

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

## **Public Meeting Minutes December 8, 2022**

The Defense Advisory Committee for the Prevention of Sexual Misconduct (DAC-PSM) convened a public meeting at 9:00 AM EST on December 8, 2022. The meeting was held in a hybrid virtual/in-person format. Members of the public, briefers, and some Members of the DAC-PSM attended virtually via a Zoom video teleconference; other Members of the Committee attended in-person.

### **Committee Members Present**

The DAC-PSM Committee Members present at the December 8 meeting included:

- The Honorable Gina Grosso, Chair
- Dr. Antonia Abbey, Ph.D. (*virtual*)
- Dr. Victoria L. Banyard, Ph.D.
- Dr. Armando X. Estrada, Ph.D. (*virtual*)
- Ms. Stephanie Gattas
- Dr. Debra E. Houry, M.D. (*virtual*)
- Dr. Lindsay M. Orchowski, Ph.D. (*virtual*)
- Dr. John B. Pryor, Ph.D.
- Dr. Joann Wu Shortt, Ph.D. (*virtual*)
- Ms. Jennifer M. Silva
- Dr. Amy M. Smith Slep, Ph.D.
- Ms. Glorina Y. Stallworth

### **Absent**

- Dr. Dorothy Edwards Ph.D. was not able to attend the session.

### **Opening Remarks**

The DAC-PSM Executive Director and Designated Federal Officer (DFO), Dr. Suzanne M. Holroyd, opened the Committee's public meeting by reviewing the establishment 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 (FACA).

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

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. Chair Grosso shared that she recently met with Ms. Elizabeth Foster, Executive Director of the Office of

Force Resiliency (OFR), which is part of the Office of the Under Secretary of Defense for Personnel and Readiness (USD(P&R)). (Ms. Foster's portfolio includes the offices addressing sexual assault and sexual harassment.) One of the goals of that meeting was to ensure that the DAC-PSM is pursuing what DoD leadership see as priorities for the Committee. Ms. Foster offered that her top priority is implementing the prevention workforce. She is focused on getting the right policy in place, hiring 2,000 people over the next few years, and ensuring the workforce is correctly implemented all the way down to the installation level. Ms. Foster also emphasized that this effort is more than just hiring people; that is, leaders need to know how to support the workforce, metrics are needed to assess progress, and a pipeline of expertise needs to be in place so the workforce can continue to thrive and deepen its expertise. Chair Grosso observed that the Committee is well suited to offer recommendations to help DoD be successful in these areas. Chair Grosso then offered thanks to those who are presenting at the public meeting and noted that today's session will help Committee members better understand what trainings are provided to junior Service members during their first four years.

### **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.

### **Overview of Briefing Schedule**

Dr. Holroyd explained that the DAC-PSM would be receiving briefs from each of the Military Services during the public meeting. As laid out in the DAC-PSM Charter, the Committee's scope places a strong emphasis on providing recommendations connected to training on issues related to sexual misconduct. The Committee recognizes that there are significant efforts already underway related to training, and these briefs will help the Committee build an understanding of those efforts. Each Service was requested to provide a short overview of the training on sexual assault and sexual harassment that is provided to junior enlisted Service members during their first four years.

### **Brief: Navy**

Mr. Paul Rosen (Branch Head, Prevention and Response Programs, OPNAV N17) presented the Navy brief. CDR Tracy Less, Ms. Shannon Davis, and LCDR Leah Carter also participated during the Navy session.

Mr. Rosen opened by thanking the Committee for its time and introducing himself and his briefing team. He mentioned that the brief will specifically not address training requirements, as those have already been presented to the Committee. Mr. Rosen began his brief by sharing that Navy's initial entry and accession training is done at Recruit Training Command at Great Lakes, which is where all new Navy enlistees begin their service. The first week of training in the Navy is focused on learning definitions, processes, and procedures. As training progresses, it becomes more interactive and discussion-based in order to help recruits understand the culture and expectations for behavior, and how those relate to sexual assault and sexual harassment. Recruit training has been expanded to 10 weeks, with the last weeks focused on the "Sailor for Life" program. This program is currently being reoriented to include new topics such as healthy relationships.

Mr. Rosen then provided an overview of the next phase of training, the Annual Military Training (also known as Common Military Training (CMT) or General Military Training (GMT)). All Sailors are required to complete this training at least annually. The Navy has a new version of this training driven by adult learning theory that came out in Fiscal Year 2021 (FY21). This training combines all required components of sexual assault and sexual harassment training to include Integrated prevention. This 60–90 minute course is instructor facilitated and includes video clips and scenario-based discussion topics. The training emphasizes the importance of Navy and cultural core values, as well as the importance of healthy command climates and how those create protective factors and mitigate risk factors.

Mr. Rosen then provided an overview of Full Speed Ahead (FSA) 3.0, which is not required training. This training is given to commands to supplement existing training. It is called “3.0” because it is one in a series of trainings that started approximately 10 years ago. FSA 3.0 is a scenario-driven facilitated training based on a character from the first iteration called Petty Officer Third Class Erika Walsh. As the training has evolved over time, trainees have followed Erika Walsh’s career progression as she moves up the chain of command to become a Senior Chief, and see how her experiences and responsibilities have changed along the way. Mr. Rosen noted that the character has been played by the same actor in each iteration and that Sailors enjoy seeing her career progression over time. FSA 3.0 is oriented towards “what right looks like” and is composed of four modules which can be completed in sequence or as stand-alone. Module 1 is Sailor Identity and Connectedness; Module 2 is Trust and Fairness; Module 3 is Diversity, Equity and Inclusion; and Module 4 is Sailor Today and Sailor Tomorrow. The training is focused on leaders, particularly mid-level leaders. It emphasizes the importance of character and competence in leadership, and looks at how destructive behaviors impact the work environment. The Navy is focused on building great people, leaders, and teams, in addition to holding people accountable.

Mr. Rosen then provided an overview of sexual assault and sexual harassment training events that are provided by Commander, Navy Installations Command (CNIC) during the first four years of a Navy career. The Fleet and Family Support Center (FFSC) (owned by CNIC) provides Life Skills Training, which delivers many different types of training that have components of or address sexual assault and sexual harassment. These trainings are available at any phase of the Sailor’s life cycle and include anger and stress management, conflict management, personal communication, and healthy relationships. These trainings are not mandatory. Commands or units can request an instructor come and provide training to their unit. Commands or units can also send cadres of a unit over to the FFSC for training in a classroom.

Mr. Rosen then discussed two FFSC training programs (Departure and Separation, and Return and Reunion) that are unique to the Navy due to its expeditionary nature. At any given time, up to one-third of the Navy is deployed. In the Return and Reunion training, Subject Matter Experts (SMEs) from FFSC will join a ship several weeks before it returns into home port to provide training so Sailors have the skills and tools needed to reintegrate with their families when they return home. Mr. Rosen noted that this is not required training, but it is requested by almost all ships and has become almost a standard now. The Departure and Separation training is new and provides a similar service on the front end, where the SMEs launch with the ship and stay for several weeks to support Sailors’ acclimation.

Mr. Rosen then closed his formal brief and offered time for questions.

### Discussion

Ms. Silva confirmed that GMT is required and FSA is not. She asked whether there was any data that shows how often units are requesting FSA training. Mr. Rosen answered that Navy has a fleet training tracking system where some of the FSA training is logged, but since it is not required to be logged, the data is not complete. Mr. Rosen stated that at least 15,000 Sailors have taken it, but likely much more; anecdotally, they know it is very popular in the fleet.

Dr. Estrada requested clarification on when the modifications to the trainings were implemented. Additionally, he asked what evidence of effectiveness is currently collected or planned to be collected. Mr. Rosen confirmed that the first question was generalized and not regarding one specific training. Mr. Rosen stated that the training offered through Recruit Training Command is updated as policy is changed; GMT was updated in full last year to look at culture and climate; and FSA 3.0 launched last year. Regarding the second question, Mr. Rosen noted that it is easy to measure training performance (e.g., How many people took the training? Did all the people who are required to do the training do it?), but not training effectiveness. Mr. Rosen noted that the Navy does not currently have a method to measure training effectiveness, but, recognizing the critical importance, the Navy is working hard to put it into place.

Ms. Gattas referenced the Sailor for Life training, which Mr. Rosen had stated runs from 60-90 minutes. She requested an example of a scenario that had elicited a 90-minute discussion. Mr. Rosen clarified that reference was the GMT, not Sailor for Life. He was not able to provide a specific example, but said that many examples are drawn from real-life scenarios that the facilitators have seen or experienced.

Dr. Shortt sought clarification on whether the training includes risk factors such as substance abuse. Mr. Rosen confirmed that it does include risk factors.

Dr. Banyard raised a question about the Sailor for Life training and the inclusion of healthy relationships as a topic. She observed that Mr. Rosen talked about life skills as a module that may or may not happen later in training, and asked whether some components of life skills (such as mental health or healthy relationships) are included in Sailor for Life. Mr. Rosen clarified that in Recruit Training Command, during the last 2 weeks of boot camp there is a program called Sailor for Life, which does incorporate healthy relationships and life skills-type training. Additionally, as part of CNIC Fleet Command, they offer a broad category of training they call "Life Skills Training."

Dr. Pryor remarked that Mr. Rosen spoke about modules and trainings as optional or on-demand and queried whether those are requested when there are specific problems (such as noted sexual assault or misconduct problems) that would be a trigger for those trainings to be administered. Mr. Rosen requested his colleague, CDR Tracy Less, to answer this, as she is the SME in this area. CDR Less remarked that these trainings tend to be "on-demand" in a more proactive sense and less reactionary. These trainings tend to be more primary prevention.

Dr. Estrada asked if and how the training is integrated into other types of training; for example, how is content tied to leadership, professional development, or Professional Military Education (PME)-type training. Mr. Rosen stated that some of it is. The Navy is working toward a more integrated and comprehensive continuum of training, and is in the process of evaluating how and

when to deliver training in the lifecycle of a career progression so that it builds on previous trainings and creates a leadership that has the necessary skills.

Chair Grosso asked what the average age is of individuals going into basic training today. Mr. Rosen was not able to give a specific answer, but he estimated 19-20 as the average age, which is older than years past. Chair Grosso remarked that it would be useful to know the range.

- In follow-up correspondence after the meeting concluded, Mr. Rosen provided that the average age of recruits going through Navy Recruit Training Command is 21 and the median age is 20. The age range spans from 18-41; the upper limit was recently raised to 41, although Navy has not yet had any recruits of that age.

Dr. Pryor requested information on who leads the trainings and how the trainers are selected. Mr. Rosen answered that there is a very high bar to be accepted into the Recruit Training organization as an instructor. The Navy has instructor certification trainings, and have master training specialists who provide some of the training. The Recruit Division Commander (similar to a Navy version of a drill sergeant) does some of the training. Training is monitored and instructors get evaluated every 6-12 months based on experience. There are also surveys from recruits during training that provide feedback. For fleet training such as GMT, the Navy has designated training officers who go through courses of instruction to learn how to deliver the trainings; they also have access to videos and trainings. For FSA 3.0, there is an extensive “train the trainer” approach. Navy has trained about 2,500 facilitators for this program. Mr. Rosen noted that Navy has had some experiences in the past where Navy training content went beyond a reasonable expectation of what a facilitator could effectively execute, so there is a focus now on ensuring content matches Fleet facilitation skills.

Dr. Holroyd asked Mr. Rosen if there was anything the Committee might benefit from knowing about the operating setting that some Sailors find themselves in. Mr. Rosen replied that the unique operating setting of the Navy is something to consider; as he stated earlier, the expeditionary nature of the Navy is certainly something that shapes the trainings. The environment in which people operate in a day-to-day basis is close quarters, as Sailors on a ship are living, eating, sleeping, and operating 24/7 next to each other. The Navy tries to keep training as realistic and relevant as possible; e.g., the FSA 3.0 scenarios with Senior Chief Walsh show Sailors the actual environment in which they will work and live.

Dr. Holroyd thanked Mr. Rosen and the Navy team for their time and stated the Committee staff would follow up with any additional questions.

### **Brief: United States Marine Corps**

Ms. Lindsay Reed (Sexual Assault Prevention and Response (SAPR) Outreach & Education Section Head, MANDR AFFAIRS) presented the brief for the United States Marine Corps (USMC). Ms. Reed thanked the Committee for its time.

Ms. Reed began her comments by noting that the USMC is the smallest force with the highest percentage of young enlistees: approximately 37% are 21 or younger. One-third of the population will rotate out every year. Many enlisted Marines only serve one term, meaning that 64% will serve for less than four years. Enlisted Marines are also overwhelmingly single compared to the rest of the USMC, meaning that the enlisted population (where this training brief is focused) is mostly young, male, and single. In addition to those factors, the USMC has the highest percentage

of prior-to-service reports of sexual assault history of any military branch. Ms. Reed stated that because of these statistics, the USMC is working to constantly grow its prevention training and skill building, but it is still incredibly important to retain elements of awareness and response because there is a new wave of recruits coming in so frequently.

When recruits come into boot camp, they get entry level training during their receiving week, which focuses on available services: “Who to go to” (i.e., Who is your sexual assault response coordinator (SARC) or who is your victim advocate (VA)?), and “What types of reports can you make.” Because DoD definitions of sexual assault or harassment can differ from civilian definitions, it is important to make sure recruits understand what services will be available to them and how to access them. At this point, because initial training is physically demanding on Marines, the initial conversation is focused on “If this [sexual assault or harassment] happens, here’s how we can help...”

In the USMC, recruits are not considered Marines until they “earn the title” by going through the Crucible. After the Crucible, Ms. Reed noted that recruits have earned their title and are spoken to like Marines. At this point they will have conversations with drill instructors about what it means to be a Marine and what is expected of them as they go into the field. This portion is focused on leadership, core values, expected behaviors, and the high standards they must now hold themselves to. Drill instructors lead guided discussions around sexual assault and sexual harassment. Last year, there was an effort to focus on healthy behavior and relationships; e.g., how to define and communicate boundaries. Ms. Reed remarked that there is less of an emphasis in these discussions on legal definitions of consent, and more of a focus on “What skills do you need to have in order to have a healthy conversation about sex and boundaries?” Ms. Reed explained that if Marines aim for consent and miss, then they are in the territory of sexual assault. Consent is always required but that is the minimum. People should aim for the goal of something more; that is, a mutually enjoyable experience.

Ms. Reed then provided an overview of annual training that occurs after boot camp. After boot camp, Marines will go through Marine Combat Training or School of Infantry, their Military Occupational Specialty (MOS) schools, and then they will be assigned to their first duty station. Every year, Marines will participate in “Step Up,” which is the junior Marine training. The USMC has broken down annual trainings by rank and group, so there is annual training for junior Marines, for non-commissioned officers (NCOs), and for staff NCOs and Officers. In the junior Marine “Step Up” training (for E1-E4), the focus is on healthy behaviors and relationships, and bystander intervention. The training involves videos and guided scenario-based small-group discussions, taught by credentialed SARCs or VAs.

For sexual harassment, the training is included in the Prohibited Activities and Conduct annual training, which is not broken up by rank or group and is provided throughout the entire USMC career. This training covers a range of topics including harassment, sexual harassment, bullying, hazing, stalking, dissident protest activity, and retaliatory actions. The focus is on the harmful impact these behaviors have on the individual, the unit, and the USMC at large, with an emphasis on the ways these behaviors contradict the core values of a Marine. This training is taught by either Equal Opportunity Advisors (EOAs) or Equal Opportunity Representatives (EORs), who are also Marines.

The USMC is partnering with Training and Education Command on the Training and Readiness (T&R) Manual. The Manual is used to ensure they are meeting performance steps and proficiency measures. The first phase of data gathering is done and is currently in the process of being analyzed.

Ms. Reed then closed her formal brief and offered time for questions.

### Discussion

Dr. Slep asked whether there was a timeline for the evaluation that is currently underway on SAPR training. Ms. Reed replied that the meeting to discuss results and recommendations was likely to occur within the month.

Ms. Stallworth asked about the average number of junior Marines in each training class. Ms. Reed responded that the formal recommendation is for training sessions to be conducted in groups of 30 or less, but groups can occasionally be larger due to time constraints and other factors.

Ms. Gattas opened her inquiry by commending the USMC for driving home the point regarding the legal definition of consent, stating that she believes it is important to do this because people have varying definitions of consent. She asked if there was an emphasis in any of the trainings on potential consequences for Marines who do not meet standards, giving the example of a drop in rank as a possible consequence. Ms. Reed answered that the USMC does mention consequences in a general way, and because it can be nuanced and situational, they do not get very specific. SARCs and VAs are not legally trained or authorized to speak of potential consequences, and the USMC does not want to set up unrealistic expectations or set a precedent. Ms. Gattas thanked Ms. Reed for her response and remarked that the discussion of consequences is very important. She further opined that adding some level of “what the aftermath and consequences could look like” could be a very powerful tool in preventing sexual misconduct.

Dr. Pryor quoted “each individual training event specifies the proficiency requirement” from the presentation and asked if Ms. Reed could run through an example of this. Ms. Reed said that this ties back to the T&R Manual, which is the blueprint and foundation that informs how a curriculum will be formulated. For example, identifying healthy behaviors in relationships is a foundational value that is included in the T&R Manual; the performance steps fall under the value of healthy behaviors, which guides the training developers.

Chair Grosso referenced the opening portion of the presentation in which Ms. Reed stated that initial training focuses on “where to go if something happens” and requested clarification whether that was for people who experienced something prior to entering basic training or for people who experienced misconduct during basic training. Ms. Reed responded that the answer is both and reiterated that the USMC has the highest rates of prior-to-service sexual assault experiences. 16% of all FY21 USMC reports are a report of sexual assault that occurred prior to joining. Dr. Holroyd followed up to ask what sort of training the drill instructors and other overseers receive. Ms. Reed noted that the focus has been on recruiters and ensuring they receive appropriate training, but a new policy will also target drill instructors.

Dr. Banyard asked to what extent trauma-informed perspectives are integrated into the prevention approach of the USMC. Ms. Reed stated that the USMC places a lot of importance on maintaining effort of awareness and response because the population is particularly vulnerable. Training has

trauma-informed practices including building resiliency and expanding skills and elements that reinforce resiliency.

Dr. Holroyd thanked Ms. Reed and the USMC team for their time and stated the Committee staff would follow up with any additional questions.

**Brief: Air Force**

Dr. Christopher Goode (Acting Division Chief, Research and Development, A1ZR) presented the brief for the Department of the Air Force. He stated that his department handles the programming, policy, and research and development for interpersonal violence (IPV) prevention.

Dr. Goode stated that there are three primary trainings related to sexual assault and sexual harassment provided to Airmen within the first four years of service: Basic Military Training (BMT), Wingman Intervention Training (WIT), and the Annual SAPR Training. Within BMT, more than seven hours are dedicated to training on awareness and prevention. Areas of emphasis include Air Force values, decision making, self-control, and resilience. Dr. Goode provided an overview of how BMT targets changes in knowledge base versus targets changes in behaviors. Knowledge base targets generally include “what it means to be an Airman” versus a civilian, and behavior targets include “efficacy in intervention behaviors” and ability to implement knowledge gained during training.

Dr. Goode provided a snapshot of the future state of BMT, which will include the implementation of Sexual Communication and Consent (SCC) training to replace the current curriculum. The SCC is designed to reduce victimization, perpetration, and assault-related proximal outcomes. The training is a tablet-based questionnaire that will route trainees into one of three tailored programs based on their responses and prior history: Healthy Relationships, Primary Sexual Assault Prevention, and Revictimization Prevention. Dr. Goode noted that this implementation process is underway but requires a technology update before release.

After BMT, the next training is WIT, a mandatory 60-minute module which typically takes place at Technical School during Year One. This is a foundational course focused on prevention of sexual assault and domestic violence. Areas of emphasis include proactive skills, positive norms, protective factors, and intervention behaviors. WIT begins to delve into cultural norms and how those norms can impact prevention and intervention behaviors, focusing on inculcating intrinsic motivations to intervene and reduce harm.

The third training Dr. Goode briefed is the Annual SAPR Training, which is divided into two tiers. Dr. Goode focused on Tier 1, a 30-minute mandatory course designed for Emerging Leaders that takes place during the first four years. Areas of emphasis include proactive skills, positive skills, protective factors, preventing retaliation, and intervention behaviors.

Dr. Goode noted that Space Force at this time does not have any SAPR trainings or policies in place that are not already covered by the Air Force. Space Force is mandated to not duplicate any efforts already in place from the Air Force.

Dr. Goode then opened the floor to questions from the Committee.



### Discussion

Dr. Pryor asked what happens if the desired change in knowledge base is not achieved from a training, and how the Air Force assesses changes in behavior. Dr. Goode remarked that within BMT there is a final assessment where trainees must meet a minimum standard or retraining will occur. Regarding WIT and Annual Training, Air Force lacks in that area as the Air Force is still building that capacity and looking to develop better measurements of knowledge. Regarding assessing behavior change, Dr. Goode noted that the Air Force is looking to obtain better data, but at present is not able to track this accurately. Current benchmarks include prevalence of reporting rates, but the caveat is that those rates can be unreliable.

Dr. Estrada questioned the change in terminology of Airman versus Guardian. Dr. Goode clarified that those in the Space Force are designated as Guardians. Dr. Estrada also asked for a timeline in which training changes were implemented, to which Dr. Goode replied that it is a continual process and he would need to get back to the Committee with an accurate timeline. Dr. Estrada then asked if there is a report that documents the effectiveness of the BMT training. Dr. Goode answered that there is a report and he will check on its clearance status to see if he can make it available to the Committee. Finally, Dr. Estrada asked Dr. Goode to elaborate on any evidence of training effectiveness that is currently collected or planned to be collected. Dr. Goode answered that there is an empirical study of SCC showing that it is more effective, and when it is fully implemented, there will be a rolling evaluation plan. At present, WIT is being assessed with a report to come. The Annual SAPR Training has a brief questionnaire at the end to assess knowledge base and instructor rating, but the information is not collected en masse. Dr. Goode also mentioned that at every installation, Violence Prevention Integrators (VPIs) and Community Support Coordinators currently receive training on assessment and evaluation.

Ms. Silva noted to the rest of the Committee that Dr. Goode was the first speaker to discuss prevention of retaliation in leader training and suggested there may be some follow-up with other Services to see how they address this in leader training.

Ms. Stallworth requested clarification regarding the questionnaire, specifically what happens if someone reports something alarming and if that would change the course of their training. Dr. Goode replied that it is an automated process. There are no repercussions but based on the scores an Airman gets, he/she are funneled into one of three pre-trainings. He compared the process to a math placement exam. People are not singled out, accused, or shamed for their score, just funneled into the most appropriate fit. Everyone then goes into the same main training after the pre-training.

Dr. Holroyd asked whether the Air Force aggregates data on which “doorway” recruits go through for SCC pre-training. Dr. Goode answered that at present the Air Force does not, but they are looking to re-code the technology if feasible to get to this.

Ms. Gattas remarked that Dr. Goode had mentioned implementing SCC training to replace current curricula and asked whether that was because of a lack of efficacy of the first one or a change in social norms. Dr. Goode replied that the Air Force is implementing SCC because it is better and more effective, not because of any problems in the original curricula. Ms. Gattas also asked whether cyber harassment is integrated into SCC or current training. Dr. Goode clarified that the SCC program at present does not contain any content on cyber stalking. This is a content area being discussed as a potential update into the curriculum within the next year, but at present it has not been implemented.

Dr. Holroyd requested information on any additional or supplemental materials Airmen receive. Dr. Goode reiterated the initial WIT is 60-minutes mandatory, provided once upon initial entry. The Annual SAPR training is meant to refresh and build upon that and is a mandatory 30-minute course. Extra content or material typically comes in the form of interactive activities or small group discussion topics that expand on previous content; there is no new content introduced in the additional modules.

Dr. Holroyd thanked Dr. Goode and the Air Force team for their time and stated the Committee staff would follow up with any additional questions.

**Brief: Army**

Ms. Jill Londagin (Army SHARP Director) and COL Larry Burns (Army SHARP Academy Director) presented the brief for Army. Ms. Stacey Hale (Army SHARP Policy) provided expertise during the discussion portion.

Ms. Londagin began the brief by stating that Army SAPR training was first introduced in 2004. In 2008, the Army transitioned from SAPR to Sexual Harassment and Assault Response and Prevention, where the focus now includes harassment and not just assault. In 2014, the Army established the SHARP Academy which focuses on education and training SARCs, VAs, SHARP Trainers, and Program Managers.

COL Burns then provided an overview of the SHARP Education Continuum, which leverages three training domains: institutional, operational, and self-development. Each Soldier receives introductory SHARP training on the first day of basic training, ensuring that all new recruits understand the impact of sexual assault and harassment on individuals, units, and the community. The content is delivered via PowerPoint slides with small group discussions following. COL Burns noted that the training covers the Army Reprisal and Retaliation policy. The SHARP Annual Refresher training is delivered face-to-face at the unit level, and COL Burns made a point to note that it is led by leaders to underscore the importance of the subject. COL Burns remarked that these two trainings combine to shape institutional behavior and foster healthy climates by providing foundational skills and knowledge.

The floor then opened for questions on the Army's brief.

**Discussion**

Dr. Estrada asked what evidence is collected (or planned to be collected) to measure the effectiveness of the SHARP Annual Refresher Training as well as what preparation is given to unit leaders to effectively deliver the training. COL Burns responded that there are checks on learning as part of the current training packages, but that data on measurements of comprehension by learners is underwhelming. The Army is currently in the process of developing a digital summative assessment and hopes to have that available this fiscal year.

Ms. Gattas requested information regarding how much time is devoted to the SHARP training conducted on the first day of basic training. COL Burns was not able to specify how many minutes were dedicated per topic, but that the overall time allocated to SHARP is two hours with a prescribed instructor to student ratio of 1:50 for this class. Ms. Gattas remarked that she was

pleased to see the topics of cyber harassment, potential consequences, and retaliation addressed in the training.

Ms. Silva remarked that she noticed training was provided on the first day of basic and asked if there were any SHARP-related topics discussed during Advanced Individual Training (AIT). COL Burns answered that there is no programmed block of instruction for AIT; however, in AIT, recruits are assigned to a unit and it could be addressed with the Annual Refresher given to each unit. The only mandated delivery for SHARP training is at basic/IET portion. Ms. Silva then requested clarification regarding when the Annual Refresher is due. COL Burns answered that it is individual based so everyone will receive their Annual Refresher training on their own yearly cycle, but an individual may receive it more than once a year based on when their unit receives it during AIT. Additionally, as a soldier transitions from a unit or installation, there is a SHARP touchpoint associated with the orientation for that, which is not mandated, but it is a common practice.

Dr. Holroyd mentioned that when recruits go to basic training, the units where they will train may not be fully fleshed out, so first arrivals may go into a “holding unit” and asked if there is any SHARP training or awareness provided during that holding period. COL Burns answered that SHARP content is addressed prior to basic during the accessions portion and is provided by the recruiter.

Dr. Estrada stated that he would like to see the results of the pilot study mentioned, and asked whether the self-development web-based application (Elite Brave) mentioned was optional. COL Burns stated he would be happy to share the pilot results. The application is an optional training opportunity, but it can be prescribed to soldiers by unit leadership if it is determined they would benefit from it. Dr. Estrada then asked if there were any incentives for individuals to move through additional trainings. COL Burns answered that many units have a SHARP Ambassador or SHARP Guardian (it has many different names) where individuals volunteer to take additional training so that they can be peer leaders in their formation. It is considered a level of distinction, and participants often get recommended for awards and receive patches for their uniform.

Dr. Holroyd referred back to the self-development domain that commanders can request and asked what sort of guidance commanders are provided so they know when and how to direct the training take place. COL Burns replied that the Annual Training Guidance, which is published from higher-level commands, offers this guidance.

Ms. Stacey Hale (Army SHARP Policy) offered that she is at a TRADOC (Training and Doctrine Command) installation, and referenced a question asked earlier about what training leaders receive to provide Annual Refresher training. She noted that SHARP personnel are required to do leader facilitator training, so they are trained how to train. Also, in reference to an earlier question about AIT training, she noted that AIT students do a mandatory 10-day in-processing in which SHARP training is provided. At her installation, students go through a four-hour “SHARP Escape Room” which covers SHARP topics. The Escape Room is a live-gaming approach that enhances SHARP program knowledge through teamwork, problem-solving, and critical thinking.

COL Burns noted that at a unit level, there are several supplemental training packages available, including the SHARP Escape Room mentioned by Ms. Hale. COL Burns also mentioned an enhanced bystander intervention training that is available with scenario-based vignettes to

strengthen skills. Additionally, COL Burns mentioned that the Army has deployment-driven trainings, similar to other Services, for pre- and post-deployment training that covers SHARP topics in the context of deployment.

Ms. Silva asked if there was any data available for the additional packages which might show how often they are provided or utilized. COL Burns did not have any specific data to share, but anecdotally it has been popular.

Dr. Holroyd thanked Ms. Londagin, COL Burns, Ms. Hale, and the Army team for their time and stated the Committee staff would follow up with any additional questions.

### **Brief: National Guard**

Col Stephanie Navas (Chief, Sexual Assault Prevention and Response, NGB) presented the brief for the National Guard.

Col Navas began the brief by explaining that the National Guard (NG) is primarily a part-time force, and the National Guard Bureau (NGB) does not command the states or territories. Each state or territory is commanded by its adjutant general or commanding general who is nominated by the governor of that state. The National Guard SAPR is in the Joint Staff, and the Army National Guard (ARNG) and Air National Guard (ANG) work with their respective sister Service for training. Training is modified to suit the reserve status (Title 32) nuances, accommodating the fact that NG Service members are not subject to the Uniform Code of Military Justice (UCMJ) during drill weekends.

Col Navas explained that NG members drill two days a month and two weeks of the summer. Drill weekends (when most of the ancillary training occurs) means that there are only 24 days of the year in which SAPR training can be completed, meaning that if a training rolls out halfway through a FY, time is very limited. If training is not received in a timely manner from the sister Services, it can be difficult to maximize training time.

Col Navas reiterated that NG members receive the same training as their sister Services, slightly modified for the NG needs. Starting with the Army, Col Navas noted that ARNG receive Year Zero training during the Recruit Sustainment Program (RSP) before shipping to Basic Combat Training (BCT), where the recruit receives a one-hour PowerPoint presentation developed by the Army SHARP Academy (ASA). In Year One (once at BCT), NG members receive Advanced Individual Training (AIT) or Basic Officer Leader Course (BOLC) where the Soldier/Airman receives Service-specified SHARP/SAPR training. In Years Two-Four, when assigned to their State Unit, the Soldier/Airman receives annual SAPR training. New Commanders receive a Commanders SAPR Brief within 30 days of taking command, and Leaders receive annual Leader Retaliation training from a SAPR professional.

ANG in Year Zero (before attending Air Force (AF) Basic Training or AF Officer Training School) will be assigned to Student Flight and will receive annual SAPR training from their instructor. In Year One, once at Basic Training or Officer Training School and again at Tech School, Airmen receive Service-specified SAPR training. In Years Two-Four, when assigned to their Wing or Unit, ANG members receive Service-specified trainings (which includes the Office of the Secretary of Defense (OSD) requirements as well): Newcomers Orientation Brief (SAPR) during their first drill or within 14 days of arrival; Annual SAPR Training facilitated by trained

personnel or by video presentation; and New Commanders receive a Commanders SAPR Brief within 30 days of taking command.

Col Navas stated that in the past, NG SARCs and VAs have gone to their sister Service schools for training. Because of the uniqueness of the NG, the trainings were not translating perfectly, so the NGB has initiated the National Guard Joint Initial SAPR Course which creates a curriculum that is tailored to the NG. The curriculum is taught by non-deploying SAPR professionals with the DoD Sexual Assault Advocate Certification Program (D-SAACP) credentials. Additionally, at the request of NG Senior Leaders, a Joint National Guard SAPR Annual Training is currently in development.

Col Navas then concluded the brief and opened the floor to questions from the Committee.

### Discussion

Ms. Stallworth asked whether the SAPR Annual Training will be for all NG members. Col Navas confirmed that all NG members (ARNG and ANG) will receive this training.

Ms. Silva requested information on what happens if a sexual assault or harassment occurs in-between drill weekends. Col Navas answered that the NG treats the individual as if they were on AIT. If an unrestricted report is filed, the Commander is notified, who then is required to contact local law enforcement to begin an investigation. (Commanders are not notified in the case of restricted reports.)

Dr. Pryor asked how local law enforcement is involved when there is a sexual harassment case versus a sexual assault case. Col Navas responded that sexual harassment is only handled by local law enforcement if state laws define harassment as a criminal offense. The NG is in the process of developing a Sexual Harassment Operation Planning Team (OPT) which will determine how harassment case investigations will be handled by the NG. At present, the complaint process for sexual harassment goes through EO (Equal Opportunity Office). Due to a Title 6 requirement that all harassment complaints go through EO, there is no distinction made between other forms of harassment (such as bullying or hazing) and sexual harassment. The complaint process works up from the EO to the legal office, where an investigation is originated by the Commander, who appoints an investigating officer. That investigating officer then gathers the data and presents it to a General Counsel, who then makes a formal recommendation for action.

Dr. Holroyd asked Col Navas if she could explain how the training presented differs or complements training provided to full-time Guardsmen. Col Navas answered that if in active-duty status, they are held to active duty regulations.

Dr. Holroyd thanked Col Navas and the National Guard team for their time and stated the Committee staff would follow up with any additional questions.

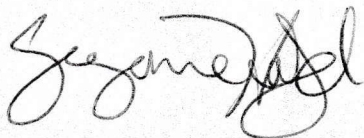
### Closing Remarks

DFO Holroyd thanked the Members, speakers, and staff for their commitment to the DAC-PSM. Chair Grosso thanked the speakers for their presentations and commitment as well. With no further issues or comments, the public meeting concluded.

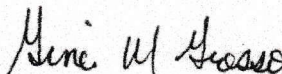
**Meeting was adjourned at 1:45 PM EST.**

**CERTIFICATION**

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

**Report Submitted by:**

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

**Report Certified by:**

The Honorable Gina M. Grosso  
DAC-PSM Chair