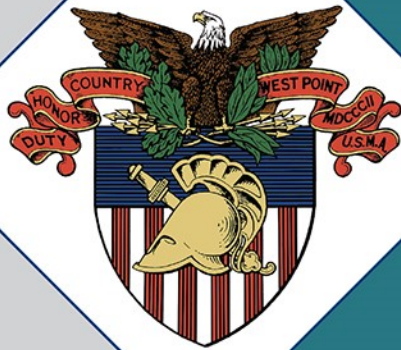


Enclosure 1: United States Military Academy Self-Assessment





OFFICE OF THE SUPERINTENDENT
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996-1602

MASP

MEMORANDUM THRU Department of the Army, Deputy Assistant Secretary of the Army (Diversity and Leadership), 111 Army Pentagon, Washington DC 20310

**ASSISTANT SECRETARY OF THE ARMY (MANPOWER AND RESERVE AFFAIRS),
111 ARMY PENTAGON, WASHINGTON, DC 20310**

SUBJECT: United States Military Academy Update on United States Military Academy Plan of Action to Office of the Under Secretary of Defense for Personnel and Readiness June 2017 Memorandum

1. Reference. Memorandum, Under Secretary of Defense, Subject: Department of Defense Academic Program Year 2017-2018 Report on Sexual Harassment and Violence at the Military Service Academies

2. Purpose. This memorandum provides an update on actions and in-stride assessments of the United States Military Academy (USMA) Action Plan as directed by the Office of the Under Secretary of Defense for Personnel and Readiness June 2017 Memorandum.

3. BLUF. USMA remains fully committed to providing a safe environment, fostering a culture based on dignity and respect, and rooting out those who engage in sexual assault or sexual harassment from its formations.

4. Background. The mission of the United States Military Academy: "To educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, and Country and prepared for a career of professional excellence and service to the Nation as an officer in the United States Army."

a. The USMA Strategic Plan, "Commitment to Character and Excellence" is comprised of two imperatives that operationalize the vision and mission of the Academy. The first imperative operationalizes our mission: Develop Leaders of Character and the second imperative operationalizes the vision: Foster Relevance and Preeminence. Our number one priority is to develop leaders of character who will

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become officers in the United States Army and fight and win our Nation's wars. These leaders of character will be asked to lead units that are gender-integrated, multi-generational, and ethnically diverse. They will be asked to build and maintain cohesive and effective teams where all members are treated with dignity and respect.

b. In the past year, several strategic efforts emphasized the contributing socio-cultural factors and behaviors, such as empathy and moral courage that align with our goal of creating a climate of dignity and respect where every member of the team feels that they are valued and can contribute meaningfully to the mission.

(1) We completed and published a new document, *Developing Leaders of Character*, which provides a common language and understanding for the entire West Point Community to describe West Point's Leader Development System, our integrated approach to developing leaders of character. Within our culture of character growth there are three aspects of character we strive to develop within Cadets: Live Honorably, Lead Honorably and Demonstrate Excellence.

(2) We completed the ground-up review of our sexual violence and harassment prevention program as suggested by the external consulting firm, EverFi. This review provided three key lessons learned that informed our prevention-oriented efforts during APY 17-18.

(a) The indicators of attitudes and beliefs among our Cadet population provided a reminder that our prevention efforts must account for the eighteen (+) years of socialization prior to a Cadet's arrival to West Point on R-Day.

(b) Our operating assumptions about prevention, education and character development were not synchronized or integrated as effectively as they should be.

(c) Taking stock of our activities and programming, with the above two issues in mind, we had to rethink our Prevention Practices. This led us to the Centers for Disease Control Prevention Principles, which are theoretically grounded and have shown success in a variety of public health crises.

(3) Faculty Model and Development. We re-emphasized the importance of empowering and encouraging our faculty to take advantage of opportunities to address issues related to the prevention of sexual harassment, the prevention of sexual assault, and the creation of a climate in which all people are treated with dignity and respect. Our faculty model is designed to develop character through role-modeling as well as consistent, recurring contact between faculty members and Cadets. Our small class size combined with frequent interactions between faculty and Cadets outside the classroom facilitates the creation of teachable moments on a regular basis. Our faculty

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are hand-selected and trained for their roles as leaders and integrators of the character development program in a deliberate, comprehensive manner.

(4) Gender, Sexuality, and Respect (GSR) Thread. We reinforced a framework within the academic curriculum that encourages and enables courses to formally and rigorously study gender, sexuality, and respect (GSR) through the lens of scientific discourse. Within GSR thread, we have nine academic courses that develop the intellectual foundations necessary for understanding the GSR concepts, and for developing organizational cultures that promote dignity and respect.

(5) We revised our Cadet Character Education program to focus on the desired behaviors, rather than the negative behaviors. This program is now a sequential and progressive program focused on the values expected of a leader of character. This program is now taught by a team, the Character education team, which is comprised of Tactical officers, faculty members, NCOs and Cadets.

(6) We changed the name of the SHARP Symposium to the Relationship Symposium. In this Symposium, we selected keynote speakers for each class. These sessions were mandatory for all Cadets and were followed by small group sessions where a more in depth conversation could occur. For example, one seminar was titled, "Can I Kiss You?" Research-based evidence suggests we are more likely to develop leaders who engage in mature behavior and who demonstrate respect and dignity for others if we talk openly about sex-related issues rather than just telling them not to commit acts of sexual harassment and sexual assault. This is an incredibly important point: we are trying to change the long-standing military cultural practice of telling people what they shouldn't do or can't do by moving towards an education model in which we help young people, transitioning out of their teenage years and understand how to have mature, responsible, respectful relationships with others.

(7) We increased our efforts for the Sexual Assault Awareness and Prevention Month (SAAPM) to include having Denim Day. On this day, the Cadets and staff and faculty wear jeans to bring awareness to SHARP issues. The day also included small group discussions with the Cadets fostering reflection on the attitudes and behaviors that allow sexual assault and harassment to exist. This change of dress or uniform is symbolically significant in the Army. We wear uniforms in the military...always...everywhere...even when it's too hot or too cold. For us to make the uniform of the day to wear jeans, gives us the opportunity to send a strong message that this is important to us. We participate in Denim Day to connect our Academy to national-level efforts to raise awareness of SHARP issues, but more importantly because we know it gets everyone's attention and as such it gives us a great opportunity to send the message that everyone should be treated with dignity and respect at all times.

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5. Action Plan Summary. Since the 2016 SAGR survey results, we have been working to comprehensively emphasize the behaviors and beliefs in our culture that should lead to a reduction of sexual harassment and sexual assault incidents, as outlined below. Additionally, we addressed the climate that contributes to the victims' fear of reprisal and bystander lack of intervention. This phased approach provides the overarching framework for a long-term campaign of prevention. The phases are sequential efforts that build off the previous and contribute a culture and climate of dignity, respect and action.

a. This campaign is divided into three distinct phases over a two-year timeframe:

(1) **Change the Narrative** (Feb 17 - Aug 17). This phase provides the opportunity for Cadets to reflect and discuss new material among peers. It also sets conditions among staff and faculty to ensure the effort is 'Academy-wide' and not stove-piped to one part of the organization.

(2) **Meet Cadets Where They Are** (Aug 17 – May 18). This phase provides the type of training and engagement that resonates with the Cadet population and focuses on beliefs and values related to life choices.

(3) **Integrate Character Development at the Institutional Level** (May 18-May 19). The final phase provides opportunity to fully synchronize and integrate all elements of the Academy and all aspects of character development to achieve the greatest effect. This phase also provides the opportunity for holistic and longitudinal assessment of the program and prevention efforts.

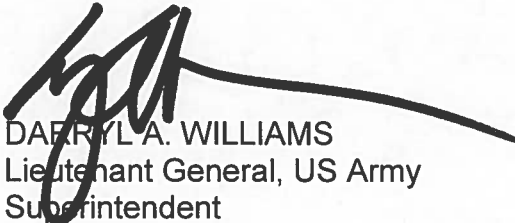
b. This approach is aligned with the Centers for Disease Control's 9 Principles of Prevention. There have been successful campaigns to address unhealthy and in some cases lethal behaviors, such as drunk driving, teen pregnancy, and the spread of HIV through needle-sharing among drug addicts. The key component of these successful strategies is focusing on healthy outcomes, and deliberately and patiently introducing options and educational interventions in a manner that connects to the at-risk population.

6. Conclusion. The United States Military Academy is firmly committed to continuing this work, but realize change of this magnitude is long-term. The program must address the Cadets' personal attitudes and beliefs to help them understand their own professional identity as a leader of character. It also must include the necessary measures needed to maintain a healthy command climate, one of dignity and respect. This approach is the crux of our phased and deliberate program that addresses these issues in a healthy, productive, pro-social manner. Our goal is always to eliminate incidents of sexual violence and harassment completely, so we are taking deliberate and research-informed steps to achieve this end-state.

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7. The Point of Contact for this action is COL Mark Bieger, USMA Chief of Staff at (845) 938-3419 or via email at mark.bieger@usma.edu.



DARRYL A. WILLIAMS
Lieutenant General, US Army
Superintendent

Appendices:

- Appendix 1: Alcohol.edu Impact Report
- Appendix 2: BTD Alcohol Policy
- Appendix 3: Haven Impact Report
- Appendix 4: Prescription Drug Impact Report
- Appendix 5: ODIA 2017-2018 Initiatives
- Appendix 6: Character Education Working Group Final Report (EverFi Summary)
- Appendix 7: Concept Plan for AY17-18 Relationships 101 Symposium
- Appendix 8: Sexual Assault Response Reference Guide
- Appendix 9: Sexual Harassment Response Reference Guide

United States Military Academy (USMA)

The following section requests an update on the Plans of Action submitted in response to the Office of the Under Secretary of Defense for Personnel and Readiness June 2017 Memorandum. Additionally, the following section requests an update on the status of assigned tasks from the Sexual Assault Prevention and Response Strategic Plan “Task List.”

1. Promote Responsible Alcohol Choices – To produce changes in attitudes and behaviors related to alcohol use, as well as change the context in which alcohol use occurs, the MSAs will submit plans to address attitudes and behavior around alcohol use and misuse.

1.1 Summarize and list new and existing responsible alcohol choices training programs.

During Academic Program Year (APY) 2017-2018, USMA focused efforts to change behaviors towards alcohol from the bottom up. With the Brigade Tactical Department in close over-watch, the Corps of Cadets concentrated on curbing sexual assault and harassment starting at the echelon where messages truly resonated and discipline was best exacted. USMA and the Corps catalyzed this cultural change with some of the following measures.

- USMA continued to empower and demand that leaders at all echelons enforce basic standards. Sexual harassment and assault and alcohol misconduct are extensions of indiscipline. It is imperative that leaders identify and plug small cracks in Cadets' foundations before they become fissures under the influence of alcohol.
- As the legal chain of command, enforcing and instilling standards are central to the Brigade Tactical Department's responsibilities. The Academy is unique insofar as staff and faculty outside the chain of command interface and influence Cadets every day. The Brigade Tactical Officer (BTO) and his Senior Enlisted Leader rotated to all academic and athletic departments to challenge them to stamp out indiscipline in their classrooms and on their fields.
- The Cadet Character Development Program also shifted to more decentralized, interactive, scenario-based training sessions. Instead of stereotypical slide presentations on highlighting the negative aspects of youth culture and behavior, small unit leaders facilitated discussions about challenges connected to intimate and professional relationships. These small group discussions were led by the Cadet Chain of Command, the Tactical Officer or NCO and a volunteer staff, faculty or community member provided guidance and real-world experience to help deepen these conversations.
- When alcohol misconduct occurred the Brigade Tactical Department swiftly addressed these infractions. While affording all subjects due process, the efficient adjudication of through the cadet disciplinary system sends a strong message that the command will not tolerate such indiscipline. The BTO now withholds authority for all alcohol-related misconduct and, when appropriate, delegates it to Regimental Tactical Officers in order to hasten the processing of such disciplinary actions.
- In conjunction with alcohol-related disciplinary measures, the BTO initiated a program called the Special Leader Development Program – Alcohol (SLDP-A). This six-month program is a rehabilitative tool. It requires that alcohol offenders engage with an officer or NCO mentor to reflect on the incident from all angles and submit weekly journal entries.

The data from this past year's alcohol-related misconduct, indicates that there were more Cadets receiving punishment for their poor choices and that in many cases the incidents were discovered in the adjudication of other offenses. Alcohol misuse among Cadets remains a key area of interest and the BTD leadership remains committed to a consistent application of discipline for these offenses, which is an essential part of creating the conditions where Cadets will have a more mature and healthy perspective towards their own use of alcohol as well as that of their peers.

1.2 Discuss additional implementation plans required to deploy the curriculum, including training for permanent party staff.

USMA contracted with EverFi to introduce its Alcohol.edu online training program to the entire Corps of Cadets in the Fall of 2017. This is the first time USMA has ever done any third party formal alcohol training that was aimed at providing Cadets with facts about alcohol, to equip them to make informed decisions about their drinking choices. The training includes a total of 12 modules split between two separate phases and three embedded surveys which provide a baseline set of data to better understand how Cadets think and behave towards and with alcohol. Several key points were highlighted which indicate that USMA Cadets generally exercise discipline and common sense when drinking, but there were also indicators that at least 20% of the Corps self-reported problematic drinking behaviors. The data also provided us with insight into typical drinking behaviors such as chugging, pre-gaming and times where drinking was heaviest, such as weekends. **Appendix 1 is the Alcohol.edu Impact Report.**

1.3 Summarize efforts to review and list any changes made to the institution's alcohol policy.

BTD updated and published BTD Policy Letter # 3 (Alcohol) that explicitly lays out regulations associated with drinking. In addition, provided discretion to the BTO to direct an MD "F" for a semester if a Cadet receives a BDE Board for alcohol misconduct. **Appendix 2 is the new policy.**

1.4 Discuss the office identified to have the primary responsibility to collect data, analyze results, regularly brief on progress, and recommend courses of action to leadership.

The EverFi platform dashboard was made available to select members of the USCC, BTD and USMAPs staff to leverage as they saw fit. As this was our first year using the EverFi program, there will be many opportunities as we continue to use the refresher courses in the coming year to evaluate trends over time to determine how we can most effectively use the data to continue to refine programs and initiatives across the Academy to positively impact the decisions Cadets make about drinking. One immediate positive impact from the EverFi online training around alcohol was that 74% of the over 2500 Cadets who took the surveys embedded in the training indicated that they felt better informed and capable of making more responsible decisions about drinking alcohol.

The data gleaned from the EverFi surveys was presented throughout the year to the members of the SARB for discussion and evaluation, and were also shared with the Simon Center's Education Officer for consideration in specific Cadet Character Development Program (CCDP) classes. BTD Operations is the proponent for executing the EverFi online training. Collaboration between SHARP, BTD, SCPME and G5 continues in evaluating the data provided from this platform.

1.5 Discuss new and existing milestones and metrics used to assess new and ongoing alcohol programs.

BTD – BTD makes a holistic assessment of alcohol programs at the completion of the spring academic semester. Review of data from alcohol incidents over the past year informs recommendations for the next year. This year SLDP-A program was updated and BTD continued to foster working relationships with ASAP. Additionally, BTD piloted a progressive leader development program, delivering targeted educational modules focusing on Followership for Fourth Class Cadets, Building Cohesive Teams for Third Class Cadets, Developing Others for Second Class Cadets and Stewarding the Profession for First Class Cadets. This wide array of topics and quality of chain of command training across the 36 Cadet companies during the last year resulted in the decision to implement this program across the entire Corps of Cadets.

Peer leadership is a key component in the efforts to generate the sort of changes we need to see in attitudes and beliefs about how Cadets treat one another. It is essential for Cadets to own their role in the culture change we are striving to achieve.

2. Reinvigorate Prevention – To reduce sexual assault, sexual harassment, and other readiness-impacting behaviors, the MSAs will work with their respective Military Service's sexual assault prevention and response leadership to ensure the Academies' sexual

harassment, hazing, and bullying prevention efforts are integrated with the overall sexual assault prevention program.

2.1 Summarize and list new and existing prevention training initiatives.

In our internal review process, conducted as a follow-up recommendation to our external consultation report by EverFi, we identified that our main emphasis in educating our community about sexual violence was mechanical, focused on process and procedures. It was also exclusively focused on a negative conversations, only focusing on what Cadets should NOT do. Our underlying strategies were primarily focused on solutions, interventions and perspectives grounded in our assumptions about what Cadets need from the Institution. These strategies created animosity and defensiveness by Cadets towards solutions that are steeped in a worldview that is not connected to how the Cadets see or experience the world. Cadets experienced our efforts as negative, shaming, focused on telling Cadets what they should not do, what is not good for them and what will get them into trouble.

EverFi's report provided feedback across three main areas directly tied to efficacy of programming in higher education: (1) Institutionalization of the Program, (2) Critical processes that support the execution of the program and (3) Programming that is leveraged to effectively address the issues related to sexual violence and sexual harassment, hazing and bullying. A summary of EverFi's findings is included in the Character Education Working Group Close-Out, Appendix 6.

EverFi's Haven Program was added to our education initiatives this year. Similar to the Alcohol.edu program, this program aims to provide Cadets with a baseline set of facts, that in our case reinforced much of what many of them already knew, but the added benefit of the program is that it is presented online, allowing Cadets to do the training in their rooms. This ability to know that every Cadet had taken the same exact training, which we also were able to customize with our policies, processes and resources, helped us integrate several of the Centers for Disease Control (CDC) Nine Principles of Effective Prevention Programming; multiple touches, multiple mediums and content that is both pro-social and relevant to Cadet-life. Additionally, the data from the surveys is real-time as Cadets completed the training, so we were able to immediately harvest key data points to create in-person class content.

For example, data indicated that there were Cadets in unhealthy relationships, information we have never before had at our disposal. This data allowed us to immediately add insights about domestic violence and partner abuse along with the statistics for West Point. We also highlighted resources to support someone in a dangerous or violent relationship, providing Cadets with skills to help a friend in that situation. The value of real-time data on attitudes, beliefs and behaviors provided us with opportunities to have deeper and more immediately relevant conversations about topics and issues impacting members of the Corps. Throughout the year various companies, teams and clubs participated in the One Love Escalation Workshops – another initiative intended to raise awareness about intimate partner violence, provide skills and support options to anyone either personally in a violent relationship or someone who has a friend in that situation. This effort is another example of applying the CDC's best practice recommendations for prevention programming, specifically, identifying socio-culturally relevant issues and providing skills-based programming to help Cadets positively resolve the volatile situation.

2.2 Provide implementation plans required to deploy the curriculum, train education providers, assess the quality of implementation, and understand its impact on behavior.

One of the key pieces of feedback we received from EverFi, reinforced by the best practices of the CDC's prevention programming best practices, is how critical trained, equipped facilitators are to the success and impact of education activities around sexual violence. We implemented a new feature in the Character Education Program, standing up Company Character Education Teams (CCET). These teams were comprised of the TAC/TAC NCO and two volunteers from the Staff, Faculty and USMA

Community to help facilitate the small group discussions throughout the year. These teams were developed to provide the TAC Team with some additional support to facilitate the challenging conversations about issues related to sexual assault, harassment, hazing and bullying. They helped to ensure that the conversations aligned with the stated goals and learning outcomes of the session, provided personal experiences and reflection on the topic and gave deeper meaning to the issue and conversation as a whole. There is definite room for this element of the program to grow and be refined, but feedback from CDTs and members of the teams indicated that most of the discussions were valuable, did contribute to very different sorts of conversations and that it was generally thought of as a nice change over the previous programming efforts.

The SCPME Education Officer developed the content, learning outcomes and provided a training assistance package for each lesson that was accessible to everyone involved in the training. An overview of the entire semester was held for everyone involved, and individual review/prep sessions were also held prior to each scheduled lesson. These review/prep sessions included time allotted for the training team to review the content and determine its strategy for executing the training.

The AY18 Cadet Character Development Program (CCDP) dedicated 4-5 hours of classroom instruction per cadet--more than 50% of its allotted time—to lessons intended to reduce the conditions that can lead to sexual assault and sexual harassment. The Education Officer worked with the SHARP Program Manager, CASHA Committee, and BTD to develop curriculum focused on the social facet of character and five root causes of sexual assault—toxic masculinity, alcohol abuse, the hook-up culture, pornography, and coercion. These topics were developed by reviewing the sexual assault incidents that occurred during APY 16-17, which indicated that these particular issues were recurring themes in the cases victims disclosed to the SARC and VA.

This effort was another touch point for our work to align our program with the CDC's prevention program best practices, identifying socio-culturally relevant issues, identifying various methods to address the issues, developing theoretically informed content and including the aspect of people with life experience to augment and guide the discussions effectively.

These classes were taught by the CCETs. The class titles and lesson objectives are below:

Social Discussion 1: The Hook-Up Fallacy

- Understand the current Hook-Up Culture in American society—know the facts, dispel the myths, and be informed.
- Identify the characteristics of a healthy and enjoyable sex life.
- Distinguish between social and binge drinking; recognize the pitfalls associated with binge drinking.
- Root Causes Addressed: Alcohol, Hook-Up Culture

Social Discussion 2: Looking in the Mirror

- Identify and analyze societal expectations of sexuality and gender (masculinity / femininity). Consider personal application and whether these expectations shape personal behaviors.
- Evaluate the ways toxic behaviors resulting from gender norms impact intervention or consent.
- Apply lessons from the Relationship 101 Symposium with discussions from CCDP.
- Root Causes Addressed: Force/Coercion, Toxic Masculinity

Social Discussion 3: Reading the Cues

- Identify and analyze unhealthy and healthy relationship behaviors. Understand what can be done to stop unhealthy behaviors from escalating to abuse.

- Understand the role that social media often plays in relationships and identify ways to navigate use of social media in their own relationships and those of their friends’
- Root Causes Addressed: Toxic Masculinity, Force/Coercion

Social Discussion 4: Media Matters

- Understand the different sources people learn about sex and relationships
- Identify and analyze the messages communicated through media regarding relationships, sex, and intimacy.
- Evaluate media messaging with regards to healthy relationship behaviors
- Root Causes Addressed: Pornography, Toxic Masculinity, Force/Coercion, Alcohol

Overall, Cadets assessed the lessons to be relevant. Female and freshmen cadets assessed the classes more positively than did males and upper-class cadets. The final assessment of the CCDP recommended that the program develop a 47-month curriculum, that more expertise contribute to the content, and that lessons have more structure and clear learning goals.

In addition to the Social Module classes, during one of the four Leader Challenge scenarios (Lingering Doubt), a real life scenario was used to discuss the realities of sexual assault, stages of recovery, and difficulties of reporting.

Following each lesson, the CCET personnel provided summary and lessons learned from its sessions, which the Education Officer shared with the larger team of trainers immediately after the session and also during the preparation for the next session. We also solicited feedback from the Cadets who were involved in helping to run the sessions and those who attended. This feedback provided useful insights and suggestions that were integrated as appropriate for future sessions. This process, provided the “Assessment” effort to ensure that we continue to improve each time we have an engagement with Cadets to make the next session more impactful.

See **Appendix 4 & 5** for the Haven and Prescription Drug Impact Reports. See **Appendix 6** for ODIA’s additional efforts geared to empower and inspire the student athletes to be leaders for change in this area.

2.3 Discuss new and improvements to existing methods for preparation of permanent party staff to support prevention initiatives.

The Cadet Character Development Program established Cadet Character Education Teams, comprised of two faculty per Cadet company. These faculty co-facilitated CCDP lessons which were described in 2.2 above. Through its preparation to facilitate the lessons and its engagement in the discussions with Cadets, the faculty gained in its own understanding of the complexity of the issues faced by Cadets in navigating their relationships, and how important it is for everyone to be engaged in creating a healthy command climate where everyone is treated with dignity and respect. These are the cultural changes that are necessary for us to effectively reduce and prevent sexual assault and sexual harassment. The entire USMA community conducted Annual SHARP Training that reiterated the systems and processes in place to address SHARP issues. Additionally there was contextual discussion about the issue of sexual assault and sexual harassment at West Point. These discussions were conducted at Department level to allow for an open, candid and productive conversation.

2.4 Discuss the activities and responsibilities of the office or entity assigned to track the results of prevention initiatives, coordinate with various stakeholders, and report to the Superintendent.

A SHARP Prevention and Education Working Group was tasked by the Superintendent to evaluate how USMA as an Institution can better integrate and synchronize the efforts being made in the

Academic, Military and Physical Programs to address Character Development in a holistic way. **Appendix 7** is the final report from the Working Group's finding and recommendations.

USCC administers two command climate surveys annually. The DEOCS is offered by the Commandant to the USCC staff and faculty During the month of September. This survey covers all of USCC, with breakouts providing statistical and written results for each department. The Corps of Cadets is offered the opportunity to take the MAOCS (Military Academy Organizational Climate Survey) during November. This survey generates a report for the Corps of Cadets, each Regiment, and each Company.

Bullying and Hazing issues were addressed through increased emphasis during EO briefings and through the Respect Representatives. Perceived Bullying and Hazing issues were more a result of poor communication. During EO briefings scenario based examples were provided to highlight how to professionally communicate deficiencies to a subordinate. At the end of each scenario it was explained where the error was in the example, and how the situation can be better addressed.

Tactical Officers consistently and deliberately message the importance of SHARP through individual counseling's, TAC Time LPDs, CCDP classes, and company level presentations. Building and maintaining inclusive teams is the bedrock of our organization. Teaching respect within the organization is paramount to operations.

The development and publication of the Developing Leaders of Character was a huge strategic effort this year. This document provides a common language and understanding for the entire West Point Community to describe West Point's Leader Development System, our integrated approach to developing leaders of character.

3. Enhance Culture of Respect – To establish and promote continuing respect between cadets and midshipmen, the MSAs will take steps to review and revise their indoctrination training, military education, academic programs, and permanent party in-service and preparatory programs wherever practicable to advance a MSA culture free from sexual harassment, hazing, and bullying, and communicate expectations for appropriate conduct related to social media.

The element of respect for self and others was integrated deliberately into the Character Development Program. These efforts included issues related to sexual assault, sexual harassment, bullying, hazing and the appropriate and respectful use of social media. We see this constellation of issues not as single entities, but as more global concerns over youth culture in general. The challenge we took on this year in our revised Character Education Program was to create opportunities for Cadets to be able to see how all of these behaviors contribute to an unhealthy climate, unhealthy professional and intimate relationships.

As part of the Civic Facet of Character, the Respect Committee focused its education efforts with four classes: Building Cohesive Teams, National Climate, Traditions, and Empathy and Echo Chambers. The lesson objectives were:

Civic Discussion 1: Building Cohesive Teams

- Provide an opportunity to address the values within a diverse team.
- Stress the importance of establishing and maintaining a positive command climate in one's organization while leveraging the strengths and experiences of each member.
- Gain awareness on how to leverage diverse perspectives within a team.
- Provide an opportunity for Cadets to identify their personal biases and understand how they impact team cohesion and/or decision making.

Civic Discussion 2: National Climate

- Provide a forum for Cadets to discuss the controversial issues regarding race, gender and sexuality in current society.
- Understand the value of empathy and identify the role it plays in personal and professional interactions.
- Explore how these issues influence their ability to build cohesive teams based on trust

Civic Discussion 3: Traditions

- Distinguish between traditions and hazing. Compare the intent and impact between these types of activities.
- Identify actions that contradict the Army’s policy on hazing and how it may affect team cohesion.
- Generate ways to oppose leadership decisions that defy organizational values.

Civic Discussion 4: Empathy and Echo Chambers

- Understand the definition of echo chambers and identify the role it plays in one’s level of empathy in personal and professional interactions.
- Analyze the impact echo chambers have on team cohesiveness, inclusion, and one’s leadership style.
- Evaluate when and how to “break out of the bubble” and generate ways to escape your own echo chamber.

In addition to the Civic Classes, one of the Leader Challenge scenarios addressed multiple real-life scenarios focused on hazing, unit rites of passage, loyalty to peers vs. loyalty to the unit, and role-modeling behavior.

Our Annual Conference related to SHARP issues was reframed and titled The Relationships 101 Symposium. Lectures, workshops and keynote addresses were open to the entire community. A key change for this year’s event was the addition of a mandatory lecture for each class. The presentation each class received was connected to future CCDP lessons, either directly or indirectly to reinforce the key messages delivered by the speaker. Cadets were encouraged to pause and reflect on their own personal behaviors and how to apply the skills and concepts to their daily interactions and relationships. The Symposium focused on providing Cadets with positive behaviors and actions they can take to promote a healthy command climate, develop healthy intimate relationships, and effectively intervene to support fellow Cadets. We applied the CDCs prevention best practices approach in developing the content, identifying the speakers and creating the various methods used throughout the Symposium.

Appendix 8 is the concept plan for AY17-18 Relationships 101 Symposium.

3.1 Discuss efforts and plans to address command climate overall and specifically to target the problem areas described in the directive.

Leaders are highly encouraged to discuss how Cadets represent the Academy and Army, even while they are intoxicated. The EOA increased the amount of time used during training to discuss the use of social media and cyberbullying. The Respect committee, EO office, and USMA Diversity office has begun hosting “Hot Topic” forums to discuss important social issues. This forum has enabled us to select topics of concern from our surveys and host productive discussions about them. The EOA has used the survey results to select topics for training during the academic year. The EOA will work with the EOL’s and Respect representatives to provide the training and identify issues for further training. Focus groups will be conducted throughout the year either in random or command directed companies to discuss and identify potential issues. The Commandant and CSM will continue to host monthly sensing sessions with randomly selected Cadets to discuss EO, SHARP, and quality of life issues.

3.2 Discuss new and existing methods used to evaluate and assess implementation and outcomes of programs developed to reinvigorate prevention and enhance a culture of respect.

EverFi will be used again this year, with refresher sessions for Alcohol.edu and Haven. The ability to review our data over a 2-year administration period, can provide real-time data on whether there have been changes in attitudes and beliefs on the key focus areas of awareness, willingness to act responsibly and to be a positive influencer in social setting, encouraging peers to also behave responsibly and respectfully. The efforts to develop a holistic, integrated and synchronized character development program continued throughout the APY, that will be codified as the USMA Campaign Plan is developed and published.

4. Improve Sexual Assault and Sexual Harassment Reporting – To instill a culture of reporting sexual assault, harassment, and other misconduct, the MSAs will review the findings of previous MSA reports and provide a plan to reduce barriers to reporting within the Academies.

4.1 List and describe efforts to encourage greater sexual assault reporting.

The number of unrestricted reports received during AY17-18 again increased from the previous year. We had fewer restricted reports and our conversion rate was roughly the same this year as in AY16-17. We continue to see positive trends in Cadets believing in the system, trusting in the support staff and being encouraged by their peers and concerned members of the community to seek help and allow the system to support them in dealing with the incidents of sexual assault they have experienced.

Advocacy continues to be a strong point in our program. The victims who choose to trust the system are provided with responsive and individualized care, that includes introduction of all the services available to them, chaplain, medical, legal assistance, behavioral health and general support through their advocate or the SARC. The SHARP team conducts wide-ranging wellness reviews with each victim who is in active status, ensuring that areas of stress, such as academics, athletics and interactions within their company are going well and that they know who they can connect to if any of they are experiencing any concerns in these areas. We also adopted a system where-by we conduct case-by-case interventions with the Chain of Command if we notice that a Cadet is showing signs of dysfunction across multiple areas. This effort allows the community to holistically address issues with Cadets before they become obstacles, providing them with the support and assistance necessary, such as: taking a leave of absence, reducing class loads or taking a break from an athletic team to better manage their recovery following an assault.

4.2 Describe any updated Academy policies that pertain to sexual assault reporting.

There are no new policies developed in the past year. Policies have been signed by new leadership.

4.3 Discuss steps taken to improve sexual harassment reporting and/or use of Military Equal Opportunity resources to resolve issues of sexual harassment.

The DoD SAPRO and DEOMI teams suggested during the June 17 visit that we develop reference guides to support Cadets and members of the community to better understand the reporting process for incidents of sexual harassment. These guides were developed and provided to the Tactical Department, published in our Orders Process and published on the BTD SharePoint site for ease of access. They are also available on the West Point App/Wellness Feature for quick reference. **Appendix 9** and **10** are copies of the reference guides.

4.4 Provide the status of any updates to sexual harassment training.

No change in the SH training our Tactical Officers receive.

4.5 Discuss new and existing metrics used to track efficacy of sexual assault and sexual harassment policies.

There is nothing new in how we are tracking or handling incidents or reports of sexual harassment.

We continue to see very few reports of sexual harassment. This year we had three substantiated cases, which were reported to the SARC within days of the incident and the investigations and

adjudications were handled swiftly and judiciously. While Cadets still indicate experiencing incidents of sexual harassment both in the EverFi surveys, DEOCs surveys and culture surveys, it seems that many of the Cadets are either dealing with the incident themselves, which is ultimately the best course of action, or are getting the matter dealt with by the support of their chain of command. Often when a complainant would discuss the situation with the SARC or VA, when they were informed of their options for handling the matter, they would choose to have a conversation with their TAC to address the issue and not make a formal or informal report. This provides some insight into how supportive and responsive the system is and how much Cadets trust their Tactical Officers and NCOs to handle the issues effectively. Our desire is to curb these incidents completely, and we will continue to send that message through the education program.

The following section lists Observations from the APY16-17 MSA Report and Tasks from the DoD SAPR Strategic Plan “Task List.”

1. Observations and Tasks

1.1 Discuss strategic dialogue accomplished this academic program year with MSA Leadership to facilitate exchange of SAPR best practices.

At COSAS, the Superintendent’s discussed overall Character development. Our Superintendent introduced our newest document, Developing Leaders of Character that describes our three outcomes; Live honorably, Lead honorably and Demonstrate Excellence.

1.2 Discuss the steps the USMA will take to increase the Defense Equal Opportunity Climate Survey (DEOCS) response rate. (The USMA response rate decreased from 50% to 26% for the latest DEOCS.)

After speaking with Cadets, and last year’s Respect Captain the EOA determined the decline in participation was due to overlapping surveys. The Respect committee was distributing its own survey to the Corps of Cadets each semester, and had just completed one when the MAOCS was offered. This year the EO office is working more closely with the Respect committee to ensure the surveys do not overlap. The plan is to use the MAOCS in the fall, and then a similar but shorter survey in the spring from the Respect committee. The EO and Respect representatives will work together to ensure the surveys as relevant and effective as possible. During summer EO training the EOA made explaining the available surveys, their differences, and the importance of completing the surveys a point of emphasis. The EOA also coordinated a NCO DP session through the USCC CSM which enabled him the opportunity to discuss the issues within the Corps of Cadets with the TAC NCO’s, and stress the importance of increasing participation.

1.3 Discuss the actions taken to clarify Cadets Against Sexual Harassment/Assault’s (CASHA) role in prevention, efforts to improve the quality of CASHA training, and efforts to disentangle prevention initiatives from academy’s response process.

During AY 18, the CASHA Committee aimed to educate and inspire the Corps of Cadets to create a respectful climate free of sexual harassment, sexual assault, and sexist behavior. The AY18 CASHA Committee focused its efforts on the following goals:

- Eliminate SH/A and sexist behavior from the Corps
- Empower CASHA Representatives to embrace their role as subject matter experts in companies, teams and clubs
- Support command climates that develop strong, cohesive teams
- Foster an environment in which no one fears reprisal or retaliation
- Motivate and support a culture of bystander intervention
- Promote healthy relationship skills that will last beyond West Point
- Provide education and resources concerning SH/A prevention

The CASHA Committee also conducted One Love training for all committee members at the beginning of each semester to help Cadets identify signs of relationship abuse. The committee began efforts to

decentralize activities and return to a cadet-run, grassroots organization by empowering committee representatives in subordinate units.
1.4 Discuss actions taken to expand Tactical Air Command Officer and Non Commissioned Officer preparation to support prevention initiatives.
BTD conducted a two day in processing workshop for new members of the organization. TAC and TAC NCOs actively participate in all CCDP classes with the companies. A key component of the CCDP lessons is leveraging the experiences of former Company Commanders and Platoon Sergeants from the regular Army.
1.5 Discuss changes, if any, made to ensure Sexual Assault Review Board attendance is in accordance with policy.
As suggested by DoD SAPRO Office we included all Victim Advocates as members of the SARB and the SVC. The SVC Program Manager stated that the presence of the SVC at the SARB is out of their scope as attorney representing the victims. The SVC no longer attends the SARB.
1.6 Discuss the Memorandum of Understanding (MOU) with Westchester Medical Center status of completion. If the MOU is not completed, please discuss the actions planned to complete it.
The MOU with Westchester is in final review by Westchester Medical Center.
1.7 Discuss steps taken to ensure that administrative records that support Unrestricted and Restricted reporting follow privacy, security, and records management policies.
The records related to case details for restricted and unrestricted reports are limited distribution for SARB preparation and exist in one location electronically and are password protected to ensure that there is no loss of privacy or data spillage outside of key staff such as the SARC and SHARP PM, SJA and Key USMA leaders.
1.8 Discuss steps taken to identify a single point of contact that gathers data from a variety of sources, conducts overall program evaluation, and makes recommendations to the Superintendent based on that data.
The USMA G5, Strategic Plans and Assessment work with the SHARP Program manager to track metrics and assess the overall effectiveness of our program. Internal culture and honor surveys are created by the G5 Office and will be created in coordination with the SHARP Office to ensure that we are working to capture useful culture trends that can be used to continue to inform the work being done to generate and foster climate and culture change among the Corps of Cadets. Additionally, USMA uses the DEOCS survey that is given to cadets annual as a source of assessment.
1.9 Discuss steps taken to develop and implement framework to capture prevention efforts for (and gaps in) all pre-entry pathways for Service members at the MSA.
While this task is identified for Military Services and SAPRO, USMA did initiate a pre-arrival introduction to sexual violence awareness and alcohol education for the incoming class of 2022. The candidates received a notice to complete the EverFi Haven, Alcohol.edu and Prescription Drug training modules prior to arrival. There was reasonable response rate and data that will be matched up with the current Cadets to see if there are any trends to address beyond what we already have developed for the upcoming Character Education Program. The modules and training are customized so the New Cadets were generally familiar with the behaviors that are not acceptable, resources and systems in place to support anyone who experiences an incident of assault or harassment. In the training session that was held on the 2 nd day of training, many new Cadets were able to correctly respond to simple questions about the content, instead of the normal situation where they are getting the information for the first time in that briefing. This is another mechanism of our efforts to integrate the 9 Principles of Effective Prevention Programming into the fabric of our program.