

DEFENSE ADVISORY COMMITTEE FOR THE PREVENTION OF SEXUAL MISCONDUCT (DAC-PSM)

Public Meeting Minutes September 21, 2023

The Defense Advisory Committee for the Prevention of Sexual Misconduct (DAC-PSM) convened a public meeting at 9:00 AM EST on September 21, 2023. The meeting was held in an in-person format with the option for virtual attendance via a Zoom video teleconference.

Committee Members

The following DAC-PSM Committee Members were present at the September 21 meeting:

- Chair: The Honorable Gina Grosso (Lt Gen (Ret), United States Air Force)
- Dr. Antonia Abbey
- Dr. Armando Estrada
- Dr. Dorothy Edwards
- Ms. Stephanie Gattas
- Dr. Lindsay Orchowski
- Dr. Joann Wu Shortt
- Dr. Amy Smith Slep
- Ms. Glorina Stallworth

The following DAC-PSM Committee Members were absent from the September 21 meeting:

- Dr. Debra Houry
- Ms. Jennifer Silva
- Dr. John Pryor

Opening Remarks

The DAC-PSM Executive Director and Designated Federal Officer (DFO), Dr. Suzanne Holroyd, opened the Committee's public meeting by reviewing the charter of the Committee and its mission. Dr. Holroyd informed those in attendance that this meeting is being held in line with requirements stated in the Federal Advisory Committee Act.

Those in attendance were reminded that any comments made during the meeting by Committee Members are their personal opinions and do not reflect the position of the DAC-PSM, Department of Defense (DoD), Military Departments, or Military Services. Dr. Holroyd then conducted a roll call of DAC-PSM Members and confirmed that a quorum was met. Dr. Holroyd turned the meeting over to the DAC-PSM Chair, The Honorable Ms. Gina Grosso, for opening comments.

Chair Grosso welcomed the Committee Members and public participants to the Committee's public meeting and thanked the Members, speakers, and public for their participation. She remarked that this public meeting is an opportunity for the Committee to summarize what it has already accomplished and to set the way ahead for the future.

Ms. Grosso reminded attendees that, during the past year, the Committee's first effort was to provide the DoD with its insights on training provided to junior enlisted service members. The DAC-PSM's report focused on training as a key tool to foster environments where the newest Service members can live and work free from the threat of sexual misconduct. Ms. Grosso remarked that appropriately preparing these new enlistees now will have a positive impact throughout their entire career. She also noted that the report emphasized that today's new enlistees may become tomorrow's leaders, drawing a connection to the presentations that would be provided during today's public meeting.

Comments offered in the DAC-PSM report development process repeatedly emphasized that junior Service members mimic the behaviors and attitudes demonstrated by their leaders, which Ms. Grosso attested she has experienced firsthand in her career. The presentations provided during this meeting will help the Committee to understand what the Department is doing to prepare future officers for this critical role in shaping the beliefs and behaviors of their peers and subordinates. Ms. Grosso closed her comments by thanking the speakers for their time presenting, acknowledging their competing time commitments and efforts.

Overview of Public Written Comments

Dr. Holroyd opened the portion of the meeting designated for review of the public's written comments. She noted that the Committee did not receive any public comments (by email or phone) prior to the deadline listed in the Public Register Notice, and thus, had no comments for the Committee to address.

Throughout the meeting, anywhere between 25-67 individuals of the public were in attendance via Zoom. There were four individuals of the public who attended the meeting in-person.

Overview of Upcoming Discussions

Dr. Holroyd noted that, as Ms. Grosso mentioned in her opening comments, the DAC-PSM's first report addressed training provided to junior enlisted Service members. The Committee focused on that population for two reasons: 1) Research has shown that this group is at the greatest risk for experiencing sexual misconduct; and 2) There are approximately 700,000 service members in that group, making it the largest segment of the DoD military community. If successful, the Committee thought it could help the Department to create safe environments for that group to live and work, and also help inform efforts to build the knowledge and skills for them to become better future leaders.

With these in the mind, the goal of this public meeting was to help the DAC-PSM Members understand current DoD efforts to prepare future leaders for their roles in this space, while also fostering an appropriate climate within their own cadre. The DAC-PSM will be conducting a study on Professional Military Education (PME) and the knowledge and insights provided during this meeting will help to inform that study.

Dr. Holroyd remarked that one of the comments frequently heard in previous sessions was that junior enlisted service members were often under the command of junior officers who were just

recently commissioned. This dynamic highlighted the clear importance of post-commissioning training and also the potential role played by training received prior to commissioning at the Military Service Academies (MSAs) and the Reserve Officers' Training Corps (ROTC). Together, in recent years both sources have provided about 50% of incoming officers. Dr. Holroyd noted that at this meeting, attendees would hear about the DoD's efforts to assess implementation of prevention efforts at the MSAs, as well as an overview of MSA and ROTC efforts to implement prevention training requirements.

Brief: On-Site Installation Evaluations (OSIEs) at the Military Service Academies

Dr. Andra Tharp, Senior Prevention Advisor at the Office of Force Resiliency, presented a brief on the recently released Department of Defense (DoD) report on the On-Site Installation Evaluations (OSIEs) conducted at the Military Service Academies (MSAs) in Spring 2023.

Dr. Tharp began her brief by stating that one key finding at the MSAs was that the Department must continue to enhance its prevention capabilities to better support our military leaders. The recommendations of the OSIE report focused on these necessary adjustments to training, peer leadership structure, and other foundational changes that are needed to influence the climate at the Service academies.

Over the past several years, the Department's data has shown an increase in unwanted sexual contact (USC) and sexual harassment at the MSAs. As a result, in March Secretary Austin directed the Department to conduct OSIEs at the MSAs. OSIEs are a tool that the Department utilizes to better understand trends in prevention and climate out in the Force. To date, the Department has conducted more than 40 site visits, including the MSA OSIEs conducted this spring.

The Department's OSIE efforts were tailored towards understanding the contributing factors behind this increase. Before discussing the key findings of the report, Dr. Tharp noted that these MSAs are high-performing institutions with exceptional students, and the strengths of the MSAs were pertinent to the findings of the report. She noted that there is significant variation across the MSAs in terms of their approach and progress implementing prevention activities and developing leaders. As a result, there is variation in their respective recommendations and way forward. She also noted that there are numerous activities and programs already underway to support cadets and midshipmen. The OSIE team found across its 40-plus site visits that there is an interplay between prevention activities and climate, indicating that potentially helpful activities may be underway, but if those activities are implemented in an unhealthy or toxic climate, then that climate may degrade the effectiveness of the efforts. When cadets and midshipmen gain knowledge or skills related to leadership or prevention in the classroom, but then do not see that same knowledge or skill reinforced in other settings, they receive mixed messages about healthy norms and expectations for how they are to treat each other.

Dr. Tharp commented that the OSIE team uses a rigorous and standardized evaluation method of nine metrics, developed and validated by the RAND Corporation and applied across all site visits, which allows the team to make an "apples to apples" comparison across very different military environments. The OSIE team sampled units within the Service academies that had the most risk factors and fewest protective factors as well as those with the most protective factors and fewest

risk factors. Differing findings across these two groups would indicate that the issues are more localized, whereas similar findings would indicate the issues were more widespread at the MSA.

Dr. Tharp highlighted that data shows that more cadets and midshipmen than in previous years are coming into the MSAs having previously experienced sexual violence or sexual harassment during their adolescence or childhood. The OSIE team observed that young people, many of whom had these previous experiences, came into stressful four-year environments at the MSAs where the structures were not set up to help them thrive. Dr. Tharp clarified that the Department understands why the military training environment needs to be stressful to build resilience and offered that many people find higher education to be a stressful environment, in and of itself. She reported that the OSIE team found that those leaders closest to the cadets and midshipmen (peer leaders, the Tactical (TAC) officers, Air Officer Commanding (AOC), and company officers) were not sufficiently trained or equipped to address the needs of this changing demographic. In some cases, the peer leadership structure was creating unhealthy power dynamics leading to hazing, which then exacerbated risk.

Additionally, the OSIE team found that TAC and AOC officers are seen primarily as disciplinarians, which is certainly an appropriate role, but they did not know when or how to prioritize cadet and midshipmen well-being over discipline. Dr. Tharp offered an example of how the handling of one cadet or midshipman likely had a negative impact on that individual and their peers offering the message of “This is how you lead; this is how you care for people.” That entire unit may carry this mindset out into the Force. Dr. Tharp noted that it is important to recognize that, while these structures may have been effective in the past, they may need adjustment.

Dr. Tharp explained that these factors (stress, leadership structures, lack of training and equipping of TAC officers and AOCs) have given rise to climates of cynicism, distrust, and stigma. Additionally, the OSIE findings indicated cynicism around accountability and a sense that consistency or transparency is lacking in how violations are handled. Dr. Tharp reported hearing concern from cadets and midshipmen about the impact that seeking care might have on their commissioning and on their career choice. This collection of findings offered indications that many of our cadets and midshipmen are going out into the Force still dealing with negative experiences they had, and they may believe that what they experienced at the Service academy is acceptable. They are entering the Force without the tools needed to foster healthy climates in units that they lead, which has a direct impact on readiness.

Dr. Tharp then shifted her briefing to a summary of the OSIE recommendations to address these findings. She noted that the recommendations are intentionally high-level to allow the Military Service Academies to shape them to fit their unique circumstances, reflecting the specific findings and needs identified at each Academy.

- At US Air Force Academy (USAFA), one recommendation is to adjust the fourth-class system to stop cadet hazing, which is something that the other MSAs moved away from several years ago. The second recommendation in this area, pertinent to both USAFA and US Naval Academy (USNA), is to complement the peer leadership structure with additional non-cadet and midshipmen leaders, which could include officers and non-commissioned officers.

- At US Military Academy (USMA), which showed less severity of concern in this area than the other academies, the recommendation is to simply review their peer leadership preparation and training and look for opportunities to enhance preparation of peer leaders.
- The final recommendation in this area, applying to all MSAs, is to ensure that MSA leadership has perspectives from leaders who have served in other training environments.

In the area of cynicism, distrust, and stigma, recommendations focused on addressing misperceptions, particularly related to social media. The OSIE report recommended that the MSAs take specific steps both to educate the cadets and midshipmen on social media, and to try to mitigate the harms that can occur when using these modes of communication.

Recommendations related to prevention include expediting the MSAs hiring of integrated prevention personnel. The OSIE report also recommended that the MSAs fully integrate prevention, character development, and leadership development efforts, which had previously been siloed across different offices. Finally, the OSIE report recommended that there be a deliberate graded and required course of study within the MSA curriculum that teaches the leadership competencies for prevention that are in policy. Often, the prevention activities at MSAs are held after-hours, implying that they are less important than those graded and required courses that are part of the curriculum.

Dr. Tharp offered that on August 16, 2023, the Secretary of Defense accepted all recommendations put forth in the OSIE report and directed the MSAs to initiate immediate implementation of the near-term recommendations and submit plans of action and milestones (POAM) by the end of October 2023 for the intermediate- and long-term recommendations. The Secretary of Defense also directed the Under Secretary of Defense for Personnel and Readiness (USD(P&R)) to establish a task force that would support oversight of the development and evaluation of these POAMs and brief him within six months. The Department will receive the POAMs at the end of October 2023, and then the Service Secretaries will brief the Secretary of Defense on their progress implementing these POAMs by the end of January 2024 and every six months following thereafter. Dr. Tharp remarked that there is also a significant focus on evaluating these actions and ensuring that we have measures in place to understand incremental changes so that we can course correct where needed.

Dr. Tharp concluded her briefing and opened the floor for Q&A.

Chair Grosso thanked Dr. Tharp for her time and asked if there was a sense of whether the MSAs had buy-in for the report, or if there was any pushback. Dr. Tharp answered that the MSAs have been partners in this work, and the structure of the recommendations has been set up to include them, as well as the Military Departments. The OSIE recommendations may be more significant in terms of structural changes than past recommendations, which may carry different feelings for stakeholders. Chair Grosso followed up to ask if Dr. Tharp felt the MSAs would be held accountable for implementing the recommendations. Dr. Tharp replied that the Department's senior leaders are laser-focused on this issue, as evidenced by his direction for progress reports to be provided to the Secretary of Defense directly every six months. Dr. Tharp believes that at this time, the Department has sufficient structures in place to ensure accountability and that proper implementation of recommendations.

Dr. Estrada reflected on the data that shows cadets and midshipmen are entering the MSAs with greater rates of childhood adverse experiences and mentioned that in prior accession briefings, new recruits were also shown to enter basic training with disproportionate rates of prior experiences with sexual misconduct. He asked if Dr. Tharp could comment on this. Dr. Tharp replied that traditionally, pre-military experiences of sexual violence and sexual harassment are a key risk factor in re-experiencing sexual violence during military service. She mentioned that Dr. Rachel Breslin (the next speaker at the DAC-PSM public meeting) may be able to provide more information on a survey on this topic currently being conducted in the field. Dr. Tharp clarified that the data she presented only covers experiences of victimization, whereas Navy recruit studies also account for pre-accession measures of perpetration.

Dr. Estrada then mentioned the portion of the briefing indicating that when peer leaders were ill-equipped or poorly trained, they often fell back on their pre-existing behaviors and beliefs. He asked Dr. Tharp how this factors in with the newly hired prevention personnel. Dr. Tharp responded by stating that right after the MSA report¹ finding of an increase in sexual misconduct, the Secretary of Defense also directed that TAC, AOC, and company officer training be revamped to better prepare those individuals to hold positions of leadership over cadets and midshipmen.

Regarding prevention personnel, Dr. Tharp remarked that those personnel are conceptualized as serving as advisors to leaders, helping leaders to build understanding of prevention and competencies. The Department envisions the prevention personnel functioning similarly at the MSAs. Those prevention personnel will be able to help inform the leaders in terms of research-based prevention activities, interpreting their climate data, and shaping those actions that can make meaningful change. Dr. Tharp stated that one of the exciting parts about this interaction between the prevention workforce and the cadets and midshipmen is that it builds the skills and relationships for how these future young officers can best use the MSAs' prevention personnel. In turn, that will prepare these future officers to make the best use of that expertise when they go into the wider Force. Dr. Tharp noted that the MSAs are kind of leadership laboratories, so equipping the cadets and midshipmen with tools to assess their climates, take action, and get advice from the subject matter experts while at the Academies will pay dividends when they go into the Force.

Dr. Edwards remarked that there seems to be a great focus on the MSA cadets and midshipmen themselves but wondered about the evaluation and oversight plan for the implementers of the prevention team. She opined that extraordinary curricula and recommendations are less effective if the folks on-site do not have the capacity to implement. Dr. Tharp responded that part of the broad effort across the Department includes a multi-year evaluation from RAND to evaluate the stand-up of the prevention workforce. Additionally, the Climate Transformation Task Force stood up by Secretary Austin in August 2023 provides another layer of oversight. Dr. Tharp stated that prevention workforce initiatives are tied to a couple layered oversight and evaluation efforts to set them up for success and to identify additional tools that may be needed.

Dr. Shortt asked Dr. Tharp for her thoughts on high risk versus low risk climates; that is, whether there were other indicators present beyond cynicism, distrust, and stigma. She also inquired about Dr. Tharp's thoughts on how to improve climate. Dr. Tharp responded that the tool used to assess

¹ Annual Report on Sexual Harassment and Violence at the Military Service Academies, Academic Program Year 2021-2022. Full report can be found here: https://www.sapr.mil/sites/default/files/public/docs/reports/MSA/DOD_Annual_Report_on_Sexual_Harassment_and_Violence_at_MSAs_APY21-22.pdf

the participating unit is called the Defense Organizational Climate Survey (DEOCS), which was completely revamped in 2021 to include leading indicators of a range of harmful behaviors, as well as indicators of readiness and retention. The OSIE team looked at the most current DEOCS of the organization, then looked at those units within that organization that either had the highest risk factors or the highest protective factors. At the MSAs, the OSIE team found that the difference between the high risk and low risk units was associated with how the TAC officers, AOCs, and company officers were able to mitigate the risk that the broader environment posed. Dr. Tharp emphasized that these are widespread issues that were heard from both groups, and that they were not localized to just the higher risk units. Instead, the protective factors found in the low risk groups were often due to officers' performance in mitigating those risks. The climate issues were pervasive enough that the OSIE team found that a whole systems approach is required, versus a piecemeal approach.

Dr. Slep remarked that it sounded like social media was found to be a particularly corrosive source of misinformation, bullying, and harassment. She asked Dr. Tharp whether the team had seen any successes regarding this societal challenge. Dr. Tharp responded that the modality they saw most misused was Jodel, which is an anonymous app. One success she had seen was with individuals (for example, staff members at the MSAs) getting on the app anonymously to provide counternarratives to the misinformation as it came up. Dr. Tharp observed that it was remarkable to see how quickly the tides of dialogue could turn, simply by providing accurate information or encouragement for help-seeking. The OSIE team is in consultation with general counsel to ensure that this method is utilized appropriately, but Dr. Tharp believes it is a great opportunity to have someone monitoring and providing counter narratives to misinformation.

Dr. Holroyd thanked Dr. Tharp for her time presenting and concluded the briefing.

Brief: Academic Program Year 2021-2022 Report on Sexual Harassment and Violence at the Military Service Academies

Dr. Rachel Breslin, Assessment, Reporting, and Oversight Program Manager, Sexual Assault Prevention and Response Office (SAPRO) presented the briefing.

Dr. Breslin began her briefing by noting that the reporting data she would present was collected during the Academic Program Year (APY) 2021-2022, which was the same timeframe as the survey data that was used for the results Dr. Tharp discussed in her briefing. The origin of the MSA Report is found in Section 532 of the FY 2007 NDAA, which requires an annual report for each APY on the effectiveness of the policies, training, and procedures of the MSAs regarding sexual harassment and sexual violence involving academy personnel. In APYs beginning in odd years (“survey year”), the report assesses prevalence and compliance using MSA self-reports. In APYs beginning in even years (“assessment years”), the report includes on-site assessment of policy and program compliance, reporting data, and MSA focus group data. The on-site visits conducted in “assessment year” reports are separate and distinct from the OSIEs previously presented by Dr. Tharp.

Dr. Breslin stated that progress in the Department is measured primarily using two metrics. The first is the sexual assault prevalence metric, which measures rates of unwanted sexual contact (USC) via survey; the desired state is a decrease in prevalence. The second metric is sexual assault

reporting, which uses a separate database, the Defense Sexual Assault Incident Database (DSAID) to generate a reporting rate; the desired state here is an increase. The data between 2012 and 2014 appeared to show that the MSAs had made progress in both metrics. However, since 2014, there has been a steady increase in prevalence of USC. The survey was not conducted in 2020 due to the COVID pandemic. The most recent survey was conducted in 2022, and participation was considered exceptional at 81% completion.

Estimates for prevalence come from data collected in the Service Academy Gender Relations Survey (SAGR), conducted by the Office of People Analytics (OPA). The SAGR is unique from other DoD surveys in that, since 2006, it has been administered in the same way with the same content. Every other year at roughly the same time, the research team travels to the MSAs, brings students into a room for a briefing on the survey and an explanation of its purpose, and then offers the survey with the option to complete it. The benefit of this voluntary approach is demonstrated by the previously mentioned 81% completion rate. The content of the survey has also remained consistent, meaning that comparison across years carries a great deal of confidence.

Chair Grosso requested clarification regarding the survey and how it may or may not account for someone's unwillingness to report USC due to mistrust in the system. Dr. Breslin replied that in addition to being totally anonymous, the survey does not specifically ask if someone experienced sexual assault or USC; rather, it uses language that asks whether the survey-taker had experienced a range of behaviors (which may or may not be defined by the survey-taker as sexual assault, and which does not ask if the survey-taker had reported). This approach allows the research team to identify whether the survey-taker had experienced USC without requiring the survey-taker to identify it as such.

Dr. Breslin provided an overview of the different types and characteristics of USC, ranging from penetration, attempted penetration, to unwanted sexual touching. She noted that these are mutually exclusive categories: If a survey-taker experienced multiple types of USC, then that USC is categorized based upon the worst experience. (For example, if a survey-taker noted experiencing unwanted sexual touching and penetration, then that survey-taker's experience would be noted as "penetration".)

Looking at the 2022 results, all three types of USC were at higher rates compared to 2018. For women, the alleged offender was most often a male, typically in the same class year, and someone they knew from class or other activities. Incidents mostly occurred on-campus in a living area, or off-campus at social events, and after duty hours on a weekend or holiday. For men, alleged offenders were either men or women, also usually someone they knew from class or activities, and the experience usually occurred after duty hours on a weekend or holiday. The composition of USC experiences was consistent with prior years, meaning that the incidents did not look characteristically different from prior years; there was just more of them. Dr. Breslin remarked that these types of data points are important from a prevention standpoint because they allow the Department to see where it needs to focus, and on what types of behaviors, and how it might design prevention related to the experiences of cadets and midshipmen.

Dr. Breslin then shifted to a discussion of alcohol use related to USC incidents. Cadets/Midshipmen who indicated experiencing USC were asked to answer a set of questions on whether either they or the alleged offender had been drinking at the time of the incident. The main takeaway was that, for both women and men, more than half of USC incidents involved some alcohol use, whether by the

victim, the alleged offender, or both. Dr. Breslin clarified that there are limitations to the survey in that the survey does not ask how much alcohol was involved, and it is based on the victim's understanding of whether the alleged offender was drinking.

However, the characteristics of USC incidents where alcohol was involved had notable differences from incidents of USC where it was not involved. For example, in incidents involving alcohol with female victims, the victim was more likely to indicate that there was a bystander present who could have intervened but did not. In incidents with female victims not involving alcohol, the alleged offender was more likely to be someone with whom they were in a relationship, and who had displayed patterns of problematic behaviors such as stalking or sexually harassing the victim. Dr. Breslin noted that these findings underscore those found by the Independent Review Commission on Sexual Assault in the Military (IRC). Dr. Breslin emphasized the particular IRC recommendation to establish an office with primary responsibility for alcohol policy, and specifically to identify methods of reducing availability, with the aim of reducing overconsumption and thereby the prevalence of behaviors (including but not limited to USC) associated with alcohol use.

Dr. Breslin then presented insights on risk factors identified by the SAGR data. While rates of USC increased across all class years, sophomores appeared most at risk for experiencing USC. Dr. Breslin remarked that this underscored yet another IRC finding, which recommended the Department move towards a primary prevention approach that targets particular at-risk groups. Additionally, as Dr. Tharp had alluded to in the prior briefing, cadets and midshipmen who experienced USC prior to entering the academy also had higher risk for experiencing USC during their time at the MSA. Dr. Breslin noted that 33% of women surveyed in 2022 had previously experienced USC, an increase from 25.1% in 2018. Dr. Breslin tied this back to IRC findings which held that the Department should enhance the services provided to individuals who come into military service with prior trauma. Another risk factor is experiencing sexual harassment at the MSA, which is associated with much higher likelihoods (for both men and women) for experiencing USC. Dr. Breslin remarked that this finding reinforces the importance of looking at risk factors like sexually harassing behaviors in the climate, which the DEOCS is specifically designed to help identify.

Dr. Breslin then discussed the finding that students' perceptions of effort being taken by senior leaders at the Academies to prevent USC is low and has declined since 2018. This reinforces the IRC findings around the critical need to restore trust and confidence in leaders. Dr. Breslin added that current Department efforts to educate and communicate to cadets and midshipmen about upcoming changes, including changes to the military justice process, are meant to get at these issues of trust and restoring confidence.

Dr. Breslin then paused for Q&A.

Dr. Edwards questioned why the focus is on excessive drinking when the data does not seem to identify a particular level of drinking most associated with USC. She remarked that there have been significant decreases in heavy drinking, yet the rates of sexual violence have increased. Dr. Breslin answered that the Department is moving towards integrated primary prevention: Knowing that alcohol use is tied to a range of harmful behaviors, the IRC recommendation related to alcohol policy really emphasizes the continuum of harm that includes, but is not limited to, USC. While the rates of excessive drinking have decreased, Dr. Breslin offered that the general sense is that alcohol involvement in USC is very clear. Dr. Edwards followed up by asking if there was any literature that

might outline the nuances of how much or how little a victim and perpetrator consumed and how that might affect the nature of the USC incident. Dr. Breslin answered that this is tricky to measure. Some studies have attempted to use investigation data to understand the role of the amount of consumption, but it is very difficult in general to measure the quantity of consumption at the time of the incident. She is not aware of any studies that have done that in a broad and defensible manner. Dr. Breslin noted that the Department is aware that alcohol policy alone will not solve this issue, but the Department believes that it needs to take a more comprehensive integrated prevention approach and that includes acknowledging that alcohol is a factor in so many USC incidents.

Dr. Abbey remarked that Dr. Breslin used the word “sometimes” when describing cases of USC where alcohol was involved. She asked if there was a big difference between non-alcohol USC cases, where it seemed like there was often an existing dating relationship, and alcohol-involved USC cases, where it seemed more casual. Dr. Breslin answered that there was not a huge difference, and that alcohol is not the big modifier in the characteristics of the cases.

Ms. Stallworth commended Dr. Breslin on the public health lens in the report, stating that public health research demonstrates how connected alcohol use is with a range of other problematic behaviors and risk factors.

Dr. Estrada began his question by asking Dr. Breslin to speak about respondent rates in the survey, since the first portion of the survey asks about experiences and the second portion of the survey asks about individual characteristics of those incidents: Is there a large difference in completion rates of those two portions? He noted that typically the number of individuals who complete the front portion of a survey differs from those who go on to complete the remainder. Dr. Breslin clarified that everyone enters the survey with the front portion being those main metrics about having experienced a behavior (USC, sexual harassment, and gender discrimination). Only the subset of those who indicate having experienced one of those behaviors will go on to complete the second portion about the characteristics of the incident. Dr. Estrada then went on to posit that if alcohol is a contributing, but not a causal, factor of USC incidents, there may be pre-existing culture and climate conditions significantly driving the issue that are in fact merely exacerbated by alcohol. He opined that addressing responsible use and avoiding misuse of alcohol is important, but those larger contextual factors may actually be more meaningful in terms of prevention. Dr. Breslin reflected that a singular focus to alcohol will not solve the issue of USC. She noted that what is needed is a comprehensive approach that acknowledges the variety of factors and challenges, including alcohol use.

Dr. Edwards commented that alcohol use is known to be an ongoing issue entrenched in universities that has often been a focus of prevention campaigns. Given the lack of progress on this front, she wondered whether there may be lower-hanging fruits which may have the capacity for greater or quicker progress. She thinks there would be benefit in identifying contributing variables that would be more malleable to change. Dr. Breslin agreed that a comprehensive approach would be required, and that a singular focus on drinking has not proven to be a solution.

Dr. Breslin then shifted to an overview of reporting rates. In APY 2021-2022, it is estimated that 21.4% of women and 4.4% of men experienced some form of USC. Dr. Breslin noted that comes out to about 1,136 cadets and midshipmen who experienced USC; a stark increase from previous years. In APY 2021-2022, 155 reports were received from cadets/midshipmen for a sexual assault that occurred during military service; resulting in a reporting rate for the APY of 14%. Reporting

rates increased from prior years, which is generally desirable. Dr. Breslin cannot state that that is unequivocally positive progress, because the prevalence rate also increased.

Dr. Breslin concluded her presentation by providing a summary of the Department's way forward.

- The Department's Office of People Analytics has been working directly with the MSAs to conduct a command climate assessment process review to address special concerns at the Academies as necessary, with the goal of ensuring the MSAs are able to effectively use their climate assessment tools.
- The OSIEs that Dr. Tharp briefed on previously were another action item that came out of the MSA report, directed by the Secretary of Defense.
- The Department also continues to support MSAs by providing outcome evaluation assistance, and assessing academy prevention programs to determine what, if any, prevention program elements should be kept, revised, or discontinued.
- The Secretary of Defense also issued guidance directing MSA Superintendents to champion the Department's climate assessment process by leading their climate assessments, incentivizing participation in climate surveys, reviewing results, ensuring documentation of actions in the MSAs' comprehensive integrated prevention plan (CIPP), and including cadet/midshipman student leadership in development of and execution of the CIPP to address climate assessment findings.
- The Secretary of Defense also directed the newly formed Sexual Assault Prevention and Response Training and Education Center (SAPRTEC) to form a working group to review and revise initial preparation and ongoing professional development of TAC Officers, Company Officers, AOCs, and their supporting enlisted leaders to better equip them to support integrated primary prevention and the climate assessment process. The MSAs will designate work group members and provide any materials to support the working group's review process.

The Secretary of Defense also directed a set of actions that were response-focused, including the direction for Military Departments and MSAs to communicate the importance of military justice reforms; a crucial part of restoring trust and confidence, as previously mentioned. Additionally, the Secretary directed the USNA and USAFA to implement a "Return to Health" policy designed to assist cadet/midshipman survivors of sexual assault in better balancing their academic goals with their needs after an incident of sexual assault, modeled on the policy issued by USMA for cadets who have experienced a sexual assault.

Dr. Breslin concluded her presentation and opened the floor for questions.

Chair Grosso asked Dr. Breslin about the recovery time when a cadet or midshipman utilizes the "Return to Health" policy: Who pays for that time off, and are they supported by the MSA during that time? She added that having the time off, without having appropriate resources available to recover, would be ineffective. Dr. Breslin clarified that the Return to Health Policy mainly provides some relief to cadets (for example, from assignments, exams, and cadet duties) while they are at the Academy. If time away from the Academy is needed, that is addressed separately. Chair Grosso asked what Dr. Breslin sees as the aim of the changes to the military justice system mentioned above. Dr. Breslin commented that the Department would say the process is about restoring trust; that is, providing a sense that, if a cadet or midshipman comes forward to make a report, there will be a fair and clear process of accountability for the alleged offender.

Dr. Holroyd thanked Dr. Breslin for her time and concluded the briefing.

Panel: Overview of ROTC Policy and Service Implementation of Required Prevention Training

Dr. Holroyd opened the panel by explaining that a significant portion of incoming officers come from the ROTC pipeline. With the understanding that the DAC-PSM could benefit from an overview of the training ROTC cadets receive prior to joining the larger military force, the Services were asked to provide an overview of the processes in place to address the three prevention terminal learning objectives (TLOs) in Department-wide policy for the accessions phase:

1. Promote core values to reinforce social norms that prevent abusive acts across the continuum of harm.
2. Support and maintain protective and professional organizational climates.
3. Develop and apply skills that contribute to primary prevention of sexual assault and harmful acts.

Lt Col William Parker, Assistant Director of Accession Policy, Officer Commissioning Programs provided an overview of the Senior Reserve Officers' Training Corps (ROTC) program.

Lt Col Parker began his presentation with a description of the ROTC program, which is a college-based commissioning program involving a four-year military sciences curriculum running concurrently with college students' progression in completing their undergraduate degree. ROTC is the Department's largest commissioning source, accounting for more than one-third of all new active-duty officers each year. Approximately 1,800 colleges and universities have ROTC programs. Lt Col Parker emphasized that in recent years, the general population has become increasingly disconnected from the U.S. Military, and the ROTC program serves as a tremendous opportunity to cross that divide.

The Office of the Secretary of Defense (OSD) has oversight of the Military Services ROTC programs through Department of Defense Instruction (DoDI) 1215.08 ("Senior Reserve Officers' Training (ROTC) Programs"), which establishes procedures and policies for the Services as it pertains to the establishment and general maintenance of ROTC units. As part of the oversight, the Military Departments must report ROTC performance annually to OSD, based on viability criteria largely determined by the respective Service Secretaries. These self-assessments are based on three broad categories: 1) Quality (such as commissioning rates as well as the quality of the individual's commissions as defined by the Military Departments); 2) Demographics; and 3) Resource efficiency. OSD does provide guidance regarding ROTC, but Lt Col Parker emphasized that the Service Secretaries ultimately own their ROTC programs. The Services are largely responsible for their ROTC programs. For example, the Services oversee unit establishment and daily operations of their programs, including the development of much of their ROTC curriculum requirements.

Lt Col Parker described the two levels of ROTC participation. The first level is as a participating or an auditing student, which permits students at the university to register in basic level ROTC courses, which are those courses offered in the first two years of study. This level is not formally enrolled in the ROTC program. At the second level, students may be formally enrolled in an ROTC program as a cadet or midshipmen in one of three categories:

1. *Designated applicant/non-contract cadets and midshipmen:* Fully participate in ROTC programs to include summer training events but have not signed a military contract and have no obligation for active or reserve service.
2. *Contracted cadets and midshipmen:* Fully participate in program events and training. They are obligated to serve in the US. Armed Forces, which is generally required on program completion. Many contracted cadets are also recipients of various scholarships offered by the military services which do require service commitments following completion.
3. *Foreign student program:* Students eligible to participate from foreign nations are defined annually by the OSD Policy Office. These participating cadets may not commission in the U.S. Armed Forces.

Participation in ROTC courses is generally open to all; however, the advanced courses (which consist of classes and training required of cadets and midshipmen in a third and fourth year of study) is limited to those who have completed all basic course requirements for the first two years. Lt Col Parker explained that there are four major ways a college or university can be affiliated with ROTC via formal contract:

1. *Host:* An ROTC unit is maintained on campus; students attend on their own campus.
2. *Crosstown:* Students attend ROTC at a nearby campus with a host unit. This number can vary with enrollment.
3. *Extension:* A nearby host unit conducts part-time ROTC on campus. Students attend on their own campus, but the unit is not maintained there. The number of extensions can vary with enrollment.
4. *Consortium:* Various nearby ROTC units share resources and arrangements vary amongst consortiums.

Lt Col Parker noted that the production of commissioned officers for the Military Services is one of the primary measures of success for ROTC programs. Across the DoD, the top ten producing ROTC units produced just under 15% of all ROTC commissions. It is also notable that the top five producing units across the DoD are senior military colleges, which produce between 8-15% of all ROTC commissions for the Military Departments.

Lt Col Parker explained that today, there are more ROTC units than there were when production peaked during the Vietnam war, yet far fewer officers are produced today. Based on ROTC production statistics, potentially up to half of all ROTC units could be deemed unviable, commissioning less than 15 officers per year. Environmental factors including funding and population growth in certain areas restrict the ability to shift resources to reach more diverse populations. For example, one challenge is balancing the desire to expand into the growing U.S. southwest university market while maintaining ROTC units in the northeast.

Lt Col Parker concluded his presentation and opened the floor for Q&A.

Dr. Estrada asked for clarification regarding direct commissioning sources; specifically, besides Officer Training School (OTS), Officer Candidates School (OCS), and ROTC, where officer development comes from. Lt Col Parker answered that generally, direct commissions are from the commissioned officer training programs. Typically, those are individuals who are going in non-line career fields; for example, medical officers and legal officers. They go through a shorter OTS

commissioning program that varies by Service but is typically just a few weeks long before they are directly brought on board. These officers often come in at a higher grade based on their levels of experience in education. Additionally, the Services have various programs to transition enlisted members to officers. Lt Col Parker added that OTS and OCS can be thought of as a valve the Services can turn on to use when they have a more immediate need to increase officer production, whereas ROTC and the MSAs carry a four-to-five year lead time for officer production.

Lt Col David Sulhoff, Director, Air Force ROTC (AFROTC) Commander's Action Group, Maxwell Air Force Base provided an overview of the Air Force ROTC policy and implementation of required prevention training.

Lt Col Sulhoff began his presentation by highlighting the AFROTC mission, which is "Develop Air and Space Force Leaders of Character Whom We Expect to Fight and Win Our Nation's Wars." He observed that as long as unchecked misconduct persists, unit cohesion, good order and discipline, and mission accomplishment will degrade to the point that winning our nation's wars will become more of a question and less of an absolute. The lieutenants AFROTC produce must be prepared to sustain a culture of dignity and respect within their units, while effectively leading Airmen and Guardians through the toughest circumstances.

To help in their development, the AFROTC curriculum over the typical four years of ROTC classes directly and indirectly promotes the three terminal learning objectives (TLOs) in classroom and lab settings throughout 22 hours of instruction and training. As the hours of instruction increases for each week from year to year, the curriculum progresses from a general military and Service orientation to much more involved lessons on leadership and supervision. Likewise, the prevalence of the themes aligned with the three TLOs will increase as those cadets progress through the program.

Out of the standard block of instruction, about four and half hours are offered to directly address prevention, wingman intervention, and response. This instruction block includes an opportunity to hear directly from a currently serving Sexual Assault Response Coordinator (SARC) during their time at field training prior to their junior year. Most instruction is delivered through informal lectures and a classroom setting, as well as group discussion. Concepts are tested through role-play case studies, where cadets actively participate to assess their own and their peers approaches to handling various situations, with guidance provided by instructors. Additionally, cadre can test cadets on strategies and approaches, terms, and policy understanding through cognitive assessments. However, Lt Col Sulhoff acknowledged that evaluation of how prepared they are to effectively lead is difficult and subjective. The cadets' aptitude in that regard is determined through more informal observations during active discussions and the various leadership situations they face throughout the program. Lt Col Sulhoff added that there is an evaluation tool in use (called Cadet Development Feedback) which is specifically used to assess the cadets along their development journey in very broad areas of interest such as leadership, core skills, personal characteristics, and warrior ethos. This tool is typically utilized during a term counseling in a one-on-one setting with cadre members or instructors. It provides a roadmap for the cadre to address any areas of strength or struggle with cadets. Some of those areas correlate to the values and behaviors associated with the TLOs, specifically the first (promotion of core values) and the second (maintaining professional organizational climates).

Lt Col Sulhoff remarked that although AFROTC stands as a separate source of commissioning, AFROTC and its parent organization (Holm Center at Maxwell Air Force Base) have recently partnered with the USAFA Center for Character and Leadership Development specifically to align the AFROTC curriculum with the USAFA Leader of Character Framework. This approach promotes clear, measurable, and observable behaviors that can demonstrate an understanding and adoption of Air Force core values; specifically including living honorably, lifting others, and elevating performance, all of which could tie back to the three TLOs essential to preventing sexual assault. Lt Col Sulhoff also noted that while Senior ROTC cadets do not have access to SAPR services or benefit from DoD's reporting provisions, all detachment cadres are trained to understand the Title IX provisions. Although every school administers their Title IX requirements slightly differently, unit leadership will establish a healthy relationship with their host's Title IX coordinator partner in supporting students and promoting a healthy, safe, and fair academic environment.

Lt Col Sulhoff concluded his presentation and opened the floor for Q&A.

Chair Grosso asked whether cadets have any obligation to report sexual misconduct to ROTC leadership, and/or whether ROTC leadership will assist them with navigating Title IX reporting. Lt Col Sulhoff answered that cadets do not have an obligation to report an incident to ROTC leadership. If ROTC leaders find themselves in a situation where a cadet is experiencing some type of harassment, discrimination, or they have advised that a cadet may have experienced an assault – or if that leader has knowledge of this happening through a third party – then the leader has an obligation to report to leadership, without name, specifics, or details. The cadre is trained to advise the cadet in how to reach to Title IX resources, and there have been instances where the cadre has made the call or escorted the cadet directly to the Title IX coordinator. However, because the cadet does not fall under the Uniform Code of Military Justice (UCMJ), the cadre has no local enforcement or investigation authority.

Chair Grosso then asked if there might be any impact to the commissioning of contract cadets on scholarship who report sexual misconduct. Lt Col Sulhoff answered that every student is unique; with 13,000 cadets enrolled in AFROTC, they avoid giving a blanket answer for general questions. However, he did note that suffering a circumstance like sexual misconduct would not in and of itself prevent a cadet from continuing through the program to graduate and ultimately commission. There would have to be something directly aligned with military accession standards that the cadet individually failed to meet, in order to be considered for some level of removal or disenrollment. The number one priority when an act of sexual misconduct is reported is the cadet's immediate safety, and then to help them obtain the resources and the help they need in a non-prejudicial manner.

Chair Grosso then asked whether ROTC tracks the number of cadets who withdraw or disenroll due to a sexual assault. Lt Col Sulhoff replied that the only information related to Title IX that is captured within the ROTC leadership chain is whether complaint is made. If a cadet self-initiates elimination (SIEs) and is not contracted, they will be asked why, but it is their prerogative to share that information. If a contracted student SIEs, they are required to give an explanation, which would take them down the path of a potential Title IX situation. Lt Col Sulhoff noted that in this instance, the conversation would be paused in order to obtain the help the cadet needed, and a determination would be made following that. In general, Lt Col Sulhoff said he could not provide metrics that track how many cadets disenrolled due to an experience of sexual misconduct.

Dr. Slep asked whether ROTC students were provided with any information on SAPR resources. While ROTC students do not generally have access to SAPR programs during their time in school, they do attend field training and other activities on installations, so she wondered what preparation they might receive regarding those other contexts. Lt Col Sulhoff remarked that in general, access to any and all military services should be provided to anybody on an installation when ROTC cadets are visiting. However, the law can sometimes get in the way of that, resulting in tragic consequences which have led to the suggested DoDI rewrite Lt Col Parker mentioned previously. Lt Col Sulhoff offered that cadets do receive a brief from the Maxwell Air Force Base SAPR Office at field training, delivered by a trained full-time SARC, which helps to emphasize what mutual respect and dignity looks like in a field training setting. However, because of the legal limitations, cadets do not have routine access to SAPR services. Lt Col Sulhoff stated that he would need to follow up to provide an answer about whether cadets have access to SAPR services when they are at a training event, similar to the access they have to medical treatment facilities. (Note: Lt Col Sulhoff provided this information in the closing session Q&A.) Dr. Holroyd noted that the presentation request was specifically for information related to prevention TLOs; while there are response-related TLOs, that information was not requested. She noted that the DAC-PSM could follow up separately with response-related questions.

Lt Col Sulhoff concluded his presentation and thanked the DAC-PSM for its time and attention.

Mr. Joseph O'Donnell, Assistant Director for Recruiting, Marketing and Incentives at US Army Cadet Command provided an overview of the Army ROTC policy and implementation of required prevention training. He was joined by Ms. Jill Londagin, US Army Sexual Harassment/Assault Response and Prevention (SHARP) Director.

Mr. O'Donnell began by noting the US Army Cadet Command mission statement: "US Army Cadet Command partners with universities to recruit, educate, train, and commission leaders of character for the Total Army and partners with high schools to develop accomplished, responsible citizens who value service to their communities." He highlighted the portion that states "partner with universities," noting that there is an expectation that the students are provided some level of instruction regarding acceptable behavior on the various campuses, which the Army ROTC training adds to and builds upon. He also pointed out the uniqueness of the Total Army aspect, noting that the Army is the only Service which routinely commissions not only for active duty, but also for the Army Reserve and the Army National Guard. About 40% of all Army ROTC commissions go into what is referred to as the "reserve component". Because that process is competitive, Army ROTC has a very well-developed "Order of Merit" list which rank orders cadets. To ensure that cadets are fairly assessed, cadets are routinely counseled not only in military skills, but also in their leadership attributes.

Mr. O'Donnell noted that SHARP-related classes are generally conducted at the beginning of semesters and are about one hour each. Every Army ROTC cadet between junior and senior year also comes to Fort Knox for Cadet Summer Training, during which they receive an additional three hours of SHARP training. In addition to that training, cadets also receive 10 hours of ethics training (conducted primary in the Freshman MS-I and Sophomore MS-II years) on topics such as ethical reasoning, situational ethics, and applying Army values to tactical problems. As cadets become Seniors (MS-IV), they receive training in the Army as a profession, Army ethics and ethical decision-making, and leadership self-development. This totals to about 21 hours of training.

Mr. O'Donnell then provided additional comments and observations. He stated that in 2018, the Army issued a directive which changed SHARP training from a PowerPoint-based requirement to leader-led small group format, which drives better engagement. This style of training has filtered down into cadet training. Additionally, all cadre sign a DD Form 2982 ("Recruiter/Trainer Prohibited Activities Acknowledgement") and all cadets sign a DD Form 2983 ("Recruit/Trainee Prohibited Activities Acknowledgement"), acknowledging prohibited activities between trainers and trainees. Mr. O'Donnell also mentioned the annual Mission Command Conference currently being conducted, which brought in all the Professors of Military Science from the 274 host programs around the country and their senior NCOs for three days of training. To show his commitment to the program and emphasize its importance, the Commanding General, MG Antonio Munera brought Dr. John Foubert (Highly Qualified Expert for Sexual Assault Prevention for the U.S. Army and founder of the national nonprofit organization, One in Four) to conduct two hours of training focused on the physiological and psychological effects of sexual misconduct.

Mr. O'Donnell also noted that during Cadet Summer Training, in addition to the three hours of training, every cadet is provided a SHARP Reference Card (GTA 19-11-001) as a tangible reminder of appropriate behavior and warning signs. Lastly, Mr. O'Donnell discussed the Cadet Order of Merit List previously mentioned, which is used to help determine whether a cadet will get an active duty or reserve component commission and what branch they will be assigned. Twenty-five points on this list come from their Professor of Military Science assessment of performance and potential; 25 points are from the Advance Camp Evaluation Report, which speaks to the Army Values; 25 points are from the MS-III Evaluation Report OML, which also speaks to the Army values. MSIII and MSIVs are also counselled using an Officer Evaluation Report Support Form which addresses:

- Character (Army Values, Empathy, Warrior Ethos/Service Ethos, Discipline)
- Intellect (Mental agility, Sound judgment, Innovation, Interpersonal tact, expertise)
- Leads (Leads others, builds trust, extends influence beyond the chain of command, Leads by example)
- Develops (Creates a positive environment/Fosters esprit de corps, prepares self, Develops others).

The Officer Evaluation Report Support Form helps to determine how cadets will extend their influence beyond the chain of command to lead by example and create positive climates within their sphere of influence once commissioned.

Mr. O'Donnell concluded his presentation and opened the floor for Q&A.

Dr. Edwards asked who delivers the training content to cadets. Mr. O'Donnell replied that the cadre delivers the training, the contents of which are developed by the Director of Leader Development and Education. The cadre receive annual required SHARP training. Additionally, Professors of Military Science and their senior NCOs go through the University Senior Leaders Course at the School of Cadet Command, during which SHARP training is also provided. Mr. O'Donnell also shared that MS-I through MS-IV cadets are surveyed every year, providing an anonymous opportunity for them to share feedback and report any indications of a poor environment on campus. Additionally, when a cadet drops out of the program, they are asked to complete an exit survey, which allows them the opportunity to report poor environmental

conditions on campus which may have led to their withdrawal. These survey results are shared with leadership.

Mr. O'Donnell concluded his presentation and thanked the DAC-PSM for its time and attention.

CDR Regina Kauffman, Deputy Director of Officer Development at the Naval Service Training Command, provided an overview of the Navy ROTC (NROTC) policy and implementation of required prevention training. She was joined by Dr. Beverly Joyner, Dr. Monique Clinton-Sherrod, and Mr. Loren Scott from the Department of the Navy's Office Force Resiliency.

CDR Kauffman stated that the NROTC program is very similar to the other Services programs, where midshipmen spend the majority of their time as college students with limited periods of instruction where they receive training through the NROTC unit. There are 171 NROTC college and university affiliations, consisting of 78 host unit schools and 93 cross-town schools. The NROTC mission is "to transform volunteers into Naval Service Professionals, and instill and reinforce the enduring core values, knowledge and skills to prepare them for the fleet." CDR Kauffman listed the following goals of the program:

- Imbue in students a strong moral compass, self-discipline, and passion to serve.
- Provide students with an understanding of principles of naval science and professional knowledge, a high state of physical readiness, an educational background which will allow students to perform successfully in their careers, and training in five competencies:
 1. Firefighting
 2. Damage Control
 3. Seamanship
 4. Watch Standing
 5. Small Arms

CDR Kauffman stated that one of the primary ways students enroll in NROTC is through the scholarship program. Students enlist in the U.S. Navy or U.S. Marine Corps Reserves as a midshipman and sign a contract pursuant to Title 10, Chapter 103, U.S.C. agreeing to accept an appointment, if offered, as a commissioned officer in the U.S. Navy or U.S. Marine Corps. Students can also join through the College Program, where they have no military status unless selected into the Advanced Course and become College Program Advanced Standing participants. Upon selection into the Advanced Course, they enlist in the Navy or Marine Corps Reserve as a midshipman and are obligated to accept appointment as a commissioned officer upon graduation. CDR Kauffman remarked that this program can be thought of as a "walk-on." These students are treated the same as scholarship students, with the only difference being that scholarship contracted students are eligible to attend advance summer training programs on board a ship.

Under the NROTC program purview, CDR Kauffman also mentioned the Strategic Sealift Midshipman Program (SSMP). The SSMP is an education and training program at the U.S. Merchant Marine Academy and six state Maritime Academies. While the SSMP is conducted by those Academies' Department of Naval Science, the SSMP administration, eligibility, and participation requirements are directed by the Naval Service Training Command. Midshipmen who successfully complete the SSMP receive a U.S. Navy reserve officer commission. Additionally, the NROTC portfolio includes the Seaman to Admiral-21 Program (STA-21), which is a multi-year program that selects fleet Sailors without a degree and allows them to earn a

bachelor's degree from a college or university affiliated with an NROTC unit, then commission after degree completion. Lastly, CDR Kauffman mentioned the Marine Corps Enlisted Commissioning Education Program (MECEP) program, which offers qualified Marines the chance to go to a four-year college full-time, while maintaining active-duty status and pay. MECEP is open to all active-duty Marines and Marines in the Active Reserve (AR) program who meet the eligibility requirements and is one of the most common programs enlisted Marines use to transition from enlisted to officer.

CDR Kauffman provided an overview of the TLO implementation in NROTC. She began by noting that the slide presented reflects only the formal education and training that midshipmen receive through the curriculum, and that there are additional opportunities for training at the units that may not be captured specifically through the trackable periods of instruction. CDR Kauffman stated that the Naval Science Laboratory is intended to provide NROTC commands with a period of time to cover professional core competencies in Navy and Marine Corps topics, as well as general military training (GMT) topics and other courses of instruction that will better prepare the midshipmen for service as naval officers. The Naval Service Training Command publishes a Naval Science Laboratory Curriculum guide to provide the NROTC instructors with direction for employing their unit's respective leadership laboratory programs to meet prescribed or professional core competencies (PCCs) and GMT requirements. For the first TLO ("promote core values..."), there are between 8-13 hours of instruction provided to NROTC students, depending on their year; and training progresses in duration and content with each year. CDR Kauffman remarked that all the TLOs progress this way; for example, for the second TLO ("support and maintain protective and professional organizational climates"), first year students will receive education on policy and definitions, such as the definition of "culture of excellence." Fourth year students will progress to identifying their responsibility to act, understanding a responsibility to establish and implement protective behaviors, establishing protective climates, and promoting teamwork and leadership.

CDR Kauffman said that the learning format for the first two TLOs is a combination of SAPR and non-SAPR videos, some PowerPoint presentations, case studies, and guided discussion scenarios. Learning evaluations are subjective and dependent on the individual NROTC instructor; they may include observations of how well the students are understanding the material, instructors questioning the students to verify understanding of the material, active discussion of the concept, case studies, and scenarios, and in some cases a written assessment. The last TLO ("develop and apply skills that contribute to primary prevention of sexual assault and harmful acts") comprises one to two hours of formal training and applied skills related to primary prevention and is specific to SAPR training and application. Students also participate in a command climate survey. They receive briefings prior to and after completion of the survey.

The TLOs are implemented in two ways: Through the training elements required to implement the Culture of Excellence program as well as through the following core value trainings required for midshipmen:

- Suicide Prevention
- Hazing, Fraternalization, and Extremism
- Operational Stress Control/Warrior Toughness
- Policies on Diversity and Inclusion
- Equal Opportunity, Harassment, and Resolution Options

- Sexual Assault Prevention and Response

CDR Kauffman remarked that the Warrior Toughness program is not yet standardized as it has recently been integrated into the program. The goal of that program is to focus on building toughness and resiliency for future officers. Other practical exercises, including field exercises, obstacle courses, and drill competitions help to build resiliency and leadership skills. CDR Kauffman noted that there are several courses and activities not specific to SAPR training which also help to develop those leadership, ethics, and command climate skills and abilities related to the TLOs. NROTC units across the country also facilitate the Department of the Navy SAPRO training to midshipmen, which is administered via video with guided discussion facilitated by instructors, who are prescribed to be the unit SARC or Victim Advocate (VA). The SAPRO training follows a course progression as midshipmen advance through the program:

- 1st year (4th Class) receive “Make a Difference; Be the Solution” Pre-Commissioning training, approximately 2 hours.
- 2nd year (3rd Class) receive “Take the Helm” training, approximately 45 minutes.
- 3rd year (2nd Class) receive “Broken Trust” training, approximately 45 min.
- 4th year (1st Class) receive initial “Above Board” training, approximately 1.5 hours.

Midshipmen also usually receive additional Title IX training from their university. CDR Kauffman also elaborated on the question raised in prior presentations about whether ROTC students can receive SAPR services. She stated that many midshipmen are dependents of military members, so they would receive access to services through that relationship. Additionally, scholarship midshipmen on active duty have access to SAPR services.

CDR Kauffman concluded her presentation. Dr. Holroyd opened the floor for Q&A with all presenters on the ROTC panel.

Dr. Estrada asked what interaction, if any, there is between Senior ROTC programs and the MSAs. Additionally, the ROTC program representatives all mentioned a summer service component, and Dr. Estrada asked whether the MSA students also attended similar summer activities, and if so, whether the ROTC and MSA students had any interactions. Dr. Estrada also asked for comments regarding similarities or differences in training design, delivery, or assessment between the ROTC programs and MSAs. Lt Col Parker answered that as far as training requirements for sexual assault prevention, the DoDI was last updated in 2017. Because so much has changed since then, the DoDI will be reviewed for any necessary changes during the reissuance process. Currently, the DoDI is not prescriptive in defining common training requirements. Specifically, regarding the interactions amongst the six Senior Military Colleges, Lt Col Parker mentioned that Virginia Tech will host the annual Senior Military College Conference shortly, which is a major event during which the Senior Military Colleges will collaborate on various issues. Lt Col Sulhoff remarked he is not aware of any codified courses or activities regarding sexual assault prevention in which AFROTC or USAFA cadets interact, but he would check.

Regarding an earlier question about whether cadets have access to SAPR services when on a military installation, Lt Col Sulhoff answered that he had determined that cadets do receive access to the SAPR office for counseling services, but not reporting services. This is because AFROTC cadets are not in an active-duty status when on field training. For the Army answer, Mr. O’Donnell provided that the Training and Doctrine Command prescribes the training for Basic Officer

Leadership Course Level A, which equalizes the training across all commissioning sources (the Academy, ROTC, and OCS). This provides a base level of training, which the different sources then add to and build on. Additionally, ROTC cadets have a limited opportunity to participate in summer field training at USMA. Lastly, USMA sponsors the annual National Conference on Ethics in America, which ROTC cadets are invited; this event is intended to develop national awareness of ethical behavior in the undergraduate community, improve collegiate codes of ethics and honor systems, and strengthen the bonds between the different commissioning sources.

CDR Kauffman provided the Navy response, stating that through the development of the professional core competencies (PCC) manual, there are interactions between NROTC and USNA as common training objectives are outlined. GMT requirements are largely taken from the Department of the Navy GMT requirements, with some additions from the PCC manual, which is coordinated with USMA. Specific to summer service training, CDR Kauffman noted that USNA midshipmen go through the NROTC summer training program coordination for fleet cruises. USNA billets for fleet cruises are directly coordinated through Naval Service Training command. She also noted that there is no direct regular interaction regarding training delivery or development between NROTC and USNA.

Dr. Slep asked CDR Kauffman whether there was any evaluation data on the NROTC SAPR courses (“Take the Helm”, “Broken Trust”, etc.), to which CDR Kauffman replied that NROTC as a whole does not track any evaluation data, although individual units may choose to track it. As she mentioned previously, CDR Kauffman remarked that evaluation is largely subjective, with the intent of ensuring that the students are absorbing the material and can comprehend and implement the concepts.

Closing Remarks

Dr. Holroyd thanked the Members, panelists, and staff for their time and commitment to the DAC-PSM. With no further issues or comments, the public meeting concluded.

Meeting was adjourned at 12:40 PM EST.

CERTIFICATION

I hereby certify, to the best of my knowledge, the foregoing minutes are accurate and complete.

Report Submitted by:

Report Certified by:

HOLROYD.SUZANNE
NE.MARIE.1295727
302
Digitally signed by
HOLROYD.SUZANNE.MARIE.12
95727302
Date: 2023.11.29 21:17:28 -05'00'

GINA
GROSSO
Digitally signed by GINA
GROSSO
Date: 2023.11.27
22:17:13 -05'00'

Suzanne M. Holroyd, PhD
DAC-PSM Designated Federal Officer
DAC-PSM Executive Director

The Honorable Gina M. Grosso
Lt Gen (Ret), United States Air Force
DAC-PSM Chair