is the subject of the award-winning 1990 movie *Glory*.

Prominent Harvard alumni Henry Cabot Lodge and William Randolph Hearst were active in the "run-up" for the Spanish-American War,¹⁰³ which also saw active Harvard participation in military uniform. Harvard participants include Teddy Roosevelt and Nathan Adist, a rising junior in the Class of 1900. They both charged San Juan Hill as Rough Riders, Adist never came home. Sherman Hoar, College 1882 and Law 1884, was the Director of the Massachusetts Volunteer Aid Association during the War, and died from typhoid he contracted taking care of wounded soldiers who had returned to the United States. Hoar served as the model for the John Harvard statue in the Yard. During the Spanish-American War the US Navy nationalized the passenger steamship SS New York into the USS Harvard. After a US naval victory near Santiago, Cuba, the Harvard rescued over 35 Spanish officers and 637 Spanish men in heavy seas and among exploding ammunition on destroyed ships.¹⁰⁴

In 1913, on the eve of World War I, Harvard College graduates and Medal of Honor recipients President Teddy Roosevelt (College 1880) and General Leonard Wood (HMS 1884) met at the Harvard Club of NYC and established the foundation for what became ROTC units across US private colleges and

⁹⁹ Memorial is in Dudley Garden, behind Lamont Library.

¹⁰⁰ *Harvard A to Z*, p. 141.

¹⁰¹ *Harvard A to Z*, p. 368.

¹⁰² <http://www.thecrimson.com/article/1885/4/9/the-harvard-washington-corps-the-first/>, accessed April 12, 2015; Charleston Goes to Harvard: The Diary of a Harvard Student of 1831.

¹⁰³ *Harvard A to Z*, p. 193.

¹⁰⁴ <http://www.spanamwar.com/harvard.htm>, accessed April 10, 2015.

universities.¹⁰⁵ In 1916, as World War I raged, Harvard was the first college in the nation to form a corps of cadets, which was 1,000 strong. The National Defense Act of 1916, signed by President Woodrow Wilson, formally created the national ROTC program, which assumed oversight of the Harvard Regiment, which became one of the nation's first ROTC units. Over the next two years, Harvard Army ROTC commissioned over 1,200 officers.¹⁰⁶

US Army Captain Constant Cordier was the original commander of what was also called the "Harvard Regiment."¹⁰⁷ The MIT ROTC office still has saber Captain Cordier received as a gift upon his departure, which is finely engraved with Harvard's Veritas Crest on one side and the US Army's crest on the other. Charles Whittlesey, Law 1908, and George McMurtry, A.B. 1899, were the two senior officers who led the heroic "Lost Battalion" in the Battle of the Argonne Forest in World War I. They also are the subjects of a movie of the same name. Helen Homans, a Radcliffe College student from 1908-1913, gave her strength to save others as a nurse in the Western Front, and succumbed to illness less than a week prior to the armistice. During the war, civilian Harvard students volunteered through the Phillips Brooks House to work closely with the Red Cross.¹⁰⁸

In 1926, Naval ROTC was founded and Harvard was one of the first six schools established. During World War II, much of Harvard's campus became facilities for both Army and Naval officer training programs.

During World War II, much of Harvard College became official Army¹⁰⁹ and Naval¹¹⁰ officers' training schools, including creating a concentration called "War Service Sciences."¹¹¹ Many facilities became military training facilities or headquarters, including Eliot House, the Semitic Museum,¹¹² the Guzman Center, Leverett House, etc. In 1943 the US Office of Scientific Research built Vansberg Hall just north of the yard to house the Radio Research Laboratory, where scientists worked on countermeasures for radar technology.¹¹³ The University President even moved out of the Loeb House, allowing the US Navy to use it¹¹⁴ as a Headquarters for its V-12 officer training program. A disproportionately high number of the Army 10th Mountain Division's officers that fought bravely in Italy were Harvard alumni. Joseph Kennedy, Jr., JFK's older brother, College 1938 and Harvard law school student, and "Doc Jimmy" Fisher, MD 1935, were officers who both volunteered for top-secret combat missions, one in Europe and one in the Pacific, but neither came home.

In addition to students, faculty, staff, and alumni serving in military uniform in World War II, several prominent members of the administration and faculty actively consulted with the US Government and military during time. These include President Conant, who spent over one-half of his time at Harvard's Dumbarton Oaks in Washington DC as a top-level science advisor to the White House on strategic weapons. Other professors who actively consulted for the military include William Langer, Coolidge Professor of History, who was Chief of Research for Office of Strategic Services. Chemist Louis Fieser helped develop munitions, and applied mathematician Howard Aidan worked with the Navy to develop the first large-scale computer.¹¹⁵ Harvard's Fatigue Laboratory performed innovative studies on human factors in aerospace and aviation for the US military.¹¹⁶

¹⁰⁵ Annual Newsletter, Advocates for Harvard ROTC, winter 2014, p. 4.

¹⁰⁶ Bethell, J. T., Hunt, R. M., & Shenton, R. (2009). *Harvard A to Z*. Harvard University Press, p. 311.

¹⁰⁷ From <http://www.thecrimson.com/article/1916/9/22/capt-cordier-detailed-as-instructor-in/>, accessed October 13, 2014.

¹⁰⁸ Harvard A to Z, p. 275.

¹⁰⁹ Army officer candidate school was headquartered in what is now Leverett House.

¹¹⁰ Naval Officer Candidate School (V-12 Program) was headquartered in what is now the Loeb House.

¹¹¹ The Harvard Crimson, "Faculty Decision Drops War Science Majoring," January 8, 1947, <http://www.thecrimson.com/article/1947/1/8/faculty-decision-drops-war-science-majoring/>, accessed October 13, 2014.

¹¹² Harvard A to Z, p. 321

¹¹³ <http://www.thecrimson.com/article/1982/10/14/harvards-craziest-building-pbnbestled-in-a/>, accessed April 12, 2015.

¹¹⁴ Harvard A to Z, p. 292.

¹¹⁵ Harvard A to Z, p. 70.

¹¹⁶ Harvard A to Z, p. 115.

During and immediately after World War II, Harvard College actively recruited veterans. The leadership for this effort came from Harvard President Conant, who, among other initiatives, signed and distributed a 50 page pamphlet specifically recruiting veterans entitled, "What About Harvard?",¹¹⁷ a copy of which is viewable at www.harvardmilitary.wordpress.com. More than 65,000 of these pamphlets were distributed to the Armed Forces, and over 6,000 of them attended Harvard College.¹¹⁸ In fact, veterans comprised more than 50% of Harvard College's Class of 1950.¹¹⁹ The Harvard administration's inclusiveness and the GI Bill's authorizations enabled many of these veterans, many who were the first in their family to attend college or from rural or blue-collar backgrounds, to attend.¹²⁰ There were so many veterans on campus that government-issued khaki pants became default student "the trouser of choice."¹²¹ In fact, "In the years following World War II," 300-400 students per year were on ROTC scholarships.¹²² Contributions to the war effort went far beyond the uniform. During World War II, civilian Harvard students volunteered through the Phillips Brooks House to work in hospitals and sell war bonds.¹²³

Harvard men and women also served and led with distinction in the Korean Conflict. Douglas Bradlee, was a big, affable redhead who played on the College football and hockey teams before graduating with honors in 1950. After joining the Marines, he was offered an opportunity to take a safe assignment stateside, but he demanded to be sent to combat with his peers, where he was killed in action leading his platoon against a determined enemy.

Harvard graduates served and led with distinction in Vietnam. Robert Murray, MBA 1970, was in the first semester of his program when he received a draft notice in the mail. Instead of filing out a graduate school deferment request, he became an infantry squad leader in Vietnam. A year later, he gave his own life protecting his squad mates during an ambush, an act for which he posthumously received our nation's highest award for valor, the Medal of Honor.

Harvard graduates served and led with distinction in Iraq and Afghanistan. Michael Weston, Law 1999, had two combat deployments to Iraq, and was on his second one in Afghanistan when he was killed during an illegal-drug intervention raid. After one of his deployments, Weston spoke for many Harvard alumni when he said, "There is nothing I have ever done that feels as important as what I have done there."

Notably, Harvard has had 18 US Medal of Honor recipients, which is the third highest total of all US academic institutions, behind only West Point and Annapolis.¹²⁴ In fact, Harvard has over twice the number of Medal of Honor recipients as the fourth highest totals (a tie between the University of Washington and Texas A&M University, both with eight).

In all, Harvard has had at least 1,354 of its sons and daughters give their lives for their country in uniform. Table 13 summarizes what we know about Harvard's wartime participation and Table 14 summarizes what we know about Harvard's war dead. Note that some of the former students who were killed in action after leaving school voluntarily or due to being drafted are not even officially considered alumni of Harvard (e.g. Robert Murray). Also, during World War I, many killed were granted war degrees. For example, H.R. Deighton Simpson, a former College student killed in British war service

¹¹⁷ From Harvard President James B. Conant, official register of Harvard University Volume XLII: Number 6, March 27, 1945. It is approximately 95 pages in length.

¹¹⁸ <https://harvardmilitary.files.wordpress.com/2014/10/1945-03-27-what-about-harvard-vet-recruiting.pdf>, final page, accessed January 25, 2015.

¹¹⁹ The Harvard Crimson, "Veteran Tinge Invades Harvard," June 5, 2000 <http://www.thecrimson.com/article/2000/6/5/veteran-tinge-invades-harvard-yard-pone/>. accessed January 25, 2015.

¹²⁰ Harvard A to Z, p. 91.

¹²¹ Harvard A to Z, p.123

¹²² Bethell, J. T., Hunt, R. M., & Shenton, R. (2009). *Harvard A to Z*. Harvard University Press, p. 311.

¹²³ Harvard A to Z, p. 275.

¹²⁴ Harvard has over twice as many Medal of Honor recipients as the fourth highest (Texas A&M and the University of Washington, who both have eight).

during World War I, who was awarded an honorary A.B. in 1919 by the College though he was only a student for a few weeks.¹²⁵

Table 13: Harvard’s military participation in the US’s major wars and conflicts¹²⁶

	Rev. War	War of 1812	Civil War	Spanish Amer.	World War I	World War II	Korea	Vietnam	Iraq ('03-'12)	Afghanistan ('01-?)	Total
Harvard-affiliated participants		44 ¹²⁷	835 ¹²⁸ 1,195 ¹²⁹ 1,662 ¹³⁰		11,319 ¹³¹	7,000 ¹³² 25,000 ¹³³					
Total U.S. service-members during this time (cumulative) ¹³⁴	217,000	286,730	3,363,363 (total from both sides)	306,760	4,734,991	16,112,566	1,789,000	8,744,000			

¹²⁵ <http://reconciliationpoetry.com/running-to-war-an-historical-perspective-1914/>, accessed January 25, 2015.

¹²⁶ Cells without information are unknowns to the authors at this time.

¹²⁷ *Harvard Graduates Magazine*, “Harvard in the War of 1812,” by Henry N. Blake, June 1919.

¹²⁸ 578 Union, 257 Confederate, from Miller, Richard F. “Why Don’t Harvard Graduates Join the Military Anymore,” October 23, 2005, <http://hnn.us/article/16884>, accessed June 6, 2014. Many of these dropped out of school to fight, including Hamilton Coolidge (College, 1919) and Quinten Roosevelt (College, 1916), who were both posthumously awarded an A.B. (War Degree) for Harvard Class of 1919.

¹²⁹ Advocates for Harvard ROTC “Hall of Heroes” website <http://www.advocatesforrotc.org/harvard/>, accessed October 14, 2014.

¹³⁰ Inga’s Brown’s draft military walking tour guide, May, 2014.

¹³¹ Annual Newsletter, Advocates for Harvard ROTC, winter of 2014, p.4.

¹³² Harvard Campaign speech by President Faust, May 14, 2014, NYC.

¹³³ What About Harvard, March 27, 1945 <https://harvardmilitary.files.wordpress.com/2014/10/1945-03-27-what-about-harvard-vet-recruiting.pdf>, accessed on January 25, 2015

¹³⁴ Department of Veterans Affairs, America’s Wars, http://www.va.gov/opa/publications/factsheets/fs_americas_wars.pdf, accessed May 25, 2015. Note that some wars were much longer than others and therefore had many more service-members in uniform during that time.

Table 14: Harvard's war dead, (part I) ^{135, 136}

	Year founded	Rev. War	War of 1812	Civil War	Spanish Amer.	World War I ^{137, 138}	World War II ¹³⁹	Korea ¹⁴⁰	Vietnam ¹⁴¹	Iraq ('03-?)	Afghanistan ('01-?)	Total
Faculty/Fellow	1636		0			3	6 ¹⁴²	0	0	0	0	3
College	1636		0	99		284 ¹⁴³	451 ¹⁴⁴	17	19	0	0	135
Medical	1782		0	22 ¹⁴⁵		7	19	0	1	0	0	27
Law	1817			46		49	81	0	1	0	0	177
Divinity	1816			1		2	1	0	0	0	0	4
GSAS/SEAS ¹⁴⁶	1847/90			6		19 ¹⁴⁷	40 ^{148,149}	0	0	0	0	6
Dental	1867					9	4	0	0	0	0	13
Design	1874 ¹⁵⁰					0	4 ¹⁵¹	0	0	0	0	0
Business	1909					5	78	0	1	0	0	84

¹³⁵ This table is a work in progress and needs additional research. Note that many students of Harvard graduate schools may also be included in the table as a graduate of Harvard College, so totals often will not be precise.

¹³⁶ A blank cell means the information is unknown by us at this time.

¹³⁷ Many of these dropped out of school to fight, including Hamilton Coolidge (College, 1919) and Quinten Roosevelt (College, 1916), who were both posthumously awarded an A.B. (War Degree) for Harvard Class of 1919.

¹³⁸ Referenced from the Memorial Room and the sanctuary of the Memorial Church.

¹³⁹ Referenced from the Memorial Room and the sanctuary of the Memorial Church.

¹⁴⁰ Referenced from the Memorial Room and the sanctuary of the Memorial Church.

¹⁴¹ Referenced from the Memorial Room and the sanctuary of the Memorial Church.

¹⁴² Including one Nieman Fellow, John Terry.

¹⁴³ Including three Radcliffe alumni (Lucy Fletcher, 1910, Ruth Holden, 1911, and Helen Homans, Special Student 1908-1913), but does not include the four German Harvard Germany WWI war dead listed on the tablet in Memorial Church.

¹⁴⁴ Including two special students, Donald Hale and Thomas LaFarge.

¹⁴⁵ Memorial tablet in Harvard Medical School (16 are listed in Memorial Hall).

¹⁴⁶ The Harvard Scientific School was founded in 1847 and later became SEAS (which is housed in GSAS). GSAS was founded in 1890.

¹⁴⁷ Including three from the Graduate School of Applied Science.

¹⁴⁸ Including GSAS special students, Harry Berman, Everett Hancock, Gustave Heschcher, Maurice McElligott, & Arthur Nelson, Jr.

¹⁴⁹ Including nine from former Graduate School of Engineering.

¹⁵⁰ First course taught in 1874, GSD formed in 1936.

¹⁵¹ Including two School of Architecture (William Curtis and Walter Huchthausen).

Table 14: Harvard's war dead, (part II) ¹⁵²

	Year founded	Rev. War	War of 1812	Civil War	Spanish Amer.	World War I	World War II	Korea	Vietnam	Iraq ('03-'12)	Afghanistan ('01-?)	Total			
Extension	1910														
Education	1920									5	0	0	0	0	5
Pub. Health	1922									2	0	0	0	0	2
Government	1936									0	0	0	0	0	0
Total Hvd War Dead	N/A	22 ¹⁵³	0	208	11	376	697	18	22	0	0(2) ¹⁵⁴	1,354			
Total US War Dead ¹⁵⁵		4,435 ¹⁵⁶	2,260 ¹⁵⁷	498,332	2,446	116,516 ¹⁵⁸	405,399	54,246	90,220	4,452	2,325	1,180,631			
Harvard % War Dead	N/A	0.50%	0%	0.04%	0.45%	0.32%	0.17%	0.03%	0.02%	0%	0% (0.09%)	0.11%			

¹⁵² Note that the footnotes in the column headers of Table 14, Part I also apply to Table 14, Part II.

¹⁵³ Memorial tablet in Harvard Medical School.

¹⁵⁴ Harvard has had two deaths in Afghanistan, both HLS graduates and classmates, one CIA, Helge Boes '97, and DEA, Michael Weston '97. Both were in civilian capacities at the time of their death, though Weston was in the USMC Reserves and had several previous combat deployments in uniform.

¹⁵⁵ Department of Veterans Affairs, America's Wars, http://www.va.gov/opa/publications/factsheets/fs_americas_wars.pdf, accessed May 25, 2015. These totals include battle deaths, other deaths (in theater), and other deaths in service (non-theater), unless otherwise noted.

¹⁵⁶ Just battle deaths. Other deaths (both in and out of theater) were not included in this statistic.

¹⁵⁷ Just battle deaths. Other deaths (both in and out of theater) were not included in this statistic.

¹⁵⁸ Does not include other deaths in service (non-theater).

Appendix D: The ROTC ban years (1969-2011)¹⁵⁹

Prior to 1969, Harvard had its own Army, Naval (including Marines), and Air Force ROTC detachments and military cadres, with offices in Shannon and Vanserg Halls,¹⁶⁰ two adjacent buildings immediately south of the Divinity School Andover Hall. Vanserg Hall was not named after a famous graduate, but rather is an acronym for the building's original occupants: Veterans Administration, Naval Science, Electronic Research, and Graduate School.¹⁶¹ Shannon Hall was named for James Andrew Shannon, a Harvard faculty member who died in service in World War I.¹⁶²

The senior ROTC instructor in each service was appointed to the Faculty of Arts and Sciences for their term of duty, in accordance with the tradition in almost all schools hosting ROTC. Since World War I, Harvard ROTC remained robust through the mid-1960s. Out of the 1,163 graduates of Harvard College's Class of 1963, they commissioned 100 ROTC students, including 50 Army, 20 Navy, 5 Marine Corps, and 25 Air Force Officers.¹⁶³

The late 1960s saw protests of the Vietnam War throughout several college campuses, including Harvard, due primarily to issues related to America's participation in the Vietnam War. In addition to a group of students who occupied University Hall and were eventually removed only when the President of the University called in local law enforcement officers, anti-war protestors attempted to set the Naval ROTC building, Shannon Hall, on fire by using books and papers as kindling.¹⁶⁴ This pressure correlated with action, as on April 18, 1969, Harvard faculty voted to remove Harvard's logistical support from their three ROTC programs, which resulted in ROTC being relegated to an ordinary extracurricular activity (student club) without any special privilege or facilities. This resulted in each of the three services deactivating its ROTC detachment headquarters at Harvard.¹⁶⁵ At that time, Harvard College students who were enrolled in ROTC remained as Harvard College students but did not drill for a year. In 1971, those Harvard students who were still in ROTC transferred their ROTC enrollment to MIT's ROTC programs, but remained students at Harvard.¹⁶⁶ Yale, Columbia, Dartmouth, and Stanford ended their ROTC participation at around the same time, yet a vast majority of schools maintained their ROTC programs.¹⁶⁷ All of the aforementioned schools have since re-recognized ROTC, including Dartmouth, which did so in the 1980s.

In 1976, the University recognized MIT's ROTC programs for Harvard students.¹⁶⁸ During the subsequent years, Harvard paid fees to MIT as reimbursement for costs related to the participation of Harvard's students. In academic year 1991-1992, Harvard had 78 students enrolled in MIT's ROTC (21 Army, 51 Naval, and 6 Air Force), and Harvard paid MIT a \$128,125 reimbursement that year.¹⁶⁹

¹⁵⁹ The Advocates for Harvard ROTC have documented a thorough history of the military and ROTC relationship with Harvard through news articles from 1916 to present day. <http://www.advocatesforrotc.org/harvard/coverage.html>, accessed May 1, 2015

¹⁶⁰ Bethell, J. T., Hunt, R. M., & Shenton, R. (2009). *Harvard A to Z*. Harvard University Press, pp. 311-312.

¹⁶¹ Bethell, J. T., Hunt, R. M., & Shenton, R. (2009). *Harvard A to Z*. Harvard University Press, p. 351.

¹⁶² Bethell, J. T., Hunt, R. M., & Shenton, R. (2009). *Harvard A to Z*. Harvard University Press, pp. 311-312.

<http://memorialchurch.harvard.edu/world-war-i>, accessed January 26, 2015.

¹⁶³ Email from CAPT(retired) Paul Mawn, College '63, received on December 26, 2014.

¹⁶⁴ Bethell, J. T., Hunt, R. M., & Shenton, R. (2009). *Harvard A to Z*. Harvard University Press, p. 136. Commenting on the attempted arsonists, a member of the ROTC cadre at the time commented, hopefully with a humorous spirit, "They did such a poor job that you almost felt sorry for them."

¹⁶⁵ Harvard faculty voted, "1. Withdraw all ROTC facilities (no buildings, classrooms, gyms or support). 2. Remove ROTC academic course credit. 3. Deny all ROTC instructors (Armed Forces officers) 'Harvard faculty status' no matter their advanced academic degrees." <http://www.armystrongstories.com/army-stories/harvards-40-years-of-anti-army-rotc-rhetoric-unveiled-no-myth#.VBt6eKPD8dU> accessed on October 14, 2015.

¹⁶⁶ From Paul S. Giarra, A.B. 1971, Commander (retired), USN.

¹⁶⁷ <http://www.nytimes.com/2009/11/01/education/edlife/01rotc-t.html?pagewanted=all&r=0>, accessed April 12, 2015

¹⁶⁸ <http://www.thecrimson.com/article/1992/6/4/rotc-fights-for-its-future-ptwo/?page=2>, accessed January 25, 2015.

¹⁶⁹ Report of the Harvard University Committee on the Status of ROTC, submitted to the President and Dean of the Faculty of Arts and Sciences, October 2, 1992. http://www.advocatesforrotc.org/harvard/committee_92.html, accessed March 1, 2015.

In February 1992, Harvard President Rudenstine established a faculty-student University Committee on the Status of ROTC to study and make recommendations on Harvard's current and future relationship with ROTC. Even though the College Undergraduate Council voted to maintain ROTC in the months prior,¹⁷⁰ the mostly faculty committee recommended with a 9-1 vote (with one absence) to cease reimbursing MIT for ROTC costs for its students. It is notable that the dissenting vote was the only member of ROTC (a student) represented on the Committee. The stated primary basis for this vote was the Department of Defense's policy on sexual orientation at the time. See http://www.advocatesforrotc.org/harvard/committee_92.html for the committee's final report.

In 1993, a Faculty of Arts and Sciences vote excluded ROTC as a recognized student activity, cutting-off unrestricted funds to reimburse the associated overhead expenses at MIT, after which time some expenses from Harvard ROTC were funded by three private donors.^{171,172} In addition to removing Harvard ROTC offices from campus, this ban prevented the use of Harvard buildings, fields, and resources for ROTC purposes. During the later years of the ban, College students who enrolled in MIT's ROTC generally felt respected by their classmates, but wary of some faculty. A seemingly small but symbolic effect of the 1993 vote was that ROTC students were no longer allowed to list in their ROTC participation in their Harvard yearbooks.

As a group, the members of the Harvard community who were perhaps most disenfranchised by Harvard's ROTC ban were Harvard's Vietnam-era veterans. Hundreds of Harvard affiliated students, alumni, and staff served in Vietnam at the behest of their elected civilian leaders, including 22 who gave the ultimate sacrifice, including one Medal of Honor recipient.¹⁷³ To date, Harvard's Vietnam-era veterans have not been officially "welcomed home" to Harvard.

¹⁷⁰ <http://www.thecrimson.com/article/1992/6/4/rotc-fights-for-its-future-ptwo/> accessed January 25, 2015.

¹⁷¹ <http://www.advocatesforrotc.org/harvard/baker2004.html> accessed January 25, 2015.

¹⁷² The US participation in the Vietnam War was the initial objection to Harvard ROTC, yet much of the Vietnam Policy was written and executed by Harvard alumni, including John F. Kennedy, College 1940, Secretary of Defense Robert McNamara, MBA 1939, and General William Westmoreland, HBS AMP 1945. In the 1990's, the loudest objection to Harvard ROTC shifted to the Don't-Ask-Don't-Tell policy, which was based on the Uniform Code of Military Justice (published in 1950), of which Professor Edmund Morgan, AB (1902), A.M. (1903), LLB (1905), and Harvard Law School acting dean, was the chairman of the committee that wrote it. Also on the Committee was W. John Kenny, Undersecretary of the Navy, HLS 1929, and Eugene M. Zuckert, Assistant Secretary of the Air Force, MBA 1936. Gordon Gray, Assistant Secretary of the Army and Yale Law 1933, was the only non-Harvard full member of the Committee.

¹⁷³ Staff Sergeant Robert Murray was a 1st-year HBS MBA student (Class of 1970) when he was drafted into the Army during Vietnam. Instead of filing a graduate school deferment like many of his classmates, he accepted his country's call and was later killed defending his infantry squad during an ambush.

Appendix E: The lifting of the ROTC ban (2011-current)

With the advice of Harvard General Counsel Robert Iuliano and an advisory committee chaired by GSAS Professor Nicholas Christakis and SEAS Professor Kevin “Kit” Parker,¹⁷⁴ Harvard President Drew Faust^{175,176} welcomed Naval and Army ROTCs back to campus in 2011¹⁷⁷ and 2012, respectively. As of May, 2015, Air Force ROTC has not yet officially returned to campus,¹⁷⁸ though there are a small number of Harvard students enrolled in MIT’s Air Force ROTC consortium, similar to Harvard’s Army and Naval ROTC students.^{179,180} Harvard ROTC is now considered a cross-town school for all ROTCs. In Boston, MIT and BU have their own (host) ROTC programs. Across the Ivy League, Yale, Princeton, and Columbia have all started to host ROTC programs in the last four years.

Though the Harvard Administration welcome ROTC back to Harvard, it was not the same as before. Table 15 summarizes the structural differences in the pre and post- ban Harvard ROTC programs.

Table 15: Comparison of Harvard ROTC policy before and after the ROTC ban¹⁸¹

	ROTC Unit location (training, mentoring, recruiting)?	Military, Naval, and Aerospace Science Professors are assigned to which faculty? ¹⁸²	Do ROTC courses count for academic credit?	How many of the Harvard most senior leaders (Corporation, overseers, housemasters, and deans) are veterans?	ROTC scholarship’s net value relative to being a civilian student at Harvard?	Is Air Force ROTC officially recognized?	Are veterans and ROTC-oriented students actively recruited by College admissions office?
Harvard ROTC before 1970	at Harvard	Harvard	most yes	many	large advantage to ROTC student	yes	yes
Harvard ROTC after 2011	at MIT	MIT	most no	none known	slight advantage to ROTC student	no	well intended, but not a priority and not resourced

¹⁷⁴ <http://news.harvard.edu/gazette/story/2012/03/renewing-harvard-army-ties/> accessed January 25, 2015.

¹⁷⁵ Faust’s maternal great-grandfather, Lawrence Tyson, was West Point 1882 and fought in the Apache Wars, Spanish-American War, and World War I. In World War I, he was a brigade commander in the 30th Infantry Division, and his brigade was the first to break through the Siegfried Line, for which he received the Distinguished Service Cross. After the War, Tyson became a US Senator from Tennessee, where he authored a bill that granted federal compensation to disabled World War I officers (from http://en.wikipedia.org/wiki/Lawrence_Tyson, accessed October 15, 2014).

¹⁷⁶ Faust’s father, McGhee Tyson Gilpin, 1919-2000, was a Captain, US Army, Commanding Officer, Military Intelligence Interpreter Team #436, 6th Armored Division. He was wounded on August 6, 1944 in Ploviens, France. He is the recipient of the Silver Star, Purple Heart, and Croix de Guerre (from Faust, Drew G., 2009, *This Republic of Suffering*).

¹⁷⁷ The most recent Naval cross-town agreement was signed on March 6, 1985 for the Navy (and written as effective January 1, 1984). This agreement established the formal agreement that NROTC operates on to this day. On March 4, 2011, President Faust and Secretary Mabus signed a “Harvard-NROTC Agreement” that amended the original cross-town agreement but did not replace that original agreement (which was signed by the Dean of Harvard College, the Professor of Naval Science, and the MIT Provost).

¹⁷⁸ It is unclear if either the US Air Force or Harvard University/College Administration have reached out to one another. The current number of AFROTC students is exceptionally low (under five), but officially recognizing AFROTC at Harvard is symbolically and important to the likelihood of future growth of the College’s AFROTC participations.

¹⁷⁹ It is not clear if the USAF has yet asked Harvard to be recognized, nor if Harvard has yet asked the USAF to “return.”

¹⁸⁰ Army, Naval, and Air Force ROTCs all operate on the consortium (satellite) model, where the ROTC offices and cadre will be physically located at one school, but will service several schools in the geographic area. MIT Army, Naval, and Air Force ROTCs service Harvard.

¹⁸¹ Before 1970 is a vague classification. Prior to that date, Harvard ROTC programs had various strengths and worked under different College-level policies during various times within those periods.

¹⁸² They are considered "Visiting Professors" at MIT. The Commander of the MIT ROTC is currently considered the "Director, Naval ROTC" by Harvard.



A tee-shirt design for Harvard ROTC.



Some of Harvard's active-duty (and one former) military students and fellows in the Old Yard, November 2013.

Appendix F1: Current Harvard College ROTC/PLC/MECEP/veteran students (as of April 2015)

Army ROTC

McFadden	Molly	2015
Chua-Rubinfeld	Sophia	2015
Scopa	William	2015
Perkins	Lucy	2016 (Graduate School of Design)
Falletta	Charley	2016
Clarke	James	2016
Milam	Rachel	2017
Pumiglia	Luke	2017
Williams	Nathan	2018
Killal	Marwan	2018

Naval (including Marine Corps) ROTC

Saldivar	Sebastian	2015	Navy
Castano	Jimmy	2016	Navy
Gracia	Adam	2016	Navy
Nonnamaker	Anne	2016	Navy
Pushaw	Carolyn	2016	Marine Option
Holland	John	2017	Navy
Mandaville	Lauren	2017	Navy
Murray	Michael	2017	Marine Option
Anderson	Kirsten	2018	Navy
Haley	Michael	2018	Navy
Ramirez	Phillip	2018	Navy
Zhu	Kevin	2018	Marine Option

Air Force ROTC

Farrow	Zander	2016
Headrick	Kira	2017

Marine Corps Platoon Leaders Course (PLC)
& Marine Educational Commissioning Education Program (MECEP=active-duty)

Scott	Joshua	2015	PLC
Solmssen	Robert	2015	PLC
Davis	Frank	2016	PLC
Stroud	Myles	2016	PLC
Larracey	Andrew	2016	PLC
Wessman	Steven	2016	PLC

Veterans not in pre-commissioning programs

Leslie	Logan	2015	Army Green Beret (former active, current Guard)
Bowen	Braden	2018	former Army Green Beret (10th Special Forces Group)

Appendix F2: Last year's Harvard College ROTC/PLC/MECEP/veteran students (as April 2014)

Army ROTC

McFadden	Molly	2015
Chua-Rubinfeld	Sophia	2015
Scopa	William	2015
Hurtado	Selena	2015
Falletta	Charley	2016
Clarke	James	2016
Wessman	Steven	2016
Hodder	Jeff	2016 (Extension School)
Milam	Rachel	2017
Negron	Thomas	2017
Pumiglia	Luke	2017
Cooper	Andrea	2017
Shabaka	Ahmadi	2017

Naval (including Marine Corps) ROTC

Brown	Catherine	2014	Marines
Philbin	Catherine	2014	Navy
Curtis	CJ	2014	Navy
Saldivar	Sebastian	2015	Navy
Bourjaily	John	2016	Navy
Castano	Jimmy	2016	Navy
Gracia	Adam	2016	Navy
Nonnamaker	Anne	2016	Navy
Pushaw	Carolyn	2016	Marines
Bradley	Richard	2017	Navy
Cummins	Kaelyn	2017	Navy
Hornburg	Kalvis	2017	Navy
Purdy	Neil	2017	Navy
Mandaville	Lauren	2017	Navy
Murray	Michael	2017	Marines

Air Force ROTC

Conveno	Madison	2014
Farrow	Zander	2016
Headrick	Kira	2017

Marine Corps Platoon Leaders Course (PLC)
& Marine Educational Commissioning Education Program (MECEP-active-duty)

Machtiger	Peter	2014	PLC
Brooks	Jay	2014	PLC
Evans	Taylor	2014	MECEP

Veterans not in pre-commissioning programs

Belanger	Travis	2014	former Marine
Leslie	Logan	2015/6	Army Green Beret (former active, current Guard)

Appendix G: Notable Harvard-affiliated US veterans

The information about the vast majority of the following distinguished Harvard veterans was provided by the Harvard Alumni Veterans Organization (HVAO).

MEDAL OF HONOR RECIPIENTS (18 total)^{183, 184, 185, 186}

	Conflict	Action	Award	Role	Harvard Affiliation
Richard Curran	Civil War	Sep 17, 1862	Mar 28, 1898	Assistant Surgeon, 33 rd New York Infantry, at Antietam	Medical, 1859
Hazard Stevens	Civil War	Apr 19, 1863	Jun 13, 1894	Captain, US Volunteers, at Fort Huger, VA	College 1864 ¹⁸⁷ , AM 1906 ¹⁸⁸
Henry S. Huidekoper	Civil War	July 1, 1863	May 27, 1905	Lieutenant Colonel, Deputy Reg Cdr, 150 th Pennsylvania Infantry, at Gettysburg	College 1862, AM, 1872
Horace Porter	Civil War	Sep 20, 1863	Jul 8, 1902	Captain, Ordnance Department, at Chickamauga	Scientific School, 1847 ¹⁸⁹
Manning F. Force	Civil War	Jul 22, 1864	Mar 31, 1892	Brigadier General, Brigade Cdr, US Volunteers, at Battle of Atlanta	College 1845, Law 1948
Charles Phelps	Civil War	May 8, 1864	Mar 30, 1898	Colonel, Brigade Cdr, 7 th Maryland Infantry, at Spotsylvania	Law, 1853
Henry W. Lawton	Civil War	Aug 3, 1864	May 22, 1893	Captain, Cdr of Company A, 30 th Maryland Infantry, at Atlanta	Law, 1866
Wilmon W. Blackmar	Civil War	Apr 1, 1865	Oct 23, 1897	Lieutenant, Company H, 1 st West Virginia Cavalry, at Five Forks, VA	Law, 1867
Leonard Wood	Indian Wars	summer of 1886	April 8, 1989	Assistant Company Surgeon, Apache Campaign	Medical, 1884
Theodore Roosevelt	Spanish-American	June 6, 1944	Sep 28, 1944	Deputy Cdr, 1 st United States Volunteer Cavalry (Rough Riders), San Juan Hill, Cuba	College, 1880
Walter N. Hill	Mexican-Campaign	Apr 21-22, 1914	Dec 4, 1915	Captain (USMC), Vera Cruz	College, 1904
Claud A. Jones	1916 (peace)	Aug 29, 1916	Aug 1, 1932	Lieutenant (USN), USS Memphis, Tsunami, Santa Domingo, Cuba	Graduate School of Applied Science, 1912-1913
George G. McMurtry	WW I	2-7 Oct, 1918	Dec 31, 1918	Captain, Battalion Cdr, 2-308 th Infantry, "The Lost Battalion"	College, 1899
Charles W. Whittlesey	WW I	Oct 2-7, 1918	Dec 31, 1918	Major, Battalion Cdr, , 1-308 th Infantry, "The Lost Battalion"	Law 1908
Pierpont M. Hamilton	WW II	Nov 8, 1942	Jan 23, 1943	Major, US Army Air Corps, Operation Goalpost to seize Port Lyautey and Casablanca	College 1920, AM 1946
Theodore Roosevelt, Jr.	WW II	Jun 6, 1944	Sep 28, 1944	Brigadier General, Assistant Division Commander, 4 th Infantry Division, Omaha Beach	College 1908
Sherrod E. Skinner, Jr.	Korea	Oct 26, 1952	Sep 9, 1953	Second Lieutenant (USMC), 2-11 th Marines, posthumous	College 1951

¹⁸³ *Harvard's Medal of Honor Totals include:* College 9, Law 5, Medical 2, SEAS (Scientific School/Graduate School of Applied Science) 2, GSAS 3, Business 1.

¹⁸⁴ Most of the information on Harvard Medal of Honor recipients is from *Crimson Valor* by Philip A. Keith, 2012, except for Blackmar, which is from <http://en.wikipedia.org/wiki/Harvard ROTC>, accessed October 17, 2014.

¹⁸⁵ All Harvard Medal of Honor recipients were US Army at the time of their cited valor except for Jones (USN), Hill (USMC) and Skinner (USMC). Additionally, Hamilton later became US Air Force (the Army Air Corps left the Army and became its own branch of service, the US Air Force, in 1947).

¹⁸⁶ The information on Wilmon Blackmar is from <http://en.wikipedia.org/wiki/Harvard ROTC>, accessed October 17, 2014.

¹⁸⁷ Left Harvard after one year to enlist.

¹⁸⁸ Honorary degree

¹⁸⁹ Left Harvard after one year for USMA.

Robert C. Murray	Vietnam	Jun 7, 1970	Aug 8, 1974	Staff Sergeant, 4-31 Infantry, 23 rd “Americal” Division, posthumous	Business (MBA) 1970 ¹⁹⁰
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EDUCATION AND ARTS:

Derek Bok	President of Harvard University
Henry Rosovsky	Dean of FAS, Acting President of Harvard University
Neil Rudenstine	President of Harvard University
James Wright	President of Dartmouth College
Kingman Brewster, Jr.	President of Yale University
Henry Kissinger	Winner Nobel Prize for Peace 1973, Secretary of State
Michael Porter	University Professor, Co-founder of Monitor Group
David Gergen	Professor, Author, Counselor to Presidents
E.E. Cummings	Poet
Ben Bradlee	Executive Editor, The Washington Post
David Lee	Winner 1996 Nobel Prize in Physics
Tom Lehrer	Mathematician, Professor, Satirist
Philip Johnson	Architect
Norman Mailer	Novelist, Playwright
Samuel Huntington	Political Scientist, Professor, Author
George Plimpton	Journalist, Editor
Jack Lemmon	Actor, Academy Award Winner
Leroy Anderson	Composer
Archibald MacLeish	Poet, Writer, librarian of Congress
Arthur Schlesinger, Jr.	Historian, Professor, Pulitzer Prize Winner
Joseph Murray	Physician, Winner 1990 Nobel Prize for Medicine
Richard Neustadt	Political Scientist, Founder Harvard Kennedy School
Thomas Sowell	Economist, Author, Senior Fellow Hoover Institution
David A. Morse	Winner 1969 Nobel Peace Prize
Christopher B. Howard	President, Hampden-Sydney College
Anton Meyer	Author of <i>Once an Eagle</i>

LAW:

William Rehnquist	Chief Justice of the United States
Anthony Kennedy	Justice, United States Supreme Court
Lewis Powell	Justice, United States Supreme Court
William Brennan	Justice, United States Supreme Court
Oliver Wendell Holmes, Jr.	Justice, United States Supreme Court
Felix Frankfurter	Justice, United States Supreme Court
Harold H. Burton	Justice, United States Supreme Court
John Hancock	Patriot, Signer of Declaration of Independence
Michael Dukakis	Governor of Massachusetts, Professor
Ralph Nader	Author, Political Scientist, Presidential Candidate

PRESIDENTS AND VICE-PRESIDENTS:

John F Kennedy	President of the United States, US Senator Massachusetts
Theodore Roosevelt	Vice President and President of the United States
George W Bush	President of the United States, Governor of Texas

¹⁹⁰ He was a member of Section F, and received draft notice and withdrew from HBS before starting second year.

Franklin Roosevelt	President of the United States, Governor of New York
Rutherford B. Hayes	President of the United States
Al Gore	Vice President of the United States, US Senator Tennessee

CURRENT US SENATORS AND REPRESENTATIVES: (*=senators, others are representatives)

*Dan Sullivan, HLS '87, USMC	Alaska
*Jack Reed, HLS '82, USA	Rhode Island
*Tom Cotton, College '99, HLS '02, USA	Arizona
Martha McSally, HKS '90, USAF	Arizona
Seth Moulton, College '01, HBS/HKS '11, USMC	Massachusetts
Ron DeSantis, HLS '05, USN	Florida
Ruben Gallego, College '04, USMC	Arizona
Mike Pompeo, HLS '94; USA	Kansas
Bobby Scott, College '69, USA	Virginia

FORMER UNITED STATES SENATORS:

Robert F. Kennedy	New York, Attorney General of the US
Edward M Kennedy	Massachusetts
Robert Taft, Jr.	Ohio
John Chafee	Rhode Island, Governor of Rhode Island
Sinclair Weeks	Massachusetts, US Secretary of Commerce
Larry Pressler	Idaho
Ted Stevens	Alaska
Sam Ervin	North Carolina
Adlai Stevenson III	Ohio
John Culver	Iowa
Floyd Haskell	Colorado
Jeff Bingaman	New Mexico
Herbert Kohl	Wisconsin, Owner Milwaukee Bucks
Hiram Fong	Hawaii
Henry Cabot Lodge, Jr	Massachusetts, US Ambassador to the UN
John Heinz	Pennsylvania
Alan Simpson	Wyoming
Leverett Saltonstall	Massachusetts, Governor of Massachusetts
David Gambrell	Georgia
Ernest Greuning	Alaska
Edward Gurney	Florida
William Hathaway	Maine
James Jeffords	Vermont
Kenneth Keating	New York
Spark Matsumaga	Hawaii
William Proxmire	Wisconsin
William Roth, Jr.	Delaware
Benjamin Smith II	Massachusetts
Louis Wyman	New Hampshire

FORMER UNITED STATES REPRESENTATIVES:

Amory Houghton, Jr.	New York
Pierre S. DuPont IV	Delaware, Governor of Delaware

Joseph Sestak	Pennsylvania, Vice Admiral US Navy
Tom Ridge	Pennsylvania, Governor of Pennsylvania

MEMBERS OF THE CABINET:

Caspar Weinberger, Jr.	Secretary of Defense
Dean Acheson	Secretary of State
Alberto Gonzales	Attorney General
Robert McNamara	Secretary of Defense, President Ford Motors
Robert Todd Lincoln	Secretary of War, President Pullman Company
Elliott Richardson	Attorney General, Secretary Defense, HEW
Henry Stimson	Secretary of State, Secretary of War
Donald Regan	Secretary of Treasury, CEO of Merrill Lynch
Richard Kleindienst	Attorney General

CHAIRMEN, JOINT CHIEFS OF STAFF:

Colin Powell	Army, Secretary of State
John Shalikashvili	Army
Hugh Shelton	Army
Richard Meyers	US Air Force
Peter Pace	US Marine Corps
Michael Mullen	US Navy

US MILITARY FLAG OFFICERS (ACTIVE-DUTY), DEGREE GRADUATES:¹⁹¹

John Hyten	College '81	Gen, Cdr, US Air Force Space Command
Philip Cullum	HBS MBA	VADM, USN, Fleet Readiness & Logistics
Patrick Donahue II	HKS MPA	LTG, DCG, US Army Forces Command
Peter Neffenger	HKS MPA	VADM, USCG Vice Commandant
Mark Martins	HLS JD ¹⁹²	BG, US Chief Prosecutor, Military Commissions

US MILITARY FLAG OFFICERS (ACTIVE-DUTY), FELLOWS AND NON-DEGREE GRADS:¹⁹³

John Hyten	College '81	Gen, Cdr, US Air Force Space Command
Mark Welsh III	Fellow HKS '99 HBS GMP '02	Gen, Chief of Staff, US Air Force
Vincent Brooks	NSF/HKS	GEN, Commander US Army- Pacific
Drew Poppas	NSF/HKS	BG, US Army, 101 st Airborne
Ken Dahl	NSF/HKS	MG, US Army
Pat Donahue	NSF/HKS	MG, US Army
Walt Golden	NSF/HKS	MG, US Army
Charles Hooper	NSF/HKS	MG, US Army
John Peabody	NSF/HKS	MG, US Army
Dana Pittard	NSF/HKS	MG, US Army
Tom Seamands	NSF/HKS	MG, US Army
Karl Schultz	NSF/HKS	Rear Admiral (LH), Cdr, 11 th USCG District

¹⁹¹ NSF = National Security Fellow, a 1-year, non-degree granting program for senior field grade officers (O-5 & O-6) hosted by the Kennedy School.

¹⁹² Martins graduated magna cum laude, and served as an editor of the Harvard Law Review.

¹⁹³ NSF = National Security Fellow, a 1-year, non-degree granting program for senior field grade officers (O-5 & O-6) hosted by the Kennedy School.

US MILITARY FLAG OFFICERS WORKING AT HARVARD (RETIRED FROM ACTIVE-DUTY):

Kevin Ryan	BG Army, Director Belfer Center, HKS
Dana Born	BrigGen, former USAFA Dean, now Lecturer in CPL/HKS
Tad Oelstrom	LtGen, former Superintendent USAFA, now Director NSF/HKS
David Petraeus	GEN, Former Senior Cdr Iraq & Afghanistan, now Non-Res Fellow, HKS

US MILITARY FLAG OFFICERS (HISTORIC)

George C. Marshall	General of the Army, Secretary of State, Marshall Plan
Artemus Ward	MG, Continental Army, Congressman for Massachusetts
Charles B. Green	LTG and Surgeon General, US Air Force
Wesley Clark	GEN, Army, SACEUR, Rhodes Scholar
Stanley McChrystal	GEN, Army, Commander, ISAF (Afghanistan)
Mike Mullen	Chairman, Joint Chiefs of Staff
George W. Casey	MG, Army, highest ranked US Officer to die in Vietnam
Samuel Eliot Morison	RADM USN, Professor, Author
Douglas Lute	LTG, Army, Deputy National Security Advisor
John Abizaid	GEN, Army, Commander CENTCOM
Michael E. Ryan	LTG, USAF
Robert Davenport	MG, Army
Eugene Tattini	LtGen, USAF
Hal Moore	LTG, Army, Author
William Westmoreland	GEN, Chief of Staff of the Army, Senior Commander, Vietnam

OTHER MILITARY:

Edmund M. Morgan, Jr.	HLS acting Dean, Head of Committee that authored original UCMJ
Robert McNamara	Secretary of Defense- Vietnam
Robert William Komer	Head, Civil Operations and Revolutionary Development- Vietnam
Quentin Roosevelt	Lt 95th Aero Squadron, KIA behind German lines (WWI)
Norman Prince	Founder France's Lafayette Escadrille, KIA (WWI)
Robert Gould Shaw	Commander 54th (black) Regiment, KIA Ft Wagner (Civil War)
Joseph P. Kennedy, Jr.	Lt USN, bomber pilot, KIA Operation Aphrodite (WWII)
Joseph Warren	Dr., MG, Continental Army, KIA Bunker Hill (Revolutionary War)

BUSINESS:

David Rockefeller	CEO Chase Manhattan Bank, Philanthropist
Charles F. Adams IV	Chairman Raytheon Corporation
C. Douglas Dillon	Chairman Rockefeller Foundation, Sec. of Treasury
F. Warren Hellman	Investment Banker
Donald E. Graham	Publisher, Washington Post
John Whitehead	Chairman Goldman Sachs
Sumner Redstone	Chairman Viacom
AI Weatherhead	Chairman Weatherhead Industries
Warren Alpert	Founder Warren Equities, Alpert Medical School
Jerome Kohlberg	Founder KKR and Kohlberg & Company
Clemmie D. Spangler	Bank of America, President UNC
Gordon Gund	CEO Gund Investment Corporation
Marshall Carter	CEO State Street Corporation

Whipple V.N. Jones	Founder Aspen Highlands
Charles F. Adams, Jr.	President Union Pacific
Charles F. Adams IV	Chairman Raytheon Corporation
James Crichton	Scout Capital Management
Tim Day	Bar-S Foods Co.
Nathaniel C. Fick	CEO Endgame, Inc.

Appendix H: Harvard's on-campus military memorials

Harvard's military history is chronicled and honored by more than 40 physical military memorials around campus. Entire buildings were designed as military memorials, such as Harvard's Memorial Hall, Memorial Church, and Soldiers' Field. Other buildings and structures have smaller military memorials including Widener Library, Lamont Library, the Barker Center, the Law School Library, the Divinity School's Andover Hall, the Medical School's main building, the Dental School's main building, Adams House, Dunster House, Kirkland House, Wadsworth House, Weld Boathouse, the Class of 1879 Gate, and more. The Harvard Veterans Organization (HVO) catalogued these memorials from 2012-2014 and developed a walking tour. They led several free "Harvard Military Walk" tours during academic year 2013-2014 (open to the public, no charge, and publicized in the Harvard Gazette calendar).

Several known groups of war dead do not have known memorials on campus. These include the unknown number of Harvard affiliates who died in conflicts prior to the Revolutionary War, Harvard's 22 Revolutionary War dead and Harvard's 70(+) Confederate Civil War dead. Additionally, several Harvard schools do not memorialize their war dead. Harvard Business School, which has 64 war dead, including Harvard's most recent Medal of Honor recipient, Robert Murray, MBA 1970, does not have a military memorial on its campus, though Murray and other HBS war dead are memorialized in the Memorial Church.

See Appendix I for the full list of military symbols (often memorials) at Harvard, listed in walking-tour order. Currently, there is no Harvard military walking tour led out of the Harvard Tours Office. The Harvard Military Walk (40+ stops) is posted on the website <http://harvardmilitary.wordpress.com>.

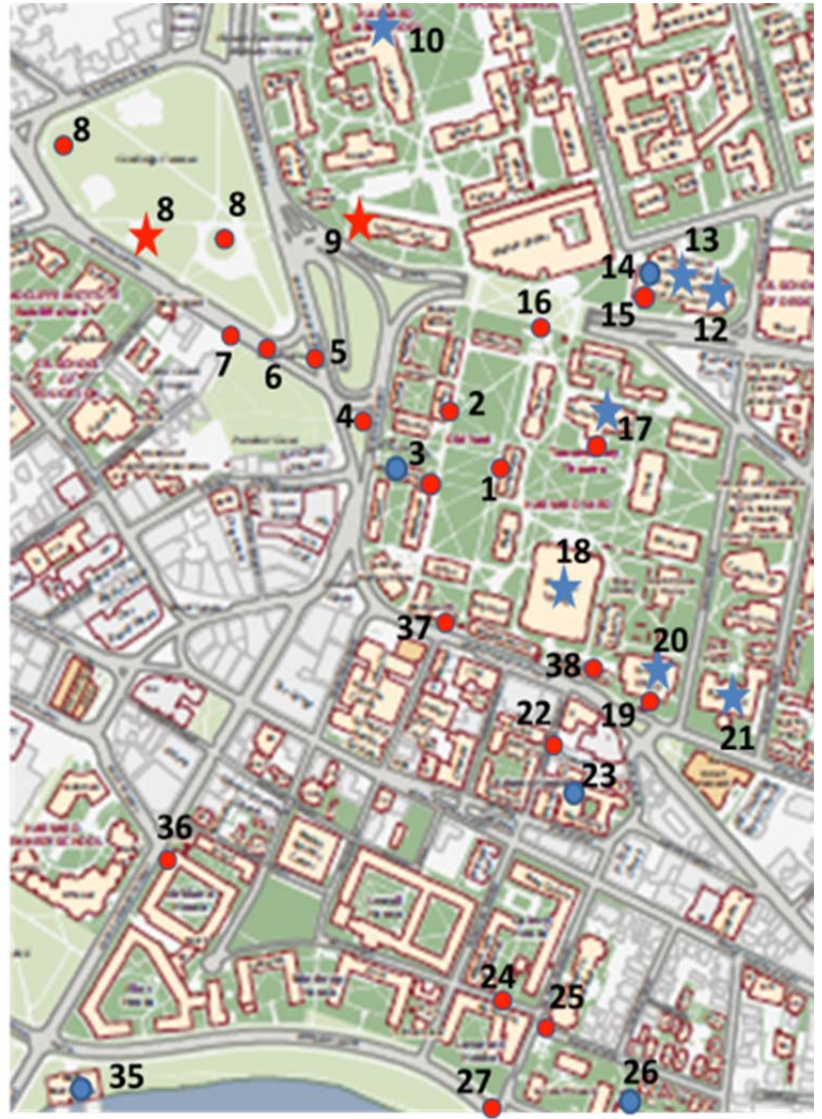
Appendix I: Harvard military symbols complete campus tour¹⁹⁴

HARVARD YARD CAMPUS¹⁹⁵

Harvard Yard and adjacent areas

- = outside military symbol
- ★ = outside group of military symbols
- = inside military symbol
- ★ = inside group of military symbols

#11, at the Divinity School, is off the map to the Northeast (10 minute walk from Law School, see next slide for map)



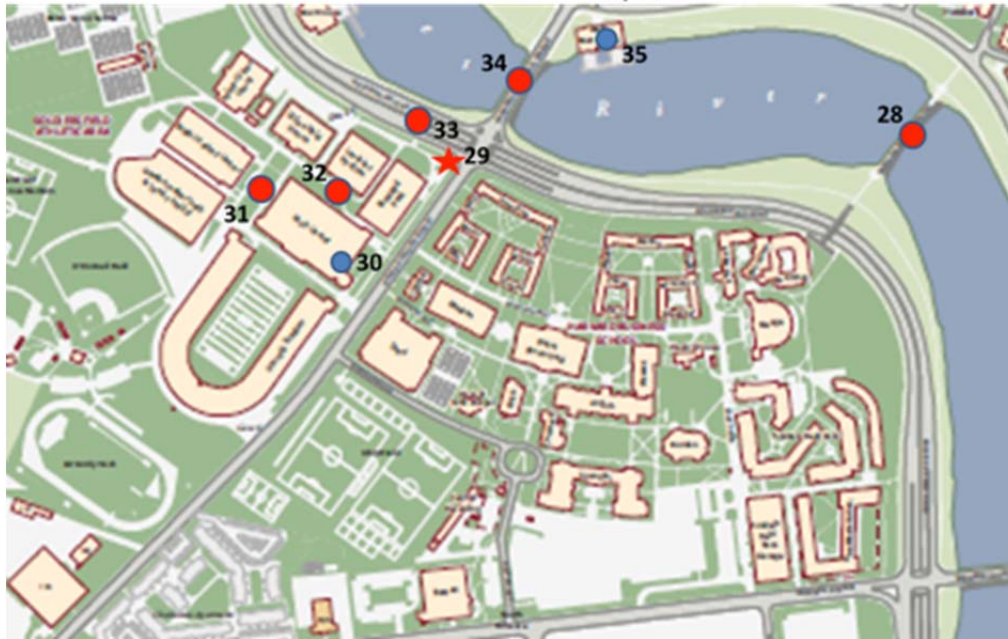
¹⁹⁴ Details for each of the stops are available from Harvard Veteran's Alumni Organization (HVAO).

¹⁹⁵ Harvard Divinity School, not shown on the map, has a WWI-era memorial plaque inside of Andover Hall (first floor, north wing).

ALLSTON CAMPUS

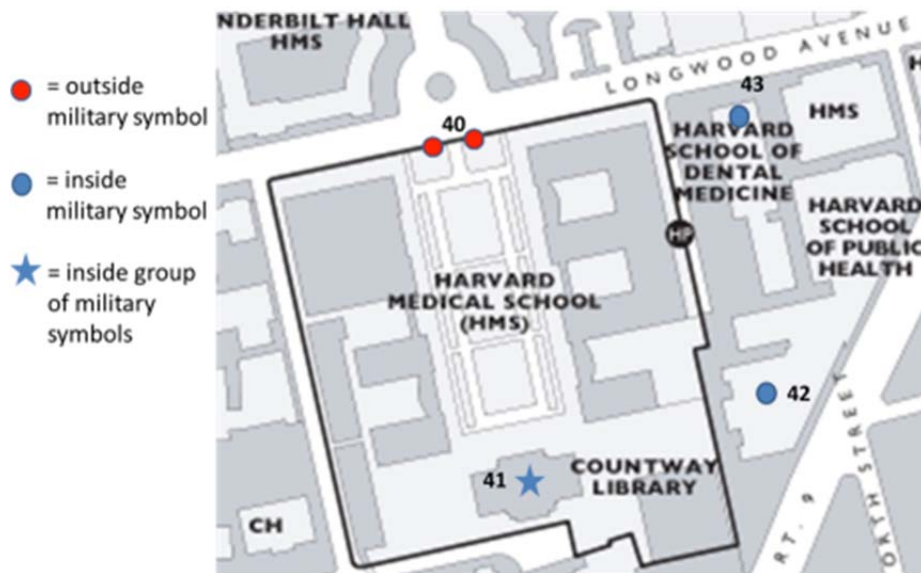
Harvard Allston Campus

- ★ = outside group of military symbols
- = outside physical military symbol
- = inside physical military symbol



LONGWOOD CAMPUS

Harvard's Longwood Campus



HARVARD UNIVERSITY'S PHYSICAL SYMBOLS ON CAMPUS

* = inside building	^ = may require Harvard ID, may require additional special access	" = no physical symbol, but military meaning	# = property of City of Cambridge or Boston, but directly adjacent to Harvard Campus
1"			
2			
3			
4 [#]			
5 [#]			
6 [#]			
7 [#]			
8 [#]			
9			
10* [^]			
11* [^]			
12*			
13* [^]			
14*			
15			
16			
17*			
18* [^]			
19			
20* [^]			
21*			
22			
23* [^]			
24			
25 [#]			
26* [^]			
27 [#]			
28 [#]			
29			
30*			
31			
32			
33 [#]			
34 [#]			
35* [^]			
36			

¹⁹⁶ Harvard A to Z, p. 161

- 37 Wadsworth House, perimeter marker (occupied by Washington), Rev War
 38" Dexter Gate, exit engraving- Depart to Serve Better Thy Country and Thy Kind (said by President Charles Elliot)¹⁹⁷
 39*^ Hilles Hall, Army and Naval ROTC Offices (CPT Cordier Saber, WWI-era)
 40 Harvard Medical School, exterior yard entrance columns (WWI)
 41*^ Harvard Medical School, main staircase (Civil, WWI, WWII)
 42*^ Harvard School of Public Health, atrium Richard Strong portrait (Spanish-American War)
 43*^ Harvard School of Dental Medicine, interior plaque next to Dean's Office (WWI)

Photos and guide for tour available at: www.harvardmilitary.wordpress.com

There are most likely many other military physical symbols on campus that we have not yet identified and/or document. We have evidence that there are likely one or more permanent physical symbols in the following buildings, or the buildings may be symbols themselves:

- a military memorial in the Harvard Fogg and/or Sackler Museums, and
- Shannon Hall near the Divinity School (named after a fallen faculty member in WW I), used as the ROTC building prior to the ban.
- in 2001, Harvard purchased the former US Army Watertown Arsenal property for \$162M, two miles upstream on the Charles.¹⁹⁸ It made weapons and munitions for the US military from 1816 until 1968. This is where the famous "Scientific Management" studies took place in the early 1900s.
- Mount Auburn Cemetery's "Harvard Hill" contains the grave of many Harvard affiliated staff, faculty, and alumni, including Henry Lyman Patten, class of 1858, and killed during the Civil War.¹⁹⁹
- Holden Chapel, in Harvard Yard was used as a military barracks for a period of time after Harvard Hall opened in 1766.²⁰⁰

¹⁹⁷ Harvard A to Z, p.153

¹⁹⁸ Harvard A to Z, p.184

¹⁹⁹ Harvard A to Z, p.191

²⁰⁰ Harvard A to Z, p.203

Appendix J: Harvard non-fiction military in print, screen, and cyberspace

Ferrell, R. H. (2005). *Five Days in October: The Lost Battalion of World War I*. University of Missouri Press.

Glory (feature film) 1989. TriStar Pictures. Tells the story of the 54th Massachusetts Infantry Regiment, commanded by

The Lost Battalion (movie made for television) 2001. A&E Network Original Movie.

Keith, Philip A. (2010). *Crimson Valor. Harvard University Alumni and the Medal of Honor*. CreateSpace Independent Publishing Platform, Lexington, KY

Flammer, P. M. (2008). *The Vivid Air: The Lafayette Escadrille*. University of Georgia Press.

Mawn, Paul (2014), *Harvard Hall of Heroes*, <http://www.advocatesforrotc.org/harvard/heroes.html>, accessed June 18, 2014.

Miller, R. F. (2005). *Harvard's Civil War: A History of the Twentieth Massachusetts Volunteer Infantry*. UPNE.

Nelson, J. C. (2012). *Five Lieutenants: The Heartbreaking Story of Five Harvard Men who Led America to Victory in World War I*. Macmillan.

Jordan. A. (World War I historical fiction) (2014). *The End of Innocence*. Sourcebooks.

Appendix K: Harvard military-veteran-ROTC affiliated groups

Harvard ROTC Association (College student run)

Group Email: harvardrotc@gmail.com

Co-President: Charley Falletta (Army ROTC junior), cfalletta@college.harvard.edu

Co-President: Alexander “Zander” Farrow (Air Force ROTC junior), afarrow@college.harvard.edu

Co-President: Mike Murray (Naval ROTC [Marine Option] sophomore), mmurray@college.harvard.edu

Co-President: Luke Pumiglia (Army ROTC sophomore), lpumiglia@college.harvard.edu

MIT Army ROTC “The Paul Revere Battalion,” <http://army-rotc.mit.edu/>

LTC Pete Godfrin, pgodfrin@mit.edu, CPT Stephanie Bunker, sfbunker@mit.edu

MIT Naval ROTC (including USMC ROTC and MECEP), “The Old Ironsides Battalion”

<http://nrotc.mit.edu/>

POCs: CAPT Steve Benke; smbenke@mit.edu, LT Steve Smith (Harvard Liaison Officer)

smiths2@mit.edu, Maj Craig Giorgis (USMC)

MIT Air Force ROTC, Detachment 365 “Doolittles’ Raiders” <http://afrotc.mit.edu/about.html>

POC: LtCol Karen Dillard, kdillard@mit.edu

USMC Platoon Leaders Course (PLC)

POC: Boston area selection officer, Capt. Bryan Warner, brywarner@gmail.com

Harvard Veterans Alumni Organization (Harvard Alumni Association Special Interest Group)

POC: Tom Reardon, College ’68, former US Army officer, reardonre@gmail.com

<http://www.harvardveterans.org/>

Harvard Veterans Organization (the on-campus division of HVAO)

POCs: Ahron Oddman (MBA ’15), Dan Fisher (MPP/MBA ’16), Dan West (College, JD/MBA ’17), Everett Spain (DBA ’14)

aoddman@mba2015.hbs.edu; dfisher@mba2016.hbs.edu, dwest@mba2015.hbs.edu, espain@dba2014.hbs.edu

Advocates for Harvard ROTC, <http://www.advocatesforrotc.org/harvard/>

POCs: CAPT (Ret) Paul Mawn, US Navy, College ’63, pemusnr@hotmail.com

Crimson Serves (undergrad veteran mentoring & integration at Harvard) <http://www.crimsonserver.com/>,

POCs: John Gennace, Extension School student, jgennace@fas.harvard.edu, Sajjad Rizvi, Extension School student, sajjadrizvi@fas.harvard.edu

Harvard ROTC Alumni Fund (www.harvardrotcalumnifund.org),

POC: Malcolm Hill ’59, president (xcheng629@gmail.com). The Alumni Fund is a 501(c)(3) charity that works in collaboration with the Advocates for Harvard ROTC to support Harvard’s cadets and midshipmen in a variety of ways.

Harvard University Helping Veterans

POCs: Selena Hurtado (College ’15), & Megan Mers (College ’17), shurtado@college.harvard.edu, mmers@college.harvard.edu

Warrior Scholar Project (Boston, held at Harvard University), www.warrior-scholar.org
POC: Logan Leslie (College '15/'16), lleslie@warrior-scholar.org

HLS Armed Forces Association Veteran Legal Clinic Program
<http://www.law.harvard.edu/academics/clinical/lsc/clinics/veterans.htm>
POC: hlsafa1@gmail.com

HKS Armed Forces Committee (AFC)
POCs: CPT/MAJ Caleb Phillips, US Army, Caleb_Phillips@hks15.harvard.edu
CPT/MAJ Will Denn, US Army, William_denn@hks15.harvard.edu
Frank Broomell (USMC veteran) Frank_Broomell@khd15.harvard.edu

HKS National Security Fellows (NSF) Program (typically host 15 active-duty fellows)
POC: Director Jean Woodward, jean_woodward@hks.harvard.edu

HKS Belfer Center (typically host two active-duty fellows)
POC: BG(R) Kevin Ryan, US Army, kevin_ryan@hks.harvard.edu

GSAS Weatherhead Center for International Affairs (typically hosts two active-duty fellows)
POC: TBD

Appendix L: Draft position description (Director of Military Programs and Veterans Affairs)²⁰¹

Director of Military Programs and Veterans Affairs

Scope of the Position:

Under the general direction of the Provost, the Director of Military Programs and Veterans Affairs and Services plans, coordinates, and implements programs to serve the unique needs of veteran and active duty military students (including ROTC cadets) at the University. This position ensures that appropriate processes are in place to facilitate the programs and services provided or offered for veteran students in accordance with Executive Order 13607 - Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and other Family Members (E.O. 13607). This position also collaborates with designated offices to support the recruitment of prospective veteran, active duty, and ROTC students at all Harvard-affiliated schools. The position also supports the recruitment of veterans as potential job applicants and supports existing veteran employees in accordance with Federal AA/EEO regulations. Finally, this position has general administrative oversight of the University's Reserve Officer Training Corps and other pre-commissioning programs (such as USMC PLC and MECEP), heretofore all referred to as ROTC programs.

Reporting Relationship:

This position reports to the Chief Operations Officer for Academic Administration.

Supervision Exercised:

This position may supervise assigned professional and clerical staff and student interns or workers.

Principal Duties and Responsibilities

- Provides leadership, vision and direction for the Office Military Programs and Veterans Affairs; directs the day-to-day operation of the office.
- Plans, develops, implements and evaluates the effectiveness of University-wide programs and services for veterans.
- Ensures institutional compliance with E.O. 13607; collaborates with appropriate offices to ensure veteran students are provided with meaningful information and appropriate services pursuant to E.O. 13607.
 - Reviews and evaluates current policies and procedures that impact veterans; recommends and makes improvements as needed.
 - Advises the University on compliance with E.O. 13607.
- Retrieves comprehensive and complex data relevant to the military community at Harvard; compiles and completes narrative and statistical reports; conducts analysis of various data reports and makes recommendations based on findings.
- Provides general oversight and support to the University's ROTC programs.
 - Responsible for planning and oversight of the annual budgets of the ROTC programs.
 - Acts as the coordinator between university offices and the ROTC offices, specifically coordination of University requests for ROTC support to on-campus events such as sporting events and other activities.
 - Collaborates with ROTC offices to develop plans/programs supporting the ROTC mission and building positive relationships within the university and community.

²⁰¹ This position description is a slightly modified version of an existing position at University of Connecticut.

- Selects, trains, supervises, and evaluates professional and clerical staff. Recommends staffing needs and has a major role in personnel decisions.
- Serves as a resource/referral point person for Harvard University faculty and staff veterans.
 - Collaborates with departments and Human Resources to actively recruit veterans for staff and faculty positions.
 - Collaborates with the Office of Diversity and Equity to ensure veterans are provided accommodations as needed.
 - Facilitates access to and the participation of veterans in training, educational opportunities, skill development, and employment opportunities relevant to the current and former members of the military (such as those which require security clearances, or prior military experience).
 - Arranges or conducts career counseling, as needed.
 - Conducts a review of current employees' access to promotional opportunities.
 - Develops and maintains relationships with local veterans' agencies or organization servicing veterans for both recruitment and outreach opportunities.
 - Develops and maintains relationships with Harvard-affiliated military and veterans groups, such as the Harvard Veterans' Organization (university-wide), the Armed Forces Alumni Association (HBS), Crimson Serves (Harvard College), the Armed Forces Committee (HKS), the National Security Fellows (HKS), the Armed Forces Association (HLS), and the ROTC Club (College), among others.
 - Ensures institutional compliance with Federal AA/EEO regulations related to veterans, specifically the Vietnam Era Veterans Readjustment Act of 1974 (VEVRA) and the Veterans Employment Opportunity Act of 1998.
- Oversees communication and promotional materials for Veterans Affairs; responsible for updating and maintaining the Veterans Affairs website.
- Collaborates and works closely with the Office of Student Financial Aid Services to ensure services and support provided to veterans are consistent with University policies and procedures and E.O. 13607.
- Advises and counsels potential and enrolled veteran students with transition to a higher education environment; connects students with appropriate on and off-campus resources; serves as a resource and liaison with designated veteran support staff across the university.
- Oversees all necessary support to veteran benefits certification process to include all Federal Veterans Affairs education benefits and the active duty military tuition assistance program.
- Works closely with and serves as a liaison to the Massachusetts Department of Veterans Services and its Secretary.
- Participates in the planning and implementation of events dedicated to veterans and military service members throughout the university and in the community, including, but not limited to, Veterans Day Observance, Memorial Day Observance, Welcome Back celebration for veterans, and Military Appreciation Day; may host conferences and workshops for staff, faculty and students.
- Connects interested student veterans to HU-affiliated, professional mentors.
- Provides representation at freshman and transfer orientation sessions, open houses and similar student recruiting events to assist/advise (non-academically) incoming or potential student veterans.
- Serves as advisor to student veterans' organizations; communicates regularly and provides support and advisement for all veteran groups at the University.
- Performs related duties as assigned.

Minimum Qualifications:

1. Bachelor's degree from a traditional four-year program in an accredited institution.
2. Three to five years of experience working with veterans or equivalent experience serving in an active duty, reserve, or National Guard assignment.
3. Working knowledge of available post-secondary funding opportunities for veterans (Post 9/11 GI Bill).
4. Excellent written, verbal and interpersonal skills.
5. Excellent problem solving, customer service and organizational skills.
6. Demonstrated supervisory experience and ability.
7. Honorable discharge (if applicable).

Preferred Qualifications

1. Master's Degree.
2. Prior or current military service at a rank of at least major/lieutenant commander (O-4) or senior non-commissioned officer (E-8).
3. Combat experience (extended service in a combat zone).
4. Field operational and/or command experience, including substantial responsibility for personnel and budgets.
5. Substantial experience working in or with multiple branches of the military.
6. Experience with university campus-based ROTC programs or other substantial experience with the military in higher education settings.
7. Substantial experience communicating/collaborating with state and federal officials.
8. Knowledge of E.O. 13607.
9. Working knowledge of Federal AA/EEO laws including the Vietnam Era Veterans Readjustment Act of 1974 and the Veterans Opportunity Act of 1998.
10. Harvard graduate.

Appendix M: Civilian student survey (questions and data)

The questions and responses are below (N=541).

Q1: Are you a freshman, sophomore, junior, or senior?

- 31% freshman
- 25% sophomore
- 19% junior
- 25% senior

Q2: Are you a male or female?

- 53% male
- 47% female
- <1% prefer not to answer

Q3: How many people (friends or family members) do you know who have served, or are currently serving, in the military?

- 0 (18%)
- 1 (14%)
- 2 (11%)
- >2 (57%)

Q4: Have you ever considered joining the military?

- yes (47%)
- no (53%)

Q5: Do you know what ROTC stands for (open response)?

- Approximately 60% (yes/correct)
- Approximately 40% (no/incorrect).

Q6: Do you have any interest in ROTC?

- yes (18%)
- no (82%)

Q7: Do you think Harvard supports the military?

- yes (56%)
- no (44%)

Q8: Do you support having more veterans on campus?

- yes (84%)
- no (16%)

Appendix N: ROTC student survey (questions and data)

The questions and responses are below (N=21):

Q1: What is your primary reason for participating in ROTC? (all responses listed in *italics* below)

- To become an officer in the US military*
- I feel it's something I should do that will develop me into a better person/leader*
- To be able to serve in the Navy while still getting a good education*
- Serve my country*
- Want to serve (non-scholarship), interest in military justice*
- I wanted to be in the military and ROTC offered the best way there while also helping to pay for college*
- There is a long line of military in my family and it is something that I have always wanted to contribute to.*
- To serve my country by becoming an Army Officer*
- To serve*
- I feel that being a naval officer is the best way that I could serve my country*
- Career in the military and leadership experience as an officer*
- It pays for college and could not attend Harvard otherwise*
- Leadership Training*
- I wanted to serve as an officer in the military.*
- Want to be a Marine Corps officer, best way to get there*
- To be able to grow into the professional that one should be as a military officer.*
- I want to serve my country in the military and ROTC seemed like a streamlined way to get to military service while enhancing my educational and character building experiences in school*
- To serve the country*
- post-college job and during college scholarship*
- To serve as an officer in the US military while getting college paid for*
- To become an officer*

Q2: How many veterans do you have in your immediate family (parents and siblings)?

- 0 (52%)
- 1 (28%)
- 2 (10%)
- 3 or more (10%)

Q3: How many hours per week do you spend on ROTC activities?

- <10 (0%)
- 10-15 (58%)
- 16-20 (24%)
- 21-25 (10%)
- 26-30 (10%)

Q4: On a scale of 1-10, how do other students perceive ROTC (1-very negatively, 10 very positively)?

Range 3 to 10. Mode 7 & 8.

Q5: On a scale of 1-10, how do faculty perceive ROTC (1-very negatively, 10 very positively)?

Range was from 2 to 10. Mode was 6 & 7 (tie).

Q6: How often do faculty members actively encourage or facilitate your participation in ROTC?

Never (42%)

Sometimes (52%)

Often (4%)

Q7: On a scale of 1-10, how much does the University or College Administration facilitate your participation in ROTC?

Range 1-9, Mode 6 & 7.

Q8: Please list ways in which the Administration has facilitated or attempted to facilitate your participation in ROTC (all responses listed in *italics* below)

-zip cars

-They have helped me cross-register; last year they met with the Navy freshman to see what they could do to help us; they got us zipcars to BU.

-Commuters choice has given us Charlie cards and zipcars.

-Dean Dingman has met with us a couple times. They have payed for transportation (zipcar and the T) to ROTC events.

-Finally subsidizes our transportation to a limited extent -- still not enough as it over covers transportation to MIT, which is not our only training site.

-Providing zipcars for transportation to MIT

-Accepting the scholarship is a big way they have facilitated participation. Dean Dingman was helpful when he asked for feedback, but I am not sure how much of it was ever accomplished.

-Zip Cars, Charlie Cards

-Zipcar, academic support

-The ability to use zipcars makes finding transportation to ROTC events very simple.

-Gives us the opportunity to recruit at the club fair and some funding for transportation. That is literally all the support we receive. No class credit, no formal mentoring, no career advice, nothing else.

-The Administration provides a CharlieCard for me to use public transportation to get to MIT to participate in ROTC. It would be extremely expensive for me to pay for this on my own, and would be difficult for me to ride my bike there so often.

-The Administration has given us free Charlie Cards and ZipCards. Beyond free transpo, it has done little else.

-Providing ZipCars for transportation to ROTC activities. The administration was also receptive to our need for transportation to BU as well as to MIT.

-Zipcar, Yearly meeting, providing university credit for some ROTC classes

-Zip car accounts, National Security Fellows breakfast, Commissioning ceremony.

-Providing Zipcars to get to MIT was helpful. Outside of this not really anything.

-The administration has granted us access to zip cars and charlie cards to get to MIT.

-the Zipcar helps a lot.

-Free Zipcars

-Zipcar

Q9: Has the Administration obstructed or attempted to obstruct your participation in ROTC?

Yes (10%), No (90%)

Q10: Rank the following aspects of your life based on which have been negatively affected the most as a result of your participation in ROTC (most negative = higher number; scale = 1-5)

Extracurriculars 3.48

Academics 2.76

Financial Situation 1.10

Social Life 2.67

Q11: If Harvard wanted to double the size of its ROTC program by improving in these aspects, list three things they should do (in priority order, with what you list first as top priority). Please be very specific. (All responses are listed below in *italics*, and unmodified. Each group of comments are from a different respondent.)

-make the units fully functioning on campus, not just cross-towns

-give academic credit for ROTC courses

1. be clearer about necessary time commitment/commitments outside regular class time

2. be considerate of transportation times/problems (spending 75 minutes commuting back and forth from a 30 minute meeting, having to walk/take the T places before sunrise as a female, etc.)

3. try to regulate sleep schedules/minimize early mornings

Class credit for ROTC classes

Room and board

ROTC vans

Make ROTC scholarship cover room and board as well as tuition

Work with students in ROTC that have class conflicts/allow for extensions on assignments if an ROTC event conflicts with finishing the assignment.

Count ROTC classes for credit

1) FUNDING -- provide \$ so ROTC can have events, bring in speakers, make T-shirts, etc.

2) Communicate to faculty that cadets are still Harvard students, fully capable of intellectual debate.

Perhaps start a series of monthly discussions open to the public, with a high-profile professor leading a conversation about hot button questions (e.g. drones).

*Provide room and board like many other colleges do
Don't treat ROTC as just another extracurricular club
Move the office to a more direct location and in general increase visibility on campus*

- 1) More activities for all Harvard ROTC. Community bonding would be instrumental in making ROTC less of a burden and more of a positive experience.*
- 2) If there was any way we could get access to tutors as ROTC at a limited or free rate like athletes, that would greatly help academics.*
- 3) If there was any way to get additional funding for room and board, or even a small contribution, that would help financially.*

- 1. Waive the cost of room and board for cadets/midshipmen on scholarships*
- 2. Give course credit for all ROTC courses*
- 3. Use ROTC as an admissions consideration*

Increase community feeling on campus, make ROTC varsity status, have more events at Harvard

*Create a unit on campus - this would by far be the best way to increase the size of ROTC at Harvard.
Give credit for ROTC classes.
Give financial aid toward room and board even though ROTC covers tuition (maybe this already happens, I don't have complete knowledge of the financial aid system).*

*CLASS CREDIT for the *two* additional classes that we have to take on top of our regular course-load, don't cut our financial aid for being awarded scholarships, provide mentorship and support the ROTC community to improve social life of cadets and midshipmen.*

- 1. Recognize Air Force ROTC as they have already done with Navy and Army.*
- 2. Give course credit (or credit of some kind) for ROTC classes.*
- 3. Give a seminar to freshmen about ROTC in opening days*

- 1. Academic credit for military classes. This will ease our workload and make it easier for us to find time for both ROTC and Harvard activities.*
- 2. Create military fellows program. Harvard should specifically search for and hire military or ex-military faculty members who can mentor ROTC cadets.*
- 3. Include ROTC commission in Commencement ceremonies. This will put program front and center, demonstrate school's support, and encourage others to join.*

- 1. Provide room and board financial assistance to those whose qualify for need-based aid.*
- 2. Continue to provide transportation options like ZipCar.*
- 3. Coordinate with ROTC offices to hold events like a pass-in-review at Harvard that would bring publicity to the unit and future officers.*

*Room and Board waived, accept ROTC classes for credit, attempt to bring unit to Harvard.
Allow more space to do some genuine bonding. Assigned mentorship roles don't do a great job at establishing bonds between under/upper classmen.*

1. Count ROTC classes into GPA so participating in ROTC doesn't represent a major risk to your GPA.
2. Recognize ROTC as more than just another student organization; acknowledge that ROTC requires a greater commitment than the Dungeons and Dragons Club.
3. Increase awareness of the program outside regular extracurricular fairs.

1. Have the ROTC classes count toward Harvard GPA.
2. Allow room and board to be paid by the ROTC fund.
3. Get Harvard ROTC cars/vans to use to get to MIT.

- 1) Recruiting/visibility
- 2) If ROTC was actually on Harvard's campus, obviously that would be a lot easier because there would be no commute.
- 3) Change the policy where financial aid is reduced if you are on ROTC scholarship!

1. Offer room and board financial assistance for ROTC students.
2. Give credit for all ROTC classes.
3. Increase ROTC visibility on campus.

Pay the room and board of contracted ROTC cadets and midshipman.

Give academic credit to ROTC classes.

Require all Harvard students to do community service and count ROTC time as community service time.

Q12: Are you on an ROTC scholarship?

Yes 81%

No 19%

Q13: (If you answered yes to the previous question) If you were not receiving an ROTC scholarship, would you be receiving financial aid from Harvard?

Yes 29%

No 33%

N/A 38%

Q14: (If you answered yes to the previous question) Does your ROTC scholarship cause you to gain or lose money compared to if you were on financial aid?²⁰²

Gain 29%

Lose 0%

N/A 71%

(Therefore, all of the ROTC students who would receive financial aid say they are better off under the ROTC scholarship than just doing financial aid alone)

²⁰² Survey comments included "Restricted in applying to internships; Not because of financial aid, but just because ROTC is demanding and competitive to get a 'slot' to study abroad; I cannot participate in Harvard Summer School because I do not receive aid due to the ROTC scholarship; I simply do not have the money to pay for this experience without Harvard's financial aid program. Without the ROTC scholarship, I would qualify for Harvard financial aid, Summer Study Abroad, two summers in a row, Harvard has not given me any funding for summer study or research abroad because I am not on financial aid---even though I would qualify for financial aid if I did not have a ROTC scholarship."

Q15: Have you ever been limited in experiences outside of the normal semester (i.e. traveling or studying abroad, summer experiences, trips during the semester or winter or spring break) because you could not qualify for financial aid because you are on an ROTC scholarship?

Yes 24% (*author's note- this is almost 50% of ROTC scholarship recipients*)

No 29%

N/A 48%

Appendix O: Harvard University and US military mission statements (emphases *added*)

Harvard University (including the Graduate School of Arts and Sciences) does not have a mission statement.²⁰³ The Dexter Gate at Harvard Yard says, "Go forth to better serve thy country and thy kind," though that is not an official mission statement.

College

Harvard College adheres to the purposes for which the Charter of 1650 was granted: "The advancement of all good literature, arts, and sciences; the advancement and education of youth in all manner of good literature, arts, and sciences; and all other necessary provisions that may conduce to the education of the ... youth of this country..." In brief: Harvard strives to create knowledge, to open the minds of students to that knowledge, and to enable students to take best advantage of their educational opportunities. To these ends, the College encourages students to respect ideas and their free expression, and to rejoice in discovery and in critical thought; to pursue excellence in a spirit of productive cooperation; and to assume responsibility for the consequences of personal actions. Harvard seeks to identify and to remove restraints on students' full participation, so that individuals may explore their capabilities and interests and may develop their full intellectual and human potential. Education at Harvard should liberate students to explore, to create, to challenge, and to *lead*. The support the College provides to students is a foundation upon which self-reliance and habits of lifelong learning are built: Harvard expects that the scholarship and collegiality it fosters in its students will lead them in their later lives to advance knowledge, to promote understanding, and to serve society.

Harry R. Lewis

Dean of Harvard College

February 23, 1997²⁰⁴

Business

We educate *leaders* who make a difference in the world.²⁰⁵

Dental

Developing and fostering a community of global *leaders* advancing oral and systemic health.²⁰⁶

Design

(The official mission statement is unknown to the authors at this time.)

Divinity

Harvard Divinity School educates scholars, teachers, ministers, and other professionals for *leadership* and service both nationally and internationally. To help in building a world in which people can live and work together across religious and cultural divides, we strive to be a primary resource in religious and theological studies for the academy, for religious communities, and in the public sphere.²⁰⁷

Education

To prepare *leaders* in education and to generate knowledge to improve student opportunity, achievement, and success.²⁰⁸

²⁰³ <http://www.harvard.edu/faqs/mission-statement>, accessed January 25, 2015.

²⁰⁴ <http://www.harvard.edu/faqs/mission-statement>, accessed January 25, 2015.

²⁰⁵ <http://www.hks.harvard.edu/about/history/hks-facts>, accessed January 25, 2015.

²⁰⁶ <http://hsdm.harvard.edu/academics>, accessed January 25, 2015.

²⁰⁷ <http://hds.harvard.edu/about/history-and-mission>, accessed January 25, 2015.

²⁰⁸ <https://www.gse.harvard.edu/careers/employers>, accessed January 25, 2015.

Extension

(The official mission statement is unknown to the authors at this time.)

Government

To train enlightened public *leaders* and to generate the ideas that provide the solutions to our most challenging public problems.²⁰⁹

Law

To educate *leaders* who contribute to the advancement of justice and the well being of society.²¹⁰

Medical

To create and nurture a diverse community of the best people committed to *leadership* in alleviating human suffering caused by disease²¹¹

Public Health

The overarching mission of the Harvard T.H. Chan School of Public Health is to advance the public's health through learning, discovery, and communication.²¹²

Engineering and Applied Sciences

Through research and scholarship, the Harvard School of Engineering and Applied Sciences (SEAS) will create collaborative bridges across Harvard and educate the next generation of global *leaders*. By harnessing the power of engineering and applied sciences we will address the greatest challenges facing our society.²¹³

Harvard University Community Values

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in all dealings
- Conscientious pursuit of excellence in one's work
- Accountability for actions and conduct in the workplace²¹⁴

US Army Mission

(a) It is the intent of Congress to provide an Army that is capable, in conjunction with the other armed forces, of—

- (1) preserving the peace and security, and providing for the defense, of the United States, the Commonwealths and possessions, and any areas occupied by the United States;
- (2) supporting the national policies;
- (3) implementing the national objectives; and
- (4) overcoming any nations responsible for aggressive acts that imperil the peace and security of the United States.²¹⁵

²⁰⁹ <http://www.hks.harvard.edu/about/history/hks-facts>, accessed January 25, 2015.

²¹⁰ <http://hls.harvard.edu/dept/hr/policies-manuals-and-forms/harvard-law-schools-missionvalues/>, accessed January 25, 2015.

²¹¹ <http://hms.harvard.edu/about-hms/facts-figures>, accessed January 25, 2015.

²¹² <http://www.hsph.harvard.edu/about/>, accessed January 25, 2015.

²¹³ <http://www.seas.harvard.edu/about-seas/mission>, accessed January 25, 2015.

²¹⁴ http://www.harvard.edu/president/speeches/summers_2002/values.php, accessed January 25, 2015.

²¹⁵ Title 10 US Code Army § 3062(a)

US Navy Mission

The mission of the Navy is to maintain, train and equip combat-ready Naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas.²¹⁶

Yale College

The mission of Yale College is to seek exceptionally promising students of all backgrounds from across the nation and around the world and to educate them, through mental discipline and social experience, to develop their intellectual, moral, civic, and creative capacities to the fullest. The aim of this education is the cultivation of citizens with a rich awareness of our *heritage to lead and serve in every sphere of human activity*.²¹⁷ (Also, Yale's unofficial but popular alma-mater, *Bright College Years*, ends with "**For God, for country, and for Yale!**")

Princeton University

Princeton University strives to be both one of the leading research universities and the most outstanding undergraduate college in the world. As a research university, it seeks to achieve the highest levels of distinction in the discovery and transmission of knowledge and understanding, and in the education of graduate students. At the same time, Princeton aims to be distinctive among research universities in its commitment to undergraduate teaching. It seeks to provide its students with academic, extracurricular and other resources -- in a residential community committed to diversity in its student body, faculty and staff -- that will permit them to attain the highest possible level of achievement in undergraduate education and prepare them for positions of leadership and lives of service in many fields of human endeavor. Through the scholarship, research and teaching of its faculty, and the many contributions to society of its alumni, Princeton seeks to fulfill its informal motto: "**Princeton in the Nation's Service and in the Service of All Nations**."²¹⁸

²¹⁶ <http://www.navy.mil/navydata/organization/org-top.asp>, accessed on May 1, 2015.

²¹⁷ <http://www.yale.edu/about/yale-school-mission-statements.pdf>, accessed April 3, 2015.

²¹⁸ <http://www.princeton.edu/pr/reports/wythes/01.htm>, accessed April 3, 2015.

Appendix P: White paper author contact information²¹⁹

In order to better document Harvard's military history, understand the comprehensive picture of Harvard-military relations, and provide useful recommendations that are nested within with the context and situation of the times, the Harvard Veterans Organization intends to update this white paper in future years.

Please help us to correct errors, update information, and improve the next edition of this white paper by sending your feedback, ideas, and recommendations to: dfisher@mba2016.hbs.edu

This paper is available for download at: <https://harvardmilitary.wordpress.com/>

²¹⁹ On May 31, 2015, the authors added "The Long Crimson Line" to the white paper's title. They also added an abstract (taken verbatim from the last two paragraphs of the executive summary), and corrected several errors in the original publication. The errors corrected include changing the percentage of veterans from 8.5% to 7.5% in footnote 2, changing "2017" to "2018" in footnote 4, changing "scare" to "scarce" and "college housemasters" to "College housemasters" on page 7, changing "Harvard Presidents" to "US Presidents" in footnote 15, changing "Office of Admission" to "Office of Admissions" on pages 10 and 51, changing "Major" to "Lieutenant Col." on page 37, and adding the US Navy's mission to Appendix O. Additionally, they removed the words "first annual" from the title, as the dates of the original and future white papers serve a similar purpose.