



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
US ARMY INSTALLATION MANAGEMENT COMMAND
HEADQUARTERS, UNITED STATES ARMY GARRISON, WEST POINT
646 SWIFT ROAD
WEST POINT, NY 10996-1942

March 31, 2022

AMIM-MLH-F

Angelo Martin
Judicial Watch, Inc.
425 Third Street SW, Washington, DC 20515

Dear Angelo Martin,

The purpose of this letter is to notify you that this agency has completed processing and taken final action on your electronic mail for Freedom of Information Act (FOIA) request dated 26 April 2021, seeking copies and/or records of all diversity, inclusion, and equity training materials for first-year Cadets at the United States Military Academy. This includes, but is not limited to, lists of reading materials, presentation materials such as PowerPoint slides, videos, or written exercises, training manuals, booklets, and any other related documents that promote diversity, inclusion, and equity for first-year Cadets. Copies of all contracts between the United States Military Academy and any organization or company responsible for coordinating and implementing diversity, inclusion, and equity programs and training for Cadets at the United States Military Academy. The timeframe of this request is June 1, 2018 to the present.

In accordance with the Army Regulations 25-55, The Army Freedom of Information Act Program, this is to notify you that a discretionary release of information has been granted and all responsive records to your request are attached to the email. Please confirm receipt of the aforementioned records.

Your request referenced by FOIA Control Number **FP- 21-016151** is closed. There are no applicable fees. If you have any questions you may write directly, email usarmy.westpoint.id-training.mbx.foia-pa@mail.mil, call the FOIA Coordinator at (845) 938-7313.

Sincerely,

James J. Bradbury
Freedom of Information/Privacy Act Officer
US Army Garrison-West Point



DEPARTMENT OF THE ARMY
ASSISTANT SECRETARY OF THE ARMY
MANPOWER AND RESERVE AFFAIRS
111 ARMY PENTAGON
WASHINGTON, DC 20310-0111

SAMR (600-20a1)

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Implementation of Executive Order 13950 on Combating Race and Sex Stereotyping

1. References: See Enclosure 1.
2. Purpose. To ensure the Department of the Army is in compliance with references (a) through (d).
3. Background. On 22 September 2020 the President issued an Executive Order (EO)13950 on Combating Race and Sex Stereotyping (reference a). The purpose of the EO13950 includes promoting unity in the Federal workforce and combating race and sex stereotyping and scapegoating. Office of Management and Budget M-20-37 (reference b), Office of Personnel Management Memorandum dated 2 October 2020 (reference c) and Secretary of Defense memorandum dated 16 October 2020 (reference d) provide clarifying guidance and request implementation guidance.
4. Policy. We must continue fostering a culture built on trust and one accepting the experiences, cultures, characteristics, and backgrounds each Soldier and Civilian brings to the Army. Treating each other with dignity and respect is an essential part of Army Culture. Army leaders at all levels will afford all individuals an environment free from harassment and discrimination on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, or sexual orientation. To ensure the Army is in compliance with references (a) and (d), effective immediately:
 - a. Pursuant to reference (j), I will serve as the senior Army official responsible for ensuring compliance with the requirements of references (a) and (d). I will issue subsequent guidance and tasks to execute the requirements of references (a) and (d), this policy memorandum, and any forthcoming Office of the Secretary of Defense (OSD) guidance or tasks.
 - b. All Army Headquarters, Army Commands (ACOMs), Army Service Component Commands (ASCCs), and Direct Reporting Units (DRUs) will immediately suspend training programs for civilian and military personnel related to diversity or inclusion, and matters as outlined in references (a) through (d).¹

¹ Reference (h), defines training as "a structured process designed to increase the capability of individuals or units to perform specified tasks or skills in known situations."

SAMR (600-20a1)

SUBJECT: Implementation of Executive Order 13950 on Combating Race and Sex Stereotyping.

(1) Pursuant to reference (c), diversity and inclusion training programs include, but are not limited to, all training that is paid for with Federal funds or that Federal employees are required to or permitted to view, listen to, or participate in while on Government-paid time. Moreover, it includes training that is conducted or led by Government employees; training that is conducted or led by contractors or others, live training sessions conducted in person or by any electronic means, whether telephonic or video; materials posted on any Federal agency's public-facing or internal Internet or Internet sites; and, written or video materials or other content that have been produced or procured with Federal funds and are available to the general public or that Federal employees are required or permitted to read or view.

(2) Per reference (i), diversity is defined as, "All attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the Nation we serve and enable the Army to deploy, fight, and win." Inclusion is defined as, "The process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives.

c. In accordance with reference (a), Commands shall not teach, instruct, or train any member of the Army to believe any of the divisive concepts set forth in section 2(a) of reference (a).

d. Persons responsible for planning or preparing diversity and inclusion training will coordinate their training materials with the local servicing legal office before submitting to ensure compliance with references a through d. In accordance with reference h, all Equal Employment Opportunity (EEO) training is already required to be reviewed by the local servicing legal office. Further, the local servicing legal office can assist in determining if the training is considered diversity and inclusion training, EEO training, or Military Equal Opportunity (MEO) training.

e. Civilian personnel training. In accordance with reference (c), prior to resuming training or initiating any new training for civilian personnel the proposed training must be reviewed and cleared by the OPM for compliance with reference (a), and be certified as compliant by me in accordance with reference (d), pursuant to reference (j). The training curriculum must satisfy the standard of fair and equitable treatment of individuals, in accordance with reference (b), and be provided to the Department of Defense Inspector General (DoDIG) upon their request. The Under Secretary of Defense (Personnel and Readiness) will submit all requests for pre-clearance of civilian training to OPM. I will issue guidance that follows forthcoming OSD guidance on how to facilitate this training pre-clearance. Prior to submission, all civilian training must be reviewed by the local servicing legal office and include annotation confirming the General Officer(s)/Senior Executive Service (SES)(s) that

SAMR (600-20a1)

SUBJECT: Implementation of Executive Order 13950 on Combating Race and Sex Stereotyping.

reviewed and certified the content of the training to ensure compliance with references (a) and (d).

f. Military personnel training. Pursuant to reference (d), prior to resuming training or initiating training for military personnel it must be certified as compliant by me, pursuant to reference (j). The training curriculum must satisfy the standard of fair and equitable treatment of individuals in accordance with reference (b), and be provided to the DoDIG upon their request. The request for training certification shall include the following information: (1) course name; (2) course description, syllabus, talking points, and agenda, as available; (3) whether the training is mandatory and, if affirmative, which law, policy, or individual directs this mandatory course; (4) approximate number of Service Members who will be trained; (5) frequency of training; (6) location of training; (7) approximate cost per training session; (8) annotation confirming the General Officer(s)/SES(s) that reviewed and certified the content of the training to ensure compliance with references (a) and (d). All training will be reviewed by the local servicing legal office for compliance prior to submission. For military training, the Army Headquarters, ACOMs, ASCCs, and DRUs are directed to forward only training that is compliant with the EO. I will issue a separate "Talent Management Tool" task requesting the submission of military training for certification.

g. Academic instruction is authorized. Reference (a) states, "[n]othing in this order shall be construed to prohibit discussing, as part of a larger course of academic instruction, the divisive concepts listed in section 2(a) [divisive concepts] of this order in an objective manner and without endorsement."

(1) For purposes of this memorandum and to provide guidance to the Army on what is considered academic instruction, the Army equates the term "academic instruction" with "education."

(2) Academic institutions within DoD where academic instruction is provided includes but is not limited to: National Defense University, National War College, Eisenhower School for National Security and Resource Strategy, Joint Forces Staff College, National Intelligence University, Army War College, Army Command and General Staff College, Naval War College, Marine Corps University, Air Force Air University, the Military Service Academies.²

h. All Army Headquarters, ACOMs, ASCCs, and DRUs will: 1) review their fiscal year (FY) 2020 spending on Army training programs relating to diversity and inclusion, including training conducted by contractors and provide aggregate totals as well as awards to individual contractors; and 2) identify any Diversity and Inclusion training that

² Reference h, Appendix B.

SAMR (600-20a1)

SUBJECT: Implementation of Executive Order 13950 on Combating Race and Sex Stereotyping.

is paid for with federal funds or that Federal employees are permitted to view, listen to, or participate in while on Government-paid time, as outlined in reference (c).

(1) I will issue a Task Management Tool task requesting this information, following forthcoming guidance from the Under Secretary of Defense (Comptroller) (USD(C)) on how to facilitate the reporting requirement.

(2) Not later than 21 December 2020, I will provide a report to the USD(C) of all spending in FY 2020 on Army training programs relating to diversity and inclusion, including training conducted by contractors. The report will provide aggregate totals as well as awards to individual contractors.

i. Any expenditure by the Department of the Army on diversity and inclusion training for civilian employees must be approved by me once compliance with reference (a) is certified pursuant to paragraph 4.e of this memorandum.

j. All Army Headquarters, ACOMs, ASCCs, and DRUs will review their respective grant programs and identify programs for which the Department of the Army may, as a condition of receiving such a grant, require the recipient to certify that it will not use Federal funds to promote concepts prohibited by the EO. Thereafter, I will provide a report to the USD(C), in accordance with reference (d). I will issue guidance that follows forthcoming OSD guidance on how to facilitate the reporting requirement.

k. The fair and equal treatment of individuals is an inviolable principle that must be maintained in the Army. Commands should continue all MEO and EEO training that fosters a workplace respectful of all employees.

(1) MEO and EEO training includes, but is not limited to, training required by reference (h) and covers complaint processing, training to MEO and EEO practitioners on how to execute their job requirements, and training required by law.

(2) Definitions of MEO program and EEO program are contained in references (e) through (g).

(3) Events such as listening sessions or feedback sessions do not constitute training and may continue as they provide input to the leadership on the workplace culture.

(4) Local servicing legal offices will review the content prior to use.

6. Applicability. This policy applies to Soldiers, Civilians, the Regular Army, the Army National Guard of the United States, and U.S. Army Reserve.

SAMR (600-20a1)

SUBJECT: Implementation of Executive Order 13950 on Combating Race and Sex Stereotyping.

7. Duration. This policy is effective until rescinded, superseded by subsequent Army policy, or the EO is repealed.

8. My primary points of contacts for this matter are

(b) (6) [redacted]
(b) (6) [redacted]@mail.mil, (b) (6) [redacted] or (b) (6) [redacted]
(b) (6) [redacted]@mail.m (b) (6) [redacted]

(b) (6) [redacted]

6 Encls

1. References
2. Executive Order 13950, 22 Sep 20
3. OMB Memo M-20-37, 28 Sep 20
4. OPM Memo, 2 Oct 20
5. SecDef Memo, 16 Oct 20
6. ASA M&RA Memo, 18 Apr 14

DISTRIBUTION:

Principal Officials of Headquarters, Department of the Army
Commander

- U.S. Army Forces Command
- U.S. Army Training and Doctrine Command
- U.S. Army Materiel Command
- U.S. Army Futures Command
- U.S. Army Pacific
- U.S. Army Europe
- U.S. Army Central
- U.S. Army North
- U.S. Army South
- U.S. Army Africa/Southern European Task Force
- U.S. Army Special Operations Command
- Military Surface Deployment and Distribution Command
- U.S. Army Space and Missile Defense Command/Army Strategic Command
- U.S. Army Cyber Command
- U.S. Army Medical Command
- U.S. Army Intelligence and Security Command
- U.S. Army Criminal Investigation Command
- U.S. Army Corps of Engineers
- U.S. Army Military District of Washington
- U.S. Army Test and Evaluation Command
- U.S. Army Installation Management Command
- U.S. Army Human Resources Command
- U.S. Army Financial Management Command

SAMR (600-20a1)

SUBJECT: Implementation of Executive Order 13950 on Combating Race and Sex Stereotyping.

U.S. Army Marketing and Engagement Brigade
Superintendent, United States Military Academy
Director, U.S. Army Acquisition Support Center
Superintendent, Arlington National Cemetery
Commandant, U.S. Army War College
Director, U.S. Army Civilian Human Resources Agency

CF:

Director, Army National Guard
Director, Business Transformation
Commander, Eighth Army

Enclosure 1: References

References

- a. Executive Order 13950, Combating Race and Sex Stereotyping, 22 September 2020.
- b. Office of Management and Budget, M-20-37 memorandum (Ending Employee Trainings that Use Divisive Propaganda to Undermine the Principle of Fair and Equal Treatment for All), 28 September 2020.
- c. Office of Personnel Management, Associate Director of Employee Services memorandum (Mandatory Review of Employee Training under E.O. 13950), 2 October 2020.
- d. Secretary of Defense memorandum (Implementation of Executive Order on Combating Race and Sex Stereotyping), 16 October 2020.
- e. Army Regulation (AR) 600-20 (Army Command Policy).
- f. AR 690-600 (Equal Employment Opportunity Discrimination Complaints).
- g. AR 690-12 (Equal Employment Opportunity and Diversity).
- h. AR 350-1 (Army Training and Leader Development).
- i. Army People Strategy: Diversity, Equity, and Inclusion Annex, 1 September 2020.
- j. HQDA GO 2020-01 (Assignment of Functions and Responsibilities within Headquarters, Department of the Army), 6 March 2020.
- h. Office of the Assistant Secretary of the Army, Manpower and Reserve Affairs (Equal Employment Opportunity, Anti-Harassment and NoFEAR Training for Civilian Employees and Their Supervisors), 18 April 2014.

**EXECUTIVE ORDERS**

Executive Order on Combating Race and Sex Stereotyping

LAW & JUSTICEIssued on: **September 22, 2020**

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Federal Property and Administrative Services Act, 40 U.S.C. 101 et seq., and in order to promote economy and efficiency in Federal contracting, to promote unity in the Federal workforce, and to combat offensive and anti-American race and sex stereotyping and scapegoating, it is hereby ordered as follows:

Section 1. Purpose. From the battlefield of Gettysburg to the bus boycott in Montgomery and the Selma-to-Montgomery marches, heroic Americans have valiantly risked their lives to ensure that their children would grow up in a Nation living out its creed, expressed in the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal.” It was this belief in the inherent equality of every individual that inspired the Founding generation to risk their lives, their fortunes, and their sacred honor to establish a new Nation, unique among the countries of the world. President Abraham Lincoln understood that this belief is “the electric cord” that “links the hearts of patriotic and liberty-loving” people, no matter their race or country of origin. It is the belief that inspired the heroic black soldiers of the 54th Massachusetts Infantry Regiment to defend that same Union at great cost in the Civil War. And it is what

inspired Dr. Martin Luther King, Jr., to dream that his children would one day “not be judged by the color of their skin but by the content of their character.”

Thanks to the courage and sacrifice of our forebears, America has made significant progress toward realization of our national creed, particularly in the 57 years since Dr. King shared his dream with the country.

Today, however, many people are pushing a different vision of America that is grounded in hierarchies based on collective social and political identities rather than in the inherent and equal dignity of every person as an individual. This ideology is rooted in the pernicious and false belief that America is an irredeemably racist and sexist country; that some people, simply on account of their race or sex, are oppressors; and that racial and sexual identities are more important than our common status as human beings and Americans.

This destructive ideology is grounded in misrepresentations of our country’s history and its role in the world. Although presented as new and revolutionary, they resurrect the discredited notions of the nineteenth century’s apologists for slavery who, like President Lincoln’s rival Stephen A. Douglas, maintained that our government “was made on the white basis” “by white men, for the benefit of white men.” Our Founding documents rejected these racialized views of America, which were soundly defeated on the blood-stained battlefields of the Civil War. Yet they are now being repackaged and sold as cutting-edge insights. They are designed to divide us and to prevent us from uniting as one people in pursuit of one common destiny for our great country.

Unfortunately, this malign ideology is now migrating from the fringes of American society and threatens to infect core institutions of our country. Instructors and materials teaching that men and members of certain races, as well as our most venerable institutions, are inherently sexist and racist are appearing in workplace diversity trainings across the country, even in components of the Federal Government and among Federal contractors. For example, the Department of the Treasury recently held a seminar that promoted arguments that “virtually all White people, regardless of how

‘woke’ they are, contribute to racism,” and that instructed small group leaders to encourage employees to avoid “narratives” that Americans should “be more color-blind” or “let people’s skills and personalities be what differentiates them.”

Training materials from Argonne National Laboratories, a Federal entity, stated that racism “is interwoven into every fabric of America” and described statements like “color blindness” and the “meritocracy” as “actions of bias.”

Materials from Sandia National Laboratories, also a Federal entity, for non-minority males stated that an emphasis on “rationality over emotionality” was a characteristic of “white male[s],” and asked those present to “acknowledge” their “privilege” to each other.

A Smithsonian Institution museum graphic recently claimed that concepts like “[o]bjective, rational linear thinking,” “[h]ard work” being “the key to success,” the “nuclear family,” and belief in a single god are not values that unite Americans of all races but are instead “aspects and assumptions of whiteness.” The museum also stated that “[f]acing your whiteness is hard and can result in feelings of guilt, sadness, confusion, defensiveness, or fear.”

All of this is contrary to the fundamental premises underpinning our Republic: that all individuals are created equal and should be allowed an equal opportunity under the law to pursue happiness and prosper based on individual merit.

Executive departments and agencies (agencies), our Uniformed Services, Federal contractors, and Federal grant recipients should, of course, continue to foster environments devoid of hostility grounded in race, sex, and other federally protected characteristics. Training employees to create an inclusive workplace is appropriate and beneficial. The Federal Government is, and must always be, committed to the fair and equal treatment of all individuals before the law.

But training like that discussed above perpetuates racial stereotypes and division and can use subtle coercive pressure to ensure conformity of viewpoint. Such ideas may be fashionable in the academy, but they have no place in programs and activities supported by Federal taxpayer dollars. Research also suggests that blame-focused diversity training reinforces biases and decreases opportunities for minorities.

Our Federal civil service system is based on merit principles. These principles, codified at 5 U.S.C. 2301, call for all employees to “receive fair and equitable treatment in all aspects of personnel management without regard to” race or sex “and with proper regard for their . . . constitutional rights.” Instructing Federal employees that treating individuals on the basis of individual merit is racist or sexist directly undermines our Merit System Principles and impairs the efficiency of the Federal service. Similarly, our Uniformed Services should not teach our heroic men and women in uniform the lie that the country for which they are willing to die is fundamentally racist. Such teachings could directly threaten the cohesion and effectiveness of our Uniformed Services.

Such activities also promote division and inefficiency when carried out by Federal contractors. The Federal Government has long prohibited Federal contractors from engaging in race or sex discrimination and required contractors to take affirmative action to ensure that such discrimination does not occur. The participation of contractors’ employees in training that promotes race or sex stereotyping or scapegoating similarly undermines efficiency in Federal contracting. Such requirements promote divisiveness in the workplace and distract from the pursuit of excellence and collaborative achievements in public administration.

Therefore, it shall be the policy of the United States not to promote race or sex stereotyping or scapegoating in the Federal workforce or in the Uniformed Services, and not to allow grant funds to be used for these purposes. In addition, Federal contractors will not be permitted to inculcate such views in their employees.

Sec. 2. Definitions. For the purposes of this order, the phrase:

(a) “Divisive concepts” means the concepts that (1) one race or sex is inherently superior to another race or sex; (2) the United States is fundamentally racist or sexist; (3) an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously; (4) an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex; (5) members of one race or sex cannot and should not attempt to treat others without respect to race or sex; (6) an individual’s moral character is necessarily determined by his or her race or sex; (7) an individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex; (8) any individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race or sex; or (9) meritocracy or traits such as a hard work ethic are racist or sexist, or were created by a particular race to oppress another race. The term “divisive concepts” also includes any other form of race or sex stereotyping or any other form of race or sex scapegoating.

(b) “Race or sex stereotyping” means ascribing character traits, values, moral and ethical codes, privileges, status, or beliefs to a race or sex, or to an individual because of his or her race or sex.

(c) “Race or sex scapegoating” means assigning fault, blame, or bias to a race or sex, or to members of a race or sex because of their race or sex. It similarly encompasses any claim that, consciously or unconsciously, and by virtue of his or her race or sex, members of any race are inherently racist or are inherently inclined to oppress others, or that members of a sex are inherently sexist or inclined to oppress others.

(d) “Senior political appointee” means an individual appointed by the President, or a non-career member of the Senior Executive Service (or agency-equivalent system).

Sec. 3. Requirements for the United States Uniformed Services. The United States Uniformed Services, including the United States Armed Forces, shall not teach, instruct, or train any member of the United States Uniformed Services, whether serving on active duty, serving on reserve duty, attending a military service academy, or attending courses

conducted by a military department pursuant to a Reserve Officer Corps Training program, to believe any of the divisive concepts set forth in section 2(a) of this order. No member of the United States Uniformed Services shall face any penalty or discrimination on account of his or her refusal to support, believe, endorse, embrace, confess, act upon, or otherwise assent to these concepts.

Sec. 4. Requirements for Government Contractors. (a) Except in contracts exempted in the manner provided by section 204 of Executive Order 11246 of September 24, 1965 (Equal Employment Opportunity), as amended, all Government contracting agencies shall include in every Government contract hereafter entered into the following provisions:

“During the performance of this contract, the contractor agrees as follows:

1. The contractor shall not use any workplace training that inculcates in its employees any form of race or sex stereotyping or any form of race or sex scapegoating, including the concepts that (a) one race or sex is inherently superior to another race or sex; (b) an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously; (c) an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex; (d) members of one race or sex cannot and should not attempt to treat others without respect to race or sex; (e) an individual’s moral character is necessarily determined by his or her race or sex; (f) an individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex; (g) any individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race or sex; or (h) meritocracy or traits such as a hard work ethic are racist or sexist, or were created by a particular race to oppress another race. The term “race or sex stereotyping” means ascribing character traits, values, moral and ethical codes, privileges, status, or beliefs to a race or sex, or to an individual because of his or her race or sex, and the term “race or sex scapegoating” means assigning fault, blame, or bias to a race or sex, or to members of a race or sex because of their race or sex.

2. The contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice, to be provided by the agency contracting officer, advising the labor union or workers' representative of the contractor's commitments under the Executive Order of September 22, 2020, entitled Combating Race and Sex Stereotyping, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

3. In the event of the contractor's noncompliance with the requirements of paragraphs (1), (2), and (4), or with any rules, regulations, or orders that may be promulgated in accordance with the Executive Order of September 22, 2020, this contract may be canceled, terminated, or suspended in whole or in part and the contractor may be declared ineligible for further Government contracts in accordance with procedures authorized in Executive Order 11246, and such other sanctions may be imposed and remedies invoked as provided by any rules, regulations, or orders the Secretary of Labor has issued or adopted pursuant to Executive Order 11246, including subpart D of that order.

4. The contractor will include the provisions of paragraphs (1) through (4) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor, so that such provisions will be binding upon each subcontractor or vendor. The contractor will take such action with respect to any subcontract or purchase order as may be directed by the Secretary of Labor as a means of enforcing such provisions including sanctions for noncompliance: Provided, however, that in the event the contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction, the contractor may request the United States to enter into such litigation to protect the interests of the United States."

(b) The Department of Labor is directed, through the Office of Federal Contract Compliance Programs (OFCCP), to establish a hotline and investigate complaints received under both this order as well as Executive Order 11246 alleging that a Federal contractor is utilizing such training programs in violation of the contractor's obligations

under those orders. The Department shall take appropriate enforcement action and provide remedial relief, as appropriate.

(c) Within 30 days of the date of this order, the Director of OFCCP shall publish in the Federal Register a request for information seeking information from Federal contractors, Federal subcontractors, and employees of Federal contractors and subcontractors regarding the training, workshops, or similar programming provided to employees. The request for information should request copies of any training, workshop, or similar programming having to do with diversity and inclusion as well as information about the duration, frequency, and expense of such activities.

Sec. 5. Requirements for Federal Grants. The heads of all agencies shall review their respective grant programs and identify programs for which the agency may, as a condition of receiving such a grant, require the recipient to certify that it will not use Federal funds to promote the concepts that (a) one race or sex is inherently superior to another race or sex; (b) an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously; (c) an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex; (d) members of one race or sex cannot and should not attempt to treat others without respect to race or sex; (e) an individual's moral character is necessarily determined by his or her race or sex; (f) an individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex; (g) any individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race or sex; or (h) meritocracy or traits such as a hard work ethic are racist or sexist, or were created by a particular race to oppress another race. Within 60 days of the date of this order, the heads of agencies shall each submit a report to the Director of the Office of Management and Budget (OMB) that lists all grant programs so identified.

Sec. 6. Requirements for Agencies. (a) The fair and equal treatment of individuals is an inviolable principle that must be maintained in the Federal workplace. Agencies should

continue all training that will foster a workplace that is respectful of all employees. Accordingly:

(i) The head of each agency shall use his or her authority under 5 U.S.C. 301, 302, and 4103 to ensure that the agency, agency employees while on duty status, and any contractors hired by the agency to provide training, workshops, forums, or similar programming (for purposes of this section, “training”) to agency employees do not teach, advocate, act upon, or promote in any training to agency employees any of the divisive concepts listed in section 2(a) of this order. Agencies may consult with the Office of Personnel Management (OPM), pursuant to 5 U.S.C. 4116, in carrying out this provision; and

(ii) Agency diversity and inclusion efforts shall, first and foremost, encourage agency employees not to judge each other by their color, race, ethnicity, sex, or any other characteristic protected by Federal law.

(b) The Director of OPM shall propose regulations providing that agency officials with supervisory authority over a supervisor or an employee with responsibility for promoting diversity and inclusion, if such supervisor or employee either authorizes or approves training that promotes the divisive concepts set forth in section 2(a) of this order, shall take appropriate steps to pursue a performance-based adverse action proceeding against such supervisor or employee under chapter 43 or 75 of title 5, United States Code.

(c) Each agency head shall:

(i) issue an order incorporating the requirements of this order into agency operations, including by making compliance with this order a provision in all agency contracts for diversity training;

(ii) request that the agency inspector general thoroughly review and assess by the end of the calendar year, and not less than annually thereafter, agency compliance with the requirements of this order in the form of a report submitted to OMB; and

(iii) assign at least one senior political appointee responsibility for ensuring compliance with the requirements of this order.

Sec. 7. OMB and OPM Review of Agency Training. (a) Consistent with OPM's authority under 5 U.S.C. 4115-4118, all training programs for agency employees relating to diversity or inclusion shall, before being used, be reviewed by OPM for compliance with the requirements of section 6 of this order.

(b) If a contractor provides a training for agency employees relating to diversity or inclusion that teaches, advocates, or promotes the divisive concepts set forth in section 2(a) of this order, and such action is in violation of the applicable contract, the agency that contracted for such training shall evaluate whether to pursue debarment of that contractor, consistent with applicable law and regulations, and in consultation with the Interagency Suspension and Debarment Committee.

(c) Within 90 days of the date of this order, each agency shall report to OMB all spending in Fiscal Year 2020 on Federal employee training programs relating to diversity or inclusion, whether conducted internally or by contractors. Such report shall, in addition to providing aggregate totals, delineate awards to each individual contractor.

(d) The Directors of OMB and OPM may jointly issue guidance and directives pertaining to agency obligations under, and ensuring compliance with, this order.

Sec. 8. Title VII Guidance. The Attorney General should continue to assess the extent to which workplace training that teaches the divisive concepts set forth in section 2(a) of this order may contribute to a hostile work environment and give rise to potential liability under Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e et seq. If appropriate, the Attorney General and the Equal Employment Opportunity Commission shall issue publicly available guidance to assist employers in better promoting diversity and inclusive workplaces consistent with Title VII.

Sec. 9. Effective Date. This order is effective immediately, except that the requirements of section 4 of this order shall apply to contracts entered into 60 days after the date of this order.

Sec. 10. General Provisions. (a) This order does not prevent agencies, the United States Uniformed Services, or contractors from promoting racial, cultural, or ethnic diversity or inclusiveness, provided such efforts are consistent with the requirements of this order.

(b) Nothing in this order shall be construed to prohibit discussing, as part of a larger course of academic instruction, the divisive concepts listed in section 2(a) of this order in an objective manner and without endorsement.

(c) If any provision of this order, or the application of any provision to any person or circumstance, is held to be invalid, the remainder of this order and the application of its provisions to any other persons or circumstances shall not be affected thereby.

(d) Nothing in this order shall be construed to impair or otherwise affect:

(i) the authority granted by law to an executive department, agency, or the head thereof;
or

(ii) the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(e) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(f) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

DONALD J. TRUMP

THE WHITE HOUSE,
September 22, 2020.



Obtained via FOIA by Judicial Watch, Inc.
EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D. C. 20503

THE DIRECTOR

September 28, 2020

M-20-37

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

FROM: Russell T. Vought
Director

Handwritten signature of Russell T. Vought in blue ink.

SUBJECT: Ending Employee Trainings that Use Divisive Propaganda to Undermine the Principle of Fair and Equal Treatment for All

On September 4, 2020, M-20-34 was issued at the President's direction, which states in part, "The President, and his Administration, are fully committed to the fair and equal treatment of all individuals in the United States."

M-20-34 alerted agencies that some Federal worker "training" sessions are being held – at taxpayer expense – that demonstrably undermine this core American principle by stereotyping and scapegoating specific groups of people. These divisive trainings constitute a malign subset of a larger pool of Federal agency trainings held to promote diversity and inclusiveness. The sort of training at issue does neither; it sows division among the workforce by attempting to prescribe and impose upon employees a conformity of belief in ideologies that label entire groups of Americans as inherently racist or evil (e.g., critical race theory).

On September 22, 2020, the President issued an Executive Order on Combating Race and Sex Stereotyping. The Executive Order encourages diversity and inclusion efforts consistent with principles of fair and equal treatment, and it defines the sort of divisive trainings the Administration seeks to end.

The President and the Administration believe the fair and equal treatment of individuals is an inviolable principle that must be maintained in the Federal workplace. Agencies should continue all training that will foster a workplace that is respectful of all employees. As stated previously in M-20-34, the Federal government is proud that as an employer we have employees of all races, ethnicities, and religions. Our commitment and efforts to welcome all individuals who seek to serve the American people remains, and our commitment to the fair and equal treatment of Federal employees is enduring. Taking the steps described in this memorandum will help ensure that all Federal workers are treated with the individual respect they deserve and that the Federal government continues to foster a workplace of respect for all. Agencies should take immediate and substantive action to begin this implementation, and complete implementation within the time frame required by the E.O.

Agency employees and contractors are not to engage in divisive training of Federal workers. Noncompliance by continuing with prohibited training will result in consequences, which may include adverse action for Federal employees who violate the Order.

Federal contractors are to be required to represent that they will not conduct such trainings for their own employees, with potential sanctions for noncompliance. Agencies are to review their grant programs and identify programs for which the agency may, as a condition of receiving such a grant, require the recipient to certify that it will not use Federal funds to promote the divisive concepts set forth in the E.O.

With respect to spending transparency, the EO states that, "Within 90 days of the date of this order, each agency shall report to OMB all spending in Fiscal Year 2020 on Federal employee training programs relating to diversity or inclusion, whether conducted internally or by contractors. Such report shall, in addition to providing aggregate totals, delineate awards to each individual contractor."

In furtherance of the Executive Order on Combating Race and Sex Stereotyping and M-20-34, agencies must:

- Identify all agency training programs related to diversity and inclusion held during Fiscal Year 2020, including both those conducted by the agency's own employees and those conducted by others (e.g., outside vendors). Determine the spending on each such session, and the aggregate spending on all such sessions. The data should be presented so that all awards to an individual contractor are viewable together. Since these trainings and the dollars spent on them may be difficult to track or identify, it is recommended that agency leadership consult with the heads of component offices that offer such trainings to obtain their assistance in identifying them and determining the sums obligated.
- Review these trainings to determine whether they teach, advocate, or promote the divisive concepts specified in the Executive Order on Combating Race and Sex Stereotyping (e.g., that the United States is fundamentally racist or sexist or that an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive). Reviews of specific training curriculum materials can be supplemented by a broader keyword search of agency financial data and procurements for terms including, but not limited to: "critical race theory," "white privilege," "intersectionality," "systemic racism," "positionality," "racial humility," and "unconscious bias." When used in the context of diversity training, these terms may help to identify the type of training prohibited by the E.O. Searching for these key words without additional review does not satisfy the review requirements of the E.O.

To prevent prohibited trainings going forward, except for those contracts specifically exempted by the E.O. (see Section 4 and FAR Subpart 22.807), every government contract must include the provisions required by Section 4 of the E.O.

Where diversity and inclusion training is to be provided to Federal employees by contractors, the following steps must be taken:

- Agencies must ensure that requirements are scoped consistent with the E.O. Existing contracts should be reviewed to ensure that training is consistent with this E.O. and any work identified as inconsistent is immediately removed, if necessary and permissible through a partial termination for convenience of the government.
- For future awards, agency solicitations or statements of work concerning Federal employee training shall include the provisions set forth in Section 4 of the E.O.

Contractors who are found to have provided a training for agency employees that teaches, advocates, or promotes the divisive concepts specified in the E.O. in violation of the applicable contract will be considered for suspension and debarment procedures consistent with the E.O. and in accordance with the procedures set forth in Part 9 of the Federal Acquisition Regulation.

For Federal financial assistance, as required by Section 5 of the E.O., Federal awarding agencies are required to identify all programs for which the agency may, as a condition of receiving Federal grants and cooperative agreements, require the recipient to certify that it will not use Federal funds to promote the concepts listed in Section 5 of the E.O. Additionally, although training and education for employee development may otherwise be an allowable cost under 2 CFR 200.472, training or education on the divisive concepts specified in the Executive Order is not an allowable cost unless otherwise provided by law.

As Federal awarding agencies are conducting their review of programs to identify those for which the agency may lawfully impose the condition described in Section 5 of the E.O., they must look at all Federal grant and cooperative agreement programs, not just those for the purposes of providing training. For those programs so identified, Federal awarding agencies must update their guidance, practices, and procedures to ensure that future notice of funding opportunities and the terms and conditions of Federal awards restrict the use of Federal funds, including funds to meet cost share requirements, from being used to promote the divisive concepts set forth in the E.O. (including by conducting research premised upon these concepts), to the extent consistent with the statute(s) governing the grant program and all other applicable law.

By November 20, 2020, Federal awarding agencies are required to report to OMB, through their RMO, those programs for which the agency may impose the conditions identified in Section 5 of the E.O.

The agency head shall designate at least one senior political appointee to review and approve in advance any expenditure on Federal employee diversity and inclusion training (via contract or SF-182), and the senior political appointee shall do so only after certifying that the curriculum meets the standard of fair and equal treatment of individuals.

Pursuant to Section 7 of the E.O. all training programs for agency employees relating to diversity or inclusion must be reviewed by the Office of Personnel Management (OPM) for compliance with the E.O. prior to the training program being used. OPM will issue guidance to agencies on the process for submitting training programs for review and the approval process.

Finally, agencies should take all appropriate actions to align their public-facing information with the requirements for training Federal employees outlined in the E.O. Agencies should encourage their employees to report to the agency Inspector General (IG) any agency-sponsored training session that violates the standard of fair and equal treatment of individuals set forth in the E.O., to support the IG reviews described in Section 6(c)(ii) of the E.O.

Published on CHCOC (<https://www.chcoc.gov>)

[Home](#) > Mandatory Review of Employee Training under E.O. 13950 September 22, 2020

Mandatory Review of Employee Training under E.O. 13950 September 22, 2020

Friday, October 2, 2020



Employee
Services

UNITED STATES OFFICE OF PERSONNEL MANAGEMENT
Washington, DC 20415

MEMORANDUM FOR:

HEADS OF EXEC DEPTS AND AGENCIES CHCOs AND HR DIRECTORS

From: DENNIS DEAN KIRK, ESQ., EMPLOYEE SERVICES, ASSOCIATE DIRECTOR

Subject: Mandatory Review of Employee Training under E.O. 13950 September 22, 2020

On September 22, 2020, the President signed Executive Order 13950, titled “Executive Order on Combating Race and Sex Stereotyping.” <https://www.whitehouse.gov/presidential-actions/executive-order-combating-race-sex-stereotyping/>. Section 7(a) of the Executive Order provides: “Consistent with OPM’s authority under 5 U.S.C. 4115–4118, all training programs for agency employees relating to diversity and inclusion shall, before being used, be reviewed by OPM for compliance with the requirements of section 6 of this order.” (Emphasis supplied.)

The purpose of this memorandum is to provide general guidance on the implementation of Executive Order 13950 and to inform recipients that specific instructions for implementation are forthcoming. All Departments, Agencies, Boards, and Commissions in the Executive Branch of the Federal Government are affected by and subject to this Executive Order.

The Executive Order applies to all diversity and inclusion training programs, including programs developed prior to the issuance of this Executive Order, as well as new programs that may be proposed or established after September 22, 2020. Coverage includes, but is not limited to, all training that is paid for with Federal funds or that Federal employees are required or permitted to view, listen to, or participate in while on Government-paid time. Included is training that is conducted or led by Government employees; training that is conducted or led by contractors or others; live training sessions conducted in person or by any electronic means, whether telephonic or video; materials posted on any Federal agency’s public-facing or internal Internet or Intranet sites; and, written or video materials or other content that have been produced or procured with Federal funds and that are available to the general public or that Federal employees are required or permitted to read or view.

Enclosure 4

Obtained via FOIA by Judicial Watch, Inc.

The U.S. Office of Personnel Management (OPM) must review and approve training materials before they are used, even if those materials have been utilized in the past.

Please note that OPM will insist upon one complete and all-inclusive submission from each Department, Agency, Board, or Commission. OPM will not accept requests for approval of individual training sessions. OPM will review materials in the order that they are submitted, under the First In First Out (FIFO) business rule and will provide analysis and feedback as quickly as possible.

Agency submissions should be uploaded to the agency-specific section of the Diversity and Inclusion Training Collection Page linked here:

<https://community.max.gov/display/HumanCapital/Diversity+and+Inclusion+Training+Collection+Page>.
Submissions will be reviewed in the order they are received.

Agencies are encouraged to review and improve agency materials before submitting them to OPM. OPM must review and approve all diversity and inclusion materials before they are utilized, but if agencies can improve their materials before submitting them, that will expedite completion of the review process.

Please report training that is not done in compliance with the Executive Order 13950, to FEDalerts@omb.eop.gov.

cc: Deputy Chief Human Capital Officers



OCT 16 2020

MEMORANDUM FOR SENIOR PENTAGON LEADERSHIP (SEE DISTRIBUTION)
COMMANDERS OF THE COMBATANT COMMANDS
DEFENSE AGENCY AND DOD FIELD ACTIVITY DIRECTORS

SUBJECT: Implementation of Executive Order on Combating Race and Sex Stereotyping

References: (a) Executive Order, "Combating Race and Sex Stereotyping," September 22, 2020
(b) Office of Management and Budget Memorandum M-20-37, "Ending Employee Trainings that Use Divisive Propaganda to Undermine the Principle of Fair and Equal Treatment for All," September 28, 2020

On September 22, 2020, the President issued the Executive Order (EO) at reference (a). The EO states that "fair and equal treatment of individuals is an inviolable principle that must be maintained in the Federal workplace." The DoD must remain focused on what unifies us — our common mission to defend the Nation. Accomplishing this mission depends on our most valuable resource — our people — working and operating in an environment where everyone feels safe, respected, and supported.

The EO emphasizes equality and equal opportunity. To ensure the Department is in compliance with the EO, effective immediately:

- The DoD Chief Management Officer (CMO), Secretaries of the Military Departments, and the DoD Inspector General (IG) serve as the senior Department officials responsible for ensuring compliance with the requirements of the EO for their respective organizations. For the purposes of this memorandum, the CMO's organization consists of all elements of DoD except for the Military Departments and the Office of the DoD IG.
- The CMO, Secretaries of the Military Departments, and DoD IG will immediately suspend diversity and inclusion training for civilian personnel. Prior to resuming such training, it must be reviewed and cleared by the Office of Personnel Management (OPM) for compliance with the EO and certified as compliant by the CMO, Secretaries of the Military Departments, or DoD IG for their respective organizations. This certification must attest that the training curriculum meets the standard of fair and equitable treatment of individuals, in accordance with reference (b), and be provided to the DoD IG at their request. The Under Secretary of Defense for Personnel and Readiness (USD(P&R)) will submit all requests for preclearance of civilian training to OPM.
- The CMO, Secretaries of the Military Departments, and DoD IG will immediately suspend diversity and inclusion training for military personnel. Prior to resuming such training, it must be certified as compliant with the EO by the CMO, Secretaries of the Military Departments, or DoD IG for their respective organizations. This certification



OSD009489-20/CMD011781-20

must attest that the training curriculum meets the standard of fair and equitable treatment of individuals, in accordance with reference (b), and be provided to the DoD IG at their request.

- The CMO, Secretaries of the Military Departments, and DoD IG must approve in advance any expenditure by their respective organizations on diversity and inclusion training for civilian employees, and only after certifying its compliance with reference (a).
- Any organization in the Department that issues grants will review their respective grant programs and identify programs for which the agency may, as a condition of receiving such a grant, require the recipient to certify that it will not use Federal funds to promote concepts prohibited by the EO. The USD(Comptroller) (USD(C)) will submit a report to the Director, Office of Management and Budget (OMB), within 60 days of the issuance of the EO listing grant programs so identified.
- The USD for Acquisition and Sustainment will issue guidance to ensure all DoD contracts awarded after November 20, 2020 contain the contract language set forth in the EO.
- The USD(C) will, not later than December 21, 2020, provide a report to OMB containing all spending in FY 2020 on DoD training programs relating to diversity and inclusion, including training conducted for the DoD by contractors. The report will provide aggregate totals as well as awards to individual contractors.
- The USD(P&R), and the DoD IG for matters under their purview, will review and assess DoD policies governing diversity and inclusion to ensure compliance with the EO and will initiate updates required to conform to its standards.

I request the DoD IG thoroughly review and assess, by December 31, 2020 and not less than annually thereafter, agency compliance with the requirements of the EO and submit its findings to OMB. Additionally, in accordance with reference (b), the Department encourages employees to report to their Military Department IG or DoD IG, as appropriate, any agency sponsored training session that violates the standard of fair and equal treatment of individuals set forth in the EO, to support the IG reviews described in section 6(c)(ii) of the EO.

We must continue to invest in policies that promote unity and leverage our diversity to solve our toughest problems and confront our greatest challenges. I expect every member of the Department to adhere to this principle and work to build a stronger Department of Defense.



DISTRIBUTION:

Chief Management Officer of the Department of Defense
Secretaries of the Military Departments
Chairman of the Joint Chiefs of Staff
Under Secretaries of Defense
Chief of the National Guard Bureau
General Counsel of the Department of Defense
Director of Cost Assessment and Program Evaluation
Inspector General of the Department of Defense
Director of Operational Test and Evaluation
Chief Information Officer of the Department of Defense
Assistant Secretary of Defense for Legislative Affairs
Assistant to the Secretary of Defense for Public Affairs
Director of Net Assessment



DEPARTMENT OF THE ARMY
OFFICE OF THE ASSISTANT SECRETARY
MANPOWER AND RESERVE AFFAIRS
111 ARMY PENTAGON
WASHINGTON, DC 20310-0111

SAMR

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Equal Employment Opportunity, Anti-Harassment and NoFEAR Training for Civilian Employees and Their Supervisors

1. References:

a. Secretary of the Army Memorandum, 27 Apr 2011, subject: Army Anti-Harassment Policy for the Workplace.

b. Secretary of the Army Memorandum, 27 Apr 2011, subject: Anti-Harassment Training.

2. The Army is committed to ensuring a workplace environment free from discrimination and harassment, including sexual harassment and sexual assault.

3. As directed by the Secretary of the Army in reference 1b, the Deputy Assistant Secretary of the Army for Diversity and Leadership has developed mandatory Equal Employment Opportunity (EEO), Anti-Harassment and NoFEAR training for civilian employees.

4. There are two training modules: one applicable to all civilian employees, and one tailored to supervisors (including Soldiers who supervise civilians). Supervisors need complete only the supervisory training module and do not need to take both. Both modules are available through the Army Training Resource and Requirements System at www.atrrs.army.mil. The training will be updated annually and must be completed annually. Commands may conduct in-person training using these modules, or individual employees and supervisors may complete the training on-line. Commands and organizations are reminded to fulfill their labor relations obligations, if any, prior to implementing this policy.

5. It is important that both our policies and training in regard to these important issues reflect a clear and consistent Army-wide message. Accordingly, any in-person training or supplemental training conducted by commands shall not deviate from the policies promulgated by the Secretary of the Army and from the language and concepts contained in these two training modules. Persons responsible for planning or preparing any training in the areas of EEO, anti-harassment and NoFEAR will coordinate their training materials with their servicing Staff Judge Advocate or legal advisor before the materials are used or, if the training will include published materials or videos, before any government funds are obligated for the production of such materials.

SAMR

SUBJECT: Equal Employment Opportunity, Anti-Harassment and NoFEAR Training for Civilian Employees and Their Supervisors

6. My point of contact is (b) (6) [redacted], Deputy Assistant Secretary for Diversity and Leadership.

(b) (5) [redacted]

KARL F. SCHNEIDER
 Acting Assistant Secretary of the Army
 (Manpower and Reserve Affairs)

DISTRIBUTION:

PRINCIPAL OFFICIALS OF HEADQUARTERS, DEPARTMENT OF THE ARMY
 COMMANDER

- U.S. Army Forces Command
- U.S. Army Training and Doctrine Command
- U.S. Army Materiel Command
- U.S. Army Pacific
- U.S. Army Europe
- U.S. Army Central
- U.S. Army North
- U.S. Army South
- U.S. Army Africa/Southern European Task Force
- U.S. Army Special Operations Command
- Military Surface Deployment and Distribution Command
- U.S. Army Space and Missile Defense Command/Army Strategic Command
- U.S. Army Network and Enterprise Technology Command/ 9th Signal Command
- U.S. Army Medical Command
- U.S. Army Intelligence and Security Command
- U.S. Army Criminal Investigation Command
- U.S. Army Corps of Engineers
- U.S. Army Military District of Washington
- U.S. Army Test and Evaluation Command
- U.S. Army Installation Management Command
- Superintendent, United States Military Academy
- Director, U.S. Army Acquisition Support Center
- Executive Director, Arlington National Cemetery
- Commander, U.S. Army Accessions Support Brigade

SAMR

SUBJECT: Equal Employment Opportunity, Anti-Harassment and NoFEAR Training for Civilian Employees and Their Supervisors

CF:

**Director, Army National Guard
Director of Business Transformation
Commander, Eighth Army
Commander, U.S. Army Cyber Command**



UNITED STATES OFFICE OF PERSONNEL MANAGEMENT
Washington, DC 20415

Employee Services

MEMORANDUM REGARDING EXECUTIVE ORDER 13950

FROM: Samuel F. Wright, Esq., Deputy Associate Director,
Outreach, Diversity, And Inclusion, Employee Services Division

SUBJECT: Compliance Review of Employee Training Under E.O. 13950 of September 22, 2020

[Executive Order \(E.O.\) 13950](#)—on Combating Race and Sex Stereotyping—issued on September 22, 2020, prohibits Federal agencies from utilizing diversity and inclusion training programs that “are designed to divide us and to prevent us from uniting as one people in pursuit of one common destiny for our great country.” The Order also prohibits diversity and inclusion programs that “promote race or sex stereotyping or scapegoating.”

Under section 7(a) of E.O. 13950, the U.S. Office of Personnel Management (OPM) has been assigned the responsibility for determining whether agency materials comply with E.O. 13950. No agency may present any training or distribute or display any materials related to diversity and inclusion unless OPM has first determined that such materials comply with the E.O.

This memo is a follow-up to the earlier [OPM memo](#) of October 2, 2020 as well as the related Office of Management and Budget (OMB) [M-20-34](#) and [M-20-37](#) memoranda. OPM has carefully reviewed both E.O. 13950 and the two referenced OMB memoranda. Together, these four documents set out the principles which will underpin OPM’s review of agency materials.¹

I. Guiding Principles

It has been incorrectly reported that E.O. 13950 eliminates diversity and inclusion training. It does not. Rather, the E.O. states that “[t]raining employees to create an inclusive workplace is appropriate and beneficial.” In fact, the purpose of the E.O. is to eliminate a “malign subset” of diversity and inclusion training. This malign subset includes the kind of training which either states or implies that

¹ All earlier directives on Diversity training are attached as follows:

- 1) [The OMB Memo, dated September 4, 2020](#)
- 2) [The President’s Executive Order 13950, dated September 22, 2020](#)
- 3) [The OMB Memo, dated September 28, 2020](#)
- 4) [The OPM Memo, dated October 2, 2020](#)

individual characteristics such as race and sex determine the outcome of employment-related decisions within the Federal Government.

The E.O. prioritizes the consistent utilization of the Merit System Principles (MSPs) in the Federal workplace. These principles—promulgated by Congress for the purposes of promoting excellence in the Federal workplace and attaining a workforce which is representative of all segments of society—align with the E.O.’s requirement that all Federal employees “receive fair and equitable treatment in all aspects of personnel management without regard to race or sex and with proper regard to their constitutional rights.” In effect, the terms of the Order demonstrate a commitment to ensuring that the Federal Government remains free of the Prohibited Personnel Practices (PPPs), because violating the PPPs undermines solidarity and cohesion in the workforce.

E.O. 13950 provides three examples of objectionable training materials. The first example stated that racism “is interwoven into every fabric of America.” The second example claimed that an emphasis on “rationality over emotionality” was a characteristic of “white male[s]” and asked those present to “acknowledge” their “privilege.” The third example, from a Smithsonian Institution museum graphic, claimed that concepts like “objective, rational linear thinking,” “hard work,” and the “nuclear family” are not values that unite Americans of all races but are instead “aspects and assumptions of whiteness.” The museum also stated that “[f]acing your whiteness is hard and can result in feelings of guilt, sadness, confusion, defensiveness, or fear.”

E.O. 13950 notes that such practices are “divisive” and “contrary to the fundamental premises underpinning our Republic: that all individuals are created equal and should be allowed an equal opportunity under the law to pursue happiness and prosper based on individual merit.” They are contrary to those premises because in each instance they promoted identitarian stereotyping and/or scapegoating. This is unacceptable not only because it is counterfactual, but also because it creates unnecessary division and discord among Federal employees who should feel comfortable in the knowledge that their hiring, training, promotion, and performance ratings are based on the quality and content of their work, not on the presence or absence of immutable characteristics.

II. Determining Compliance

OPM has adopted a broad interpretation of the words, phrases, and concepts whose use would render a set of materials noncompliant with E.O. 13950. The Order encourages free, fair, and well-balanced diversity and inclusion training materials that emphasize excellence and unity in the workforce. It specifically prohibits a “malign subset” of training materials that violate the established MSPs and/or would engage in the PPPs by advancing discrimination, prejudicial behavior, and disparate treatment of one person versus another in the workplace.

While it would be impossible to set out a comprehensive list of words or phrases which—standing alone—would conclusively demonstrate compliance or noncompliance with the Order, OPM has assembled a non-exhaustive collection of phrases whose use may indicate noncompliance.

Those phrases include, but are not limited to—

- 1) Terms explicitly cited in OMB memo [M-20-37](#)²:
 - “critical race theory”
 - “white privilege”
 - “intersectionality”
 - “systemic racism” (including variations such as institutional racism/sexism)
 - “positionality”
 - “racial humility”
 - “unconscious bias” (including implicit bias)
- 2) Terms or language that, when used in the context of diversity training, could a) potentially communicate or imply a “divisive concept”³ prohibited by [E.O. 13950](#); b) possibly “engender division and resentment within the Federal workforce”⁴; or, c) potentially advance those identitarian “stereotyping and scapegoating” practices the Order finds “offensive and anti-American,”⁵ thereby warranting further evaluation. Such as:
 - “New Inclusivity Quotient” (including “New IQ”)
 - “Inclusive Culture Quotient” (ICQ)
 - “Diversity Gap”
 - “Anti-racism/Anti-racist”
 - “Empowerment”
 - “Marginalized”
 - “Micro-aggression”
 - “Toxic Masculinity”
 - “Patriarchy”
 - “Oppression/oppressive”
 - “White fragility”

In the context of OPM’s review, these terms may help to identify the type of training prohibited by the E.O.; however, merely searching for these terms without additional review does not—and cannot—satisfy the review requirements of the E.O. The divisive concepts prohibited by E.O. 13950 (e.g., that the United States is fundamentally racist or sexist or that an individual, by virtue of his or

² OMB Memo [M-20-37](#) of Sept. 28th, 2020.

³ [E.O. 13950](#) of Sept. 22nd, 2020.

⁴ OMB Memo [M-20-34](#) of Sept. 4th, 2020.

⁵ [E.O. 13950](#) of Sept. 22nd, 2020.

her race or sex is inherently racist, sexist, or oppressive) could be expressed in any number of ways and so each submitted item will be reviewed in its entirety.

III. Procedures

Each Cabinet-level department or independent agency is expected to designate a point person for managing their compliance efforts.⁶ He or she will then be granted the required permissions on the [Max.gov](https://www.max.gov) website by OPM in order to upload the agency's diversity and inclusion materials. OPM requests that the point person submit on the Max.gov website all that agency's training materials as a single complete submission and at one time. Agency point persons shall include in their submission a statement of attestation, confirming that all materials stipulated for review have been included in the submission.

Submissions must include all ancillary materials utilized during the presentation. For instance, if a presentation refers to a specific video, that video must be submitted with the presentation that references it. Similarly, if the context of the training material anticipates some form of audience interaction or participation, the presenter's full script or some other description of the expected interaction must be included with the presentation. Incomplete submissions will not be approved.

Please note that OPM must be able to review the entirety of each presentation before it may conclude that the material complies with E.O. 13950. If, for whatever reason, a submitted presentation is incomplete, OPM will have no choice but to find that it does not comply with the Order's requirements. This is not reflective of a high burden of proof on the agency to show that their material complies with the E.O.; but rather, it is reflective of each agency's burden to make the entire presentation available for review. Put simply, if the material submitted is insufficient for proper evaluation and the review is deemed inconclusive, the only alternative for OPM under the terms of E.O. 13950 is to find that the material does not comply.

Departments and agencies are advised to review their own training materials and make improvements, if necessary, before submitting them to OPM for approval. Of course, agency reviews are not a substitute for OPM reviews. Under section 7(a) of E.O. 13950, all diversity and inclusion training materials must be submitted to and approved by OPM before they are used, but if departments and agencies review and improve their own materials before submitting them to OPM, it is likely that a higher percentage of materials will be approved, and the process will be smoother and more expeditious.

⁶ E.O. 13950 § 6(c) directs agency heads to:

“(i) issue an order incorporating the requirements of this order into agency operations, including by making compliance with order a provision in all agency contracts for diversity training; (ii) request that the agency inspector general thoroughly review and assess by the end of the calendar year, and not less than annually thereafter, agency compliance with the requirements of this order in the form of a report submitted to OMB; and, (iii) assign at least one senior political appointee responsibility for ensuring compliance with the requirements of this order.”

Departments and agencies are also encouraged to cull training materials before submitting them to OPM for review. One large Department informed OPM that it had 1,200 different diversity and inclusion training presentations for review. That Department was encouraged to define 20-100 categories and to submit only the best, most representative example in each category for OPM to review. In the end, that Department submitted 41 training modules for OPM to review. Of course, training materials that are not submitted for review may not be used now or in the future.

IV. Criteria for approval

Pursuant to the above, OPM's review will consist of three stages. Step one will be rather straightforward, routine, and mechanical. It consists of running a search for the problematic language discussed earlier which could suggest noncompliance. Next, those materials flagged in the initial search will undergo additional screening in order to examine the context in which they appear. If no divisive terms or phrases are discovered, OPM will then review the entirety of the submission in order to determine compliance with the intent, tenor, stated goals, and policy objectives of E.O. 13950. Departments and agencies are encouraged to apply these same criteria in reviewing their materials internally before submitting them to OPM for review.

APPENDIX 1

EXECUTIVE ORDER 13950 - COMBATING RACE AND SEX STEREOTYPING FREQUENTLY ASKED QUESTIONS

On September 22, 2020, President Trump issued Executive Order 13950, “Combating Race and Sex Stereotyping.” The Executive Order sets forth the policy of the United States “not to promote race or sex stereotyping or scapegoating” and prohibits Federal contractors from inculcating such views in employees through workplace diversity and inclusion trainings. Here are 16 frequently asked questions and OPM’s responses:

1. When does Executive Order 13950 become effective?

The Executive Order became effective immediately when signed on September 22, 2020, but the requirements for Federal contractors and subcontractors went into effect for contracts signed 60 days or more after the date of the E.O.—November 21, 2020.

2. To what does E.O. 13950 apply?

E.O. 13950 applies to diversity or inclusion training of Federal civilian employees, members of the uniformed services, and employees of Federal contractors. But OPM review responsibility under section 7(a) is limited to “all training programs for [Federal] agency employees relating to diversity and inclusion.” All those training materials must be submitted to OPM and approved before they are used.

3. Does E.O. 13950 apply to equal employment opportunity training? What about sexual harassment prevention training or leadership development training?

E.O. 13950 applies to diversity or inclusion training, but the E.O. forbids use of the prohibited terms or concepts in any training session for Federal civilian employees, members of the uniformed services, or employees of Federal contractors (including subcontractors). We will look with disfavor upon attempts to avoid compliance with the E.O. or OPM review of materials through clever labeling or relabeling.

4. What constitutes “race or sex stereotyping” under Executive Order 13950?

As defined in E.O. 13950, race or sex stereotyping means ascribing character traits, values, moral and ethical codes, privileges, status, or beliefs to a race or sex, or to individuals because of their race or sex.

5. What constitutes “race or sex scapegoating” under Executive Order 13950?

Race or sex scapegoating means assigning fault, blame, or bias to a race or sex, or to members of a race or sex, because of their race or sex. It encompasses any claim that, consciously or unconsciously, and by virtue of their race or sex, members of any race are inherently racist or

are inherently inclined to oppress others, or that members of a sex are inherently sexist or inclined to oppress others.

6. Is such stereotyping and scapegoating unlawful in a training program?

Yes. Executive Order 13950 prohibits all departments, independent agencies, and Federal contractors from using any workplace training “that inculcates in its employees any form of race or sex stereotyping or any form of race or sex scapegoating.”

7. What are examples of race or sex stereotyping or scapegoating?

Race or sex stereotyping or scapegoating includes but is not limited to the concepts that

- one race or sex is inherently superior to another race or sex;
- an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously;
- an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex;
- members of one race or sex cannot and should not attempt to treat others without respect to race or sex;
- an individual’s moral character is necessarily determined by his or her race or sex;
- an individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex;
- any individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race or sex; or
- meritocracy or traits such as a hard work ethic are racist or sexist or were created by one race to oppress another race.

8. Does Executive Order 13950 prohibit unconscious bias or implicit bias training?

Unconscious or implicit bias training is prohibited where it teaches, or otherwise discusses, that an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously. It is advisable that agencies carefully review unconscious bias or implicit bias training to ensure that the program does not engage in race or sex stereotyping or scapegoating.

9. How will OPM keep track of the approved submissions?

OPM has implemented a pagination stamp alpha-numerical process for approved documents. All approved submissions are stamped on each page sequentially—to prevent internal additions after the fact.

10. Will Agencies have access to OPM-approved materials?

OPM has created an archive of approved materials under a designated folder on the MAX.gov website. Agencies and Chief Human Capital Officers (CHCOs) will be able to access and

consult this database as a resource in reviewing or devising their diversity/inclusion training materials.

11. If two agencies use the same contractor and one of them has already shared and gotten approval for training materials, does the other agency need to submit the same slides?

Only materials that have been approved and have the OPM pagination stamp may be used in training. Agencies do not need to resubmit for review pages that have already been approved by OPM earlier or via other agencies' compliance efforts. A department or agency that wishes to utilize diversity or inclusion training materials that have already been approved for other departments or agencies should notify OPM, via the Max.gov website, identifying the specific pre-approved training modules that will be used. All other diversity or inclusion training materials must be retired and not utilized.

12. Do Federal Executive Boards submit their training materials through their parent agencies or independently?

Only independent agencies and departments may file for review. Parent agencies must submit all training materials in a single submission on Max.gov through a designated point person.

13. Must agencies submit all their existing training materials?

Agencies are free to review, check for redundancies, and consolidate all their existing training materials. Agencies are encouraged to cull their training and submit their most compliant materials, but they are advised that any unsubmitted, unapproved material is ineligible for future use and must be retired.

14. What constitutes "training" that must be reviewed by OPM?

Pursuant to E.O. 13950, any training programs or activities, including pertinent monthly observance events, that employ Federal Government resources and involve Government employees or otherwise have anything to do with the Federal Government and that relate to diversity or inclusion require submission, review, and approval by OPM. Unapproved programming may not be used now or in the future. E.O. 13950 also forbids use of the forbidden terms and concepts in Federal agency Internet and Intranet sites aimed at the general public or Federal employees.

15. Does E.O. 13950 apply to training sessions conducted by labor organizations or Employee Resource Groups (ERGs)?

Yes. If Federal employees conducting or attending the training are on Government-paid time while conducting or attending the training, or if the training session is to be conducted on or within a Federal facility, or if Federal resources or equipment are used to conduct or publicize the training session, E.O. 13950 applies and the training materials must be submitted to OPM and approved in advance.

16. What criteria will OPM use when it considers whether a training material complies with E.O 13950?

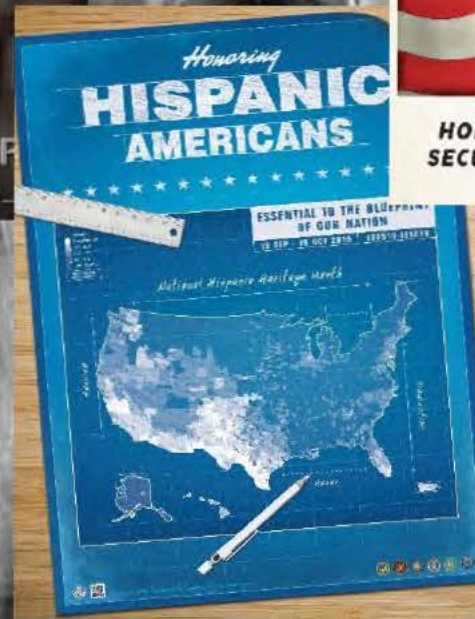
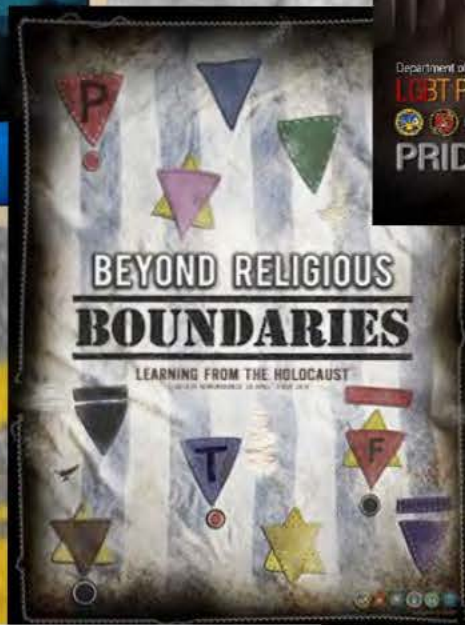
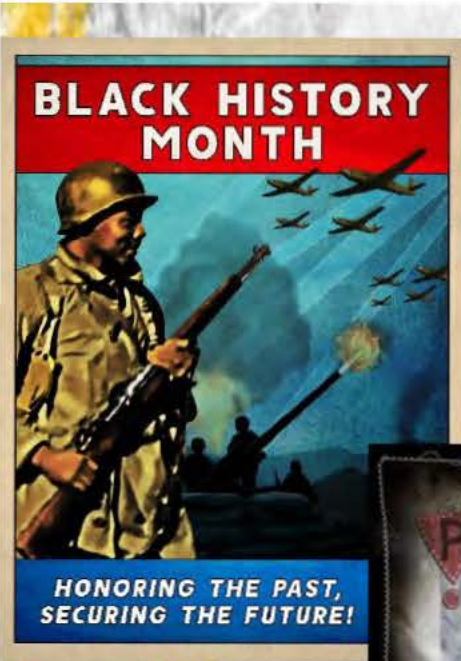
The Executive Order bans the use of “divisive concepts” that could promote discord and disunity in the Federal Government. OPM has adopted a broad interpretation of those words, phrases, and concepts whose use in the context of diversity or inclusion training would render a set of materials noncompliant with E.O. 13950.



UNITED STATES MILITARY ACADEMY
WEST POINT.

Obtained via FOIA by Judicial Watch, Inc.

Equal Opportunity Program



(b) (6)

A person wearing a dark hat and jacket is shown in profile, facing left. The person's face is obscured by a black rectangular redaction box with the text "(b) (6)" in red. The background is dark with numerous out-of-focus light spots, creating a bokeh effect. On the left side, there is a vertical strip of bright, blurred light, possibly from a window or a light source. The overall atmosphere is mysterious and low-key.



Offensive Behavior

Defined by the impact on a **reasonable person** who feels offended, **not by the intent** of the offender

	Strongly Agree/ Agree	Strongly Disagree/ Disagree	N/A
Racist slurs, comments, and jokes are not used at the Academy.	351 (48.8%)	329 (45.8%)	39 (5.4%)
Sexist slurs, comments, and jokes are not used at the Academy.	262 (36.4%)	429 (59.7%)	28 (3.9%)
Derogatory slurs, comments, and jokes concerning sexual orientation are not used at the Academy.	283 (39.4%)	391 (54.4%)	45 (6.3%)



Basis of Discrimination

Unequal treatment based on:

- Race
- Color
- Sex
- Religion
- National Origin
- Sexual Orientation



- I think most people are very comfortable at the Academy.
- At the academy, everyone has an equal opportunity to pursue their goals.
- The Corps of Cadets is a true performance-based environment where everyone is treated equally according to their skill set and abilities.
- As a female Cadet, because of the few numbers of females at the Academy/in the Army in general, many of my male peers feel comfortable making sexist comments, whether in my presence or not.
- Neither I nor anyone I know has observed misconduct by leaders at the Academy. EO is one of the things USMA does well.



- I was called a nigger plebe year. I was told that I was going to rob someone because I was black. A student made a noose and put it on his black roommate's desk as a joke. Called "white" because I speak intelligently signifying I fly white people speak well. There are many other examples but I can't recall them at the moment.
- I did not report frequent derogatory remarks about sexual orientation because I did not want to reveal my sexual orientation and the people making the comments were close friends.
- In the academy, there exists a culture of a normal college where sexist, racist, and other bigoted jokes and comments are made in private with little checks. That being said, this is not an academy issue but a national cultural issue.
- During CFT a male cadet who was above standard in every pillar saw it fit to tell everyone that girls like ____ (a girl in my company) shouldn't be allowed in the army.



Offensive Behavior

Defined by the impact on a **reasonable person** who feels offended, **not by the intent** of the offender



2 Types of EO Complaints

Informal

- Any complaint not submitted in writing
- Does not require chain of command intervention
- May be resolved by the individual or with assistance from others
- Not subject to timelines
- Most appropriate for minor infractions

Vs.

Formal

- Must be submitted in writing within 60 days of the alleged offense (DA Form 7279)
- Requires chain of command intervention
- Specific timelines for processing
- Must follow a formal process
- All parties will be provided updates as the process progresses



(b) (6)



(b) (6)



QUESTIONS?



Anti-Hazing and Bullying

“Every Army professional has a personal obligation to prevent hazing and ensure that we treat all of our comrades in arms with dignity and respect.”

**SECARMY, CSA and SMA tri-signed memo
Dated 13 JAN 2012, Subject: Hazing**



Hazing Defined

- Hazing is the act of harassment for the purpose of **inclusion**.
- Conduct through which Soldiers or DA Civilians, **without a proper military purpose** but with a connection to military service, physically or psychologically injures or creates a risk of injury to Soldiers for the purpose of: **initiation into, admission into, affiliation with, change in status or position within, or a condition for continued membership** in any military or DOD civilian organization.



Hazing Defined

- Hazing can be conducted through the use of **electronic devices** or **communications**, and by other means including **social media**, as well as in person.
- Hazing ends: Stops at an identified end-point / upon inclusion to the unit
 - When the person being hazed has either been accepted or rejected or;
 - When the transition or celebration is complete



Bullying Defined

- Bullying is the act of harassment for the purpose of **exclusion**
- May include an abuse of authority
- Tactics
 - Spreading rumors
 - Social isolation
 - Attacking someone physically, verbally, or through the use of electronic medium (Cyber Bullying)
- Bullying will typically **continue without any identifiable end-point**



Does Not Constitute Hazing & Bullying

- Operations or operational training
- Punishment under UCMJ
- Administrative Corrective Measures
- Corrective Training
- PT or Remedial PT



Individual Responsibilities

- Conduct themselves IAW AR 600-20, para. 4-19; treating all persons with dignity and respect

■ Intervene

- Advise and report incidents of hazing and bullying to:
 - Commander
 - or-
 - Law Enforcement
 - or-
 - Inspector General



QUESTIONS?



BUILD AND SUSTAIN DIVERSE AND EFFECTIVE TEAMS



ENGAGE, INCLUDE, AND EMBRACE ALL



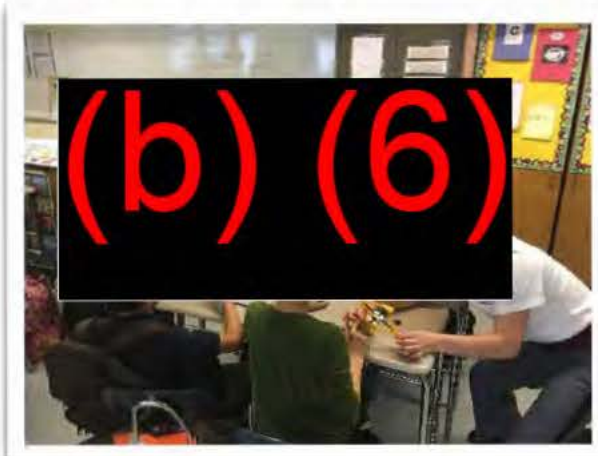
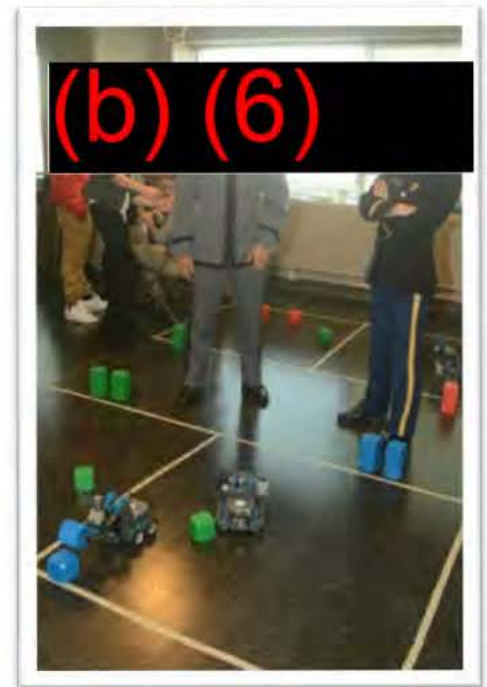
Diversity Mission: Develop and leverage a diverse and inclusive USMA Team to provide leaders of character capable of effective leadership in a multicultural Army.

EO Mission: Formulate, direct, and sustain a comprehensive human relations effort to eliminate discrimination, maximize human potential, and to ensure fair treatment for all personnel.





- ❑ Leadership, Ethics Diversity in STEM (LEADS)
- ❑ Center for Leadership and Diversity STEM (CLDSTEM)
- ❑ West Point Leadership and Ethics Conference (WPLEC)
- ❑ Diversity and Inclusion Cadet Clubs
- ❑ West Point Diversity and Inclusion Leadership Conferer
- ❑ EXCEL Scholars Program
- ❑ Special Emphasis Programs (Observances)
- ❑ Hot Topics
- ❑ Academic Success Program (Peer Mentorship)
- ❑ Diversity and Inclusion Studies Minor (DISM)
- ❑ Minority Visitation Program (MVP)
- ❑ Diversity of Talent Search Program (DOTS)





- Women's Equality Day - August
- National Hispanic Heritage Month - 15 September - 15 October
- National Native American Indian Heritage Month - November
- Martin Luther King Jr. Birthday - January
- African American / Black History Month - February
- Women's History Month - March
- LGBT Pride Month – April (will move to October)
- Days of Remembrance - April
- Asian Pacific Islander Heritage Month - May





Diversity Clubs

- Asian Pacific Club
- Big Brothers/Big Sister
- Cadet Secular Student Alliance
- Cultural (Contemporary) Affairs Seminar
- Japanese Forum Club
- Korean-American Relations Seminar
- Latin Dance Club
- Margaret Corbin Forum
- National Society of Black Engineering
- Native American Heritage Forum
- Society of Professional Hispanic Engineers
- Society of Women Engineers
- Spectrum
- Vietnamese-American Cadet Association





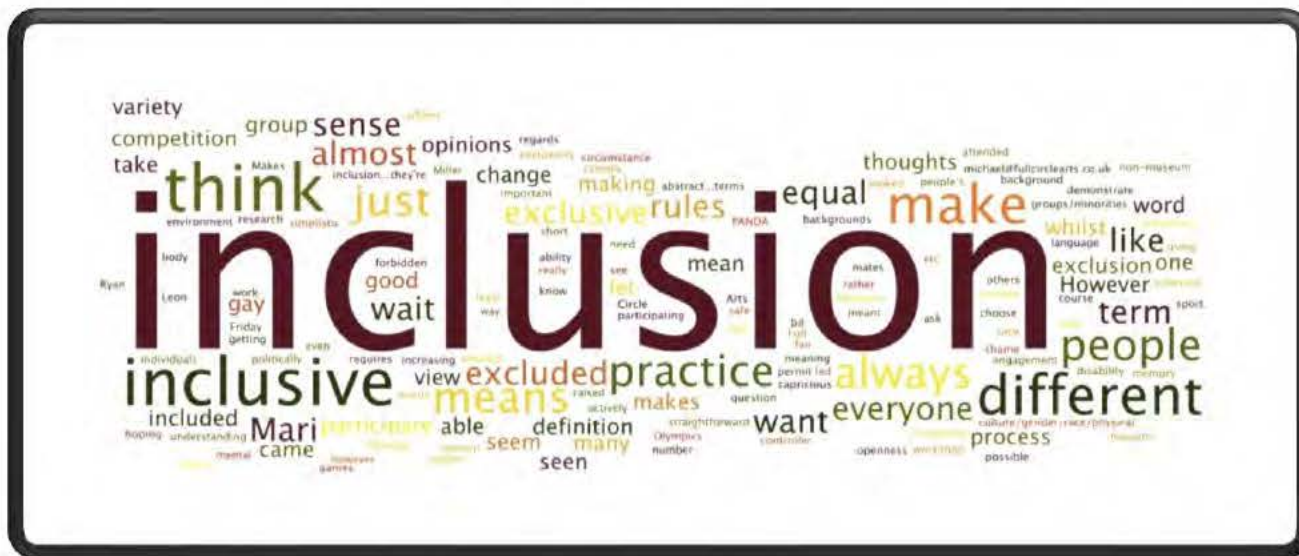
- ❑ Better understand, harness, and leverage the power of the unconscious mind, and leverage inclusive intelligence for engagement, innovation, and collaboration.
- ❑ Increase understanding, insight, and self awareness about one's own behavior and its impact on others, including the ways in which others interpret one's behavior.





Inclusion is...

The degree to which an individual perceives that he or she is an esteemed member of the work group through his or her needs for belongingness and uniqueness.





What makes us different:

- Genes
- Environment
- Unique Experiences





Unconscious Bias

Unconscious bias happens when our brain makes incredibly quick judgments and assessments of people and situations without us realizing. Our biases are influenced by our background, cultural environment, and personal experiences.





Rule 1: Get out of your comfort zone

Rule 2: Respect others perspectives

Rule 3: We are smarter together





- If you do not intentionally, deliberately, and proactively include, you will unintentionally exclude
- Who can you afford to exclude from your team?



“We Are Better Together”



“People will forget what you said...they will forget what you did but people will never forget how you made them feel.”

-Maya Angelou





Conclusion

- **Your thoughts...**
- **Your words...**
- **Your actions...**
- **Your habits...**
- **Your character...**
- **Your destiny...**





UNITED STATES MILITARY ACADEMY
WEST POINT.

Obtained via FOIA by Judicial Watch, Inc.

Thank You



UNCLASSIFIED

1. Course name

The Politics of Race, Gender, and Sexuality
Department of Social Sciences

2. Credit and contact hours

3.0 credit hours
LESSONS: 30 @ 75 min (2.000 Att/wk)

3. Reading Materials

Delgado, Richard and Jean Stefancic. *Critical Race Theory: An Introduction*. 3rd edition. New York, NY: New York University Press, 2017.

Ferguson, Susan (ed.). *Race, Gender, Sexuality, and Social Class: Dimensions of Inequality and Identity*. 3rd edition. Thousand Oaks, CA: SAGE Publications, 2020.

McCann, Hannah and Whitney Monaghan. *Queer Theory Now: From Foundations to Futures*. United Kingdom: Red Globe Press, 2020.

Tong, Rosemarie and Tina Fernandes Botts. *Feminist Thought: A More Comprehensive Introduction*. 5th edition. Boulder, CO: Westview Press, 2018.

**The course will be supplemented with a variety of readings that will be provided by your instructors.

4. Course Overview

First, and foremost, this seminar is an introduction to the concepts of race, gender, and sexuality in the American political system. This means that there will be a focus on the fundamental institutions and processes involved in our system of government, with a focus on the concepts of civil rights and liberties as they pertain to the overarching topics of discussion. Emphasis will be placed on the inherent inequalities found within the structures, rules and processes of the American political system.

Second, the class will serve as an introduction to the theoretical concepts of post-modernism. This will include a focus on feminist theory, critical race theory, and queer theory. These concepts will help the cadets to understand and explore the complex modern-day relationships focused on in class. The use of these particular lenses through which to view the world we are discussing in this class provides us with the flexibility to explore modern-day relationships between society and structure. Throughout the class, cadets will be expected to apply these theoretical frameworks to problems of American public policy and demonstrate this through their written work.

Finally, the class will consider how the contemporary issues that relate to race, gender, and sexuality apply to the army and how they impact the army officer. The concepts that will be discussed in this class are essential for future military officers to understand and fully absorb. Therefore, the class will not shy away from discussions that many would consider “politically incorrect,” including, homosexuals in the military, women in combat, diversity in the armed forces, and the civil-military gap to name a few.

Overall, the focus of this class will be an open, frank, and professional discussion and debate about these important and relevant topics to the United States, especially, today’s future military officers

and, on the broader scale, our relationship with other countries, as well as how these concepts come to bear on their governments and peoples. In order to accomplish this, the course will make use of a combination of texts, articles, research and presentation, and reflective and critical thinking.

Prerequisites or co-requisites

SS202, SS360, SS252

5. Course Goals

1. Cadets will be able to articulate the range of policy decisions which have led to de facto gaps in outcomes for individual's dependent upon their race, gender, and sexuality.
2. Cadets will learn about the post-modernism and major theories relating to the subordination of women, the origins of gender differences, minority-majority politics, and the issues of race and sexuality.
3. Cadets will apply the concepts and analytical tools learned in Political Science (specifically, American Politics, International Relations, and Political Analysis) to contemporary issues of gender, race, and sexuality in politics. Post-modern theoretical frameworks will be applied to the problems of American public policy through in-class discussion and written assignments.
4. Cadets will take the knowledge of historical relationships, dynamics, and contemporary issues and debates discussed over the course of the semester and consider them through the lens of the US military.



USMA Social Media Training

By (b) (6)

USMA Public Affairs





UNITED STATES MILITARY ACADEMY
WEST POINT.

Obtained via FOIA by Judicial Watch, Inc.

Who is USMA Class of 2024?



If we can see you,
so can the entire
world.



THINK ABOUT WHAT MESSAGE IS BEING
COMMUNICATED AND WHO
COULD POTENTIALLY VIEW IT.

TYPE MESSAGES THAT ARE
CONSISTENT WITH OUR
U.S. ARMY VALUES.

POST IF THE MESSAGE DEMONSTRATES
DIGNITY AND RESPECT
FOR SELF AND OTHERS.

- We are trusted professionals
- Dignity and respect are inherent in our values and standards of conduct
- These values and standards apply to all aspects of our lives – online and offline
- Everything we do 24/7 reflects on us and the Army
- Any misconduct that undermines dignity and respect is not consistent with our profession



You attend a internationally recognized Military Academy



SITUATION:

JUN 2019 NEW YORK –

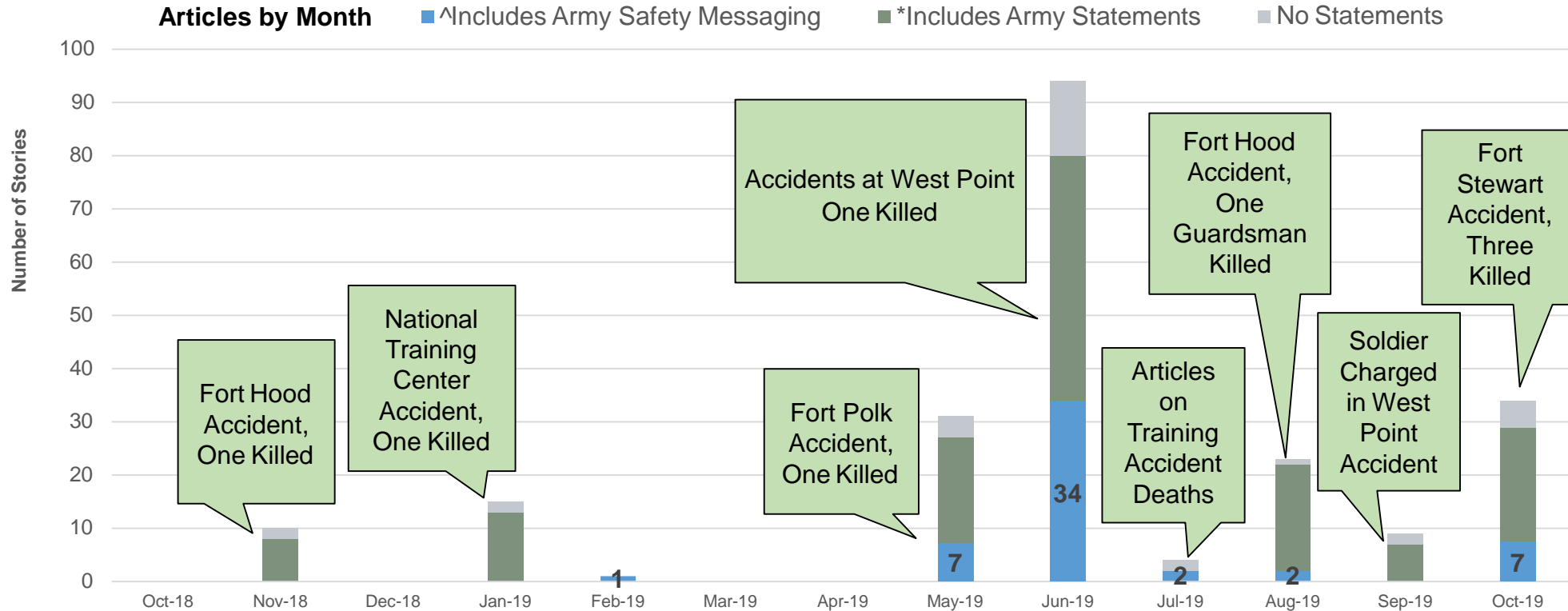
Growing questions about what went wrong: West Point cadet killed in crash, nearly two dozen others injured back home in the U.S. while we are here with the world in France for the World War II veterans honored on D-Day's 75th anniversary....

“NBC Nightly News With Lester Holt” at 6:30 p.m. ET / 5:30 p.m. CT

SHARED UNDERSTANDING OF STRATEGY ENGAGEMENT READY

Obtained via FOIA by Judicial Watch, Inc.

Army Vehicle Rollover Accidents



^ "Army Safety Messaging" is any information from an Army source on the safety of a mission or equipment, or a general statement on the Army's commitment to safety.

* "Army Statements" are quotes, paraphrased statements, press releases or other information directly attributed to the Army, an installation, or Army or installation leadership, personnel or spokespeople.



ENGAGEMENT READY

Obtained via FOIA by Judicial Watch, Inc.

One video, one photo, one post



CURRENT CASE STUDY:

CADETS AT ARMY NAVY,
LESSON LEARNED—

*if the topic is emotional,
it will be shared on the
internet ~*

*speed, video, emotion, social
and traditional engagement
required*



How issues spread in the digital age.

We estimate around a hundred comments were posted on the @USArmy content on 13 & 14 DEC. Most tweets/comments were mixed in with association to #ArmyNavyGame for most of the day making it hard to distinguish "game-related" tweets to "hand gesture" tweets.
Obtained via FOIA by Judicial Watch, Inc.

VIRAL EFFECT



One of the first tweets to become widely used is posted ~ 11:11 a.m. Saturday. Account originally had ~300 followers. Tweet grows to 9.5K retweets and 20.2K likes by Monday morning.



ESPN Game Day show with cadets in background on national television. ~ 10:30-11 a.m. Saturday



11:30 a.m. Saturday First comments on @USArmy Twitter content appear. Volume increases by the end of the game and continues through Monday.

"White Power" #1 trending term across the United States on Twitter in association with Army, Navy, USMA, USNA ~ 7-10 p.m. Saturday

Traditional Media becomes aware due to social discussion on Twitter
First Media Query to USMA at ~4:30 p.m. Saturday

USMA sends statement to media ~ 4 p.m. Sun

Sunday Morning Talk Shows Cover story

Monday Media coverage continues. Social discussion is driven by media reporting.

Traditional Media coverage as of Monday a.m. 120 print articles (unique and reposts), 18 unique broadcast segments.

Twitter 7-day volume 14-20 DEC according to SocialBearing.com +16K Tweets 168 million reached
Keywords: Army, Navy, Game, Cadet, Gesture, Racist, WhitePower



USMA Tweets Investigation response



Influencers like this Investigativereporter tweeting to his +155K followers increased the volume

OCPA MRD gets first media query. 10-11 a.m. Directed to USMA for response.

Prominence

"#ArmyNavyGame" Trending Term on Twitter

TIME Saturday

14 DEC Game starts

Sunday

15 DEC

Monday

16 DEC

Friday

20 DEC



THINK ABOUT WHAT MESSAGE IS BEING
COMMUNICATED AND WHO
COULD POTENTIALLY VIEW IT.

TYPE MESSAGES THAT ARE
CONSISTENT WITH OUR
U.S. ARMY VALUES.

POST IF THE MESSAGE DEMONSTRATES
DIGNITY AND RESPECT
FOR SELF AND OTHERS.

- We are trusted professionals
- Dignity and respect are inherent in our values and standards of conduct
- These values and standards apply to all aspects of our lives – online and offline
- Everything we do 24/7 reflects on us and the Army
- Any misconduct that undermines dignity and respect is not consistent with our profession



What is Online Conduct?



Online Conduct. The use of electronic communication in an official or personal capacity that is consistent with Army Values and standards of conduct.

Electronic communication. The transfer of information (signs, writing, images, sounds, or data) transmitted by computer, phone, or other electronic device. Electronic communications include, but are not limited to: text messages, emails, chats, instant messaging, screensavers, blogs, social media sites, electronic device applications, and web/video conferencing.



Online misconduct. The use of electronic communication to inflict harm. Examples include, but are not limited to: harassment, bullying, hazing, stalking, discrimination, retaliation, or any other types of misconduct that undermine dignity and respect.

How do I know if something is misconduct?

Anything that is unacceptable to say or do in person is also unacceptable to write or post online.





Unprofessional online conduct may result in criminal and/or administrative action.

- Federal Conviction
- Confinement
- Dismissal from Service
- Separation from West Point
- Turn-back
- Delayed Graduation
- Punishment Tours
- Forfeiture of Pay

In 2019, at a General Court-Martial, a Cadet was found guilty of recording on a cell phone an indecent video of a fellow Cadet and broadcasting the video via Snapchat. The Cadet was sentenced to: **3-months confinement** and **Dismissal** from the service.



<https://www.army.mil/socialmedia/>

- **USCC Policy CC-19-08**, Professional Online Conduct - “Members of USCC will NOT participate in or condone online unprofessional behavior.”
- **AR 600-20**, Army Command Policy - “Army personnel are responsible for content they publish on all personal and public internet domains to include social media sites.”
- **Art 92, UCMJ** – Failure to obey lawful general order or regulation
- **Art 133, UCMJ** – Conduct unbecoming an officer
- **Art 134, UCMJ** – Conduct which is prejudicial to good order and discipline or service discrediting



What about politics?

CAN

- Post, share or link to materials from a partisan political party, group or candidate, when off-duty and not in a government building, but not to subordinates.
- Friend, follow and like a political candidate when off-duty and not in a government building.
- Identify a political affiliation on a personal social media profile.

CAN'T

- Post partisan political articles, websites or political cartoons, memes or gifs while on-duty, in a federal building, or using a government computer, including on a personal device, during your duty hours.
- Refer to your official title or position while engaged in political activity on social media.
- Suggest or ask anyone to make financial contributions whether on- or off-duty and whether or not using an alias.
- Engage in political activity on an account that is used for official business.



Bottom Line Up Front

4. SITUATION. THE ARMY VALUES REQUIRE THAT EVERYONE BE TREATED WITH DIGNITY AND RESPECT. THIS IS A CRITICAL COMPONENT OF THE ARMY PROFESSION. AS MEMBERS OF THE ARMY TEAM, INDIVIDUALS' INTERACTIONS IN PERSON AND ONLINE REFLECT ON THE ARMY AND ITS VALUES. THE ARMY VALUES APPLY TO ALL ASPECTS OF OUR LIFE, INCLUDING ONLINE CONDUCT. HARASSMENT, BULLYING, HAZING, STALKING, DISCRIMINATION, RETALIATION, AND ANY OTHER TYPE OF MISCONDUCT THAT UNDERMINES DIGNITY AND RESPECT ARE NOT CONSISTENT WITH ARMY VALUES AND NEGATIVELY IMPACT COMMAND CLIMATE AND READINESS. SOLDIERS AND CIVILIAN EMPLOYEES WHO PARTICIPATE IN OR CONDONE MISCONDUCT, WHETHER IN PERSON OR ONLINE, MAY BE SUBJECT TO CRIMINAL, DISCIPLINARY, AND/OR OTHER CORRECTIVE ACTION. CONTRACTOR EMPLOYEE MISCONDUCT WILL BE REFERRED TO THE EMPLOYING CONTRACTOR THROUGH APPLICABLE CHANNELS FOR APPROPRIATE ACTION.

- Soldiers, cadets and civilian employees who participate in or condone misconduct, whether in person or online, may be subject to criminal, disciplinary and/or other corrective action.
- Remember you represent the Army when you are on or off-duty, be wise with the use of your social media accounts to express your personal views.



West Point Public Affairs

Taylor Hall Room 100

- Director: (b) (6)

- NCOIC/Social Media Lead: (b) (6)

- Cadet (b) (6)



UNITED STATES MILITARY ACADEMY
WEST POINT

Obtained via FOIA by Judicial Watch, Inc.

Questions?



Key Social Media Threats

MAJ (b) (6)



Targeted Advertising

What Facebook Knows

The social network gathers all sorts of data from its users, such as age, friends and interests, but it also collects information outside its website.





Poe's Law: “online Parodies of extremism are indistinguishable from sincere extremism” (Mager 2016)

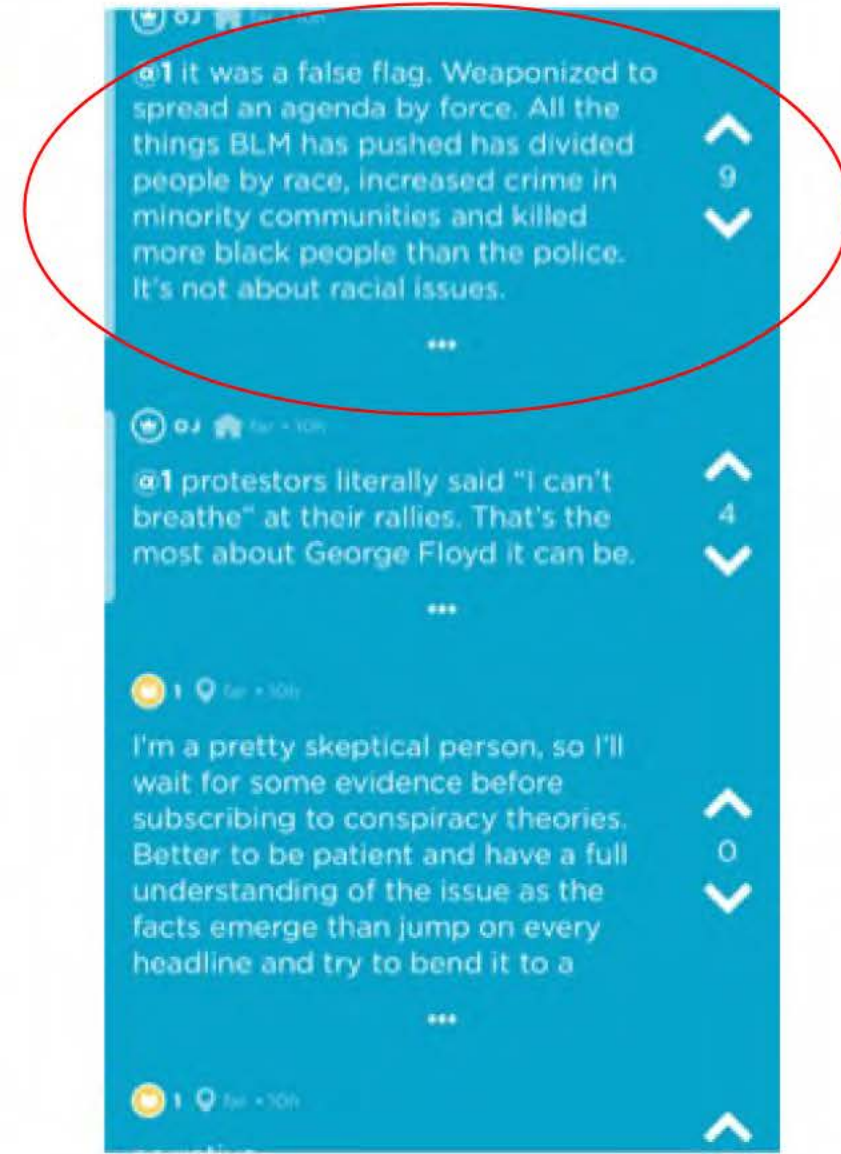
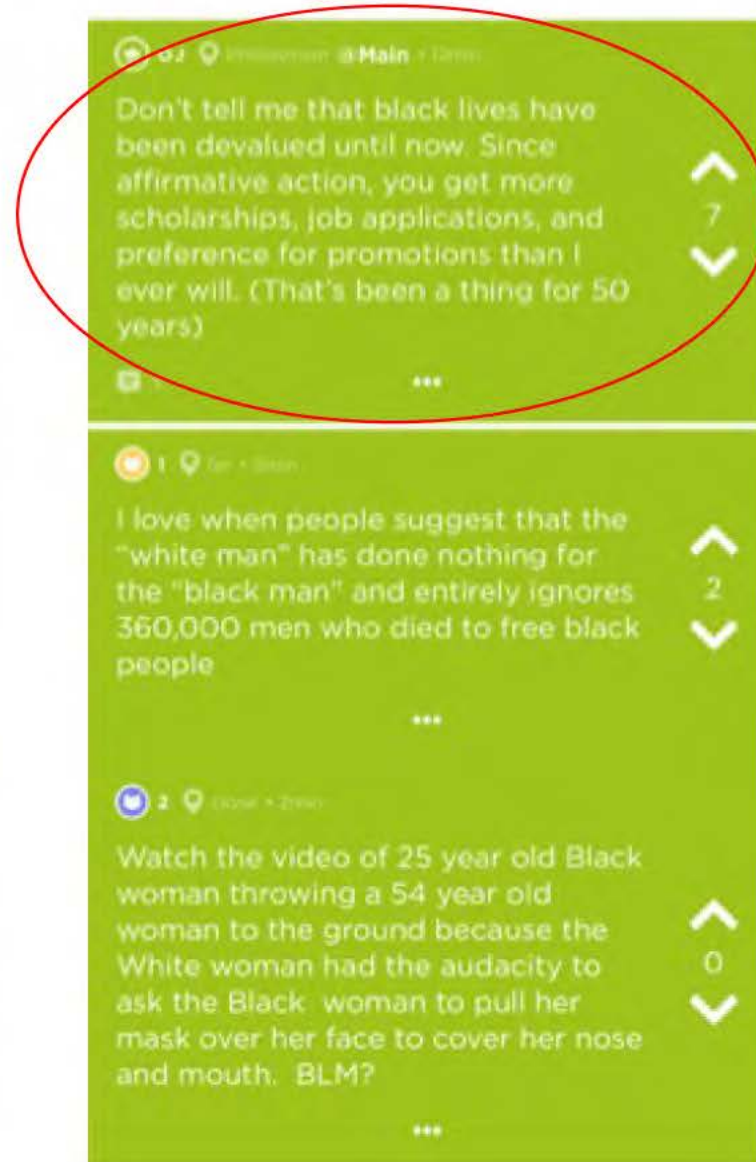
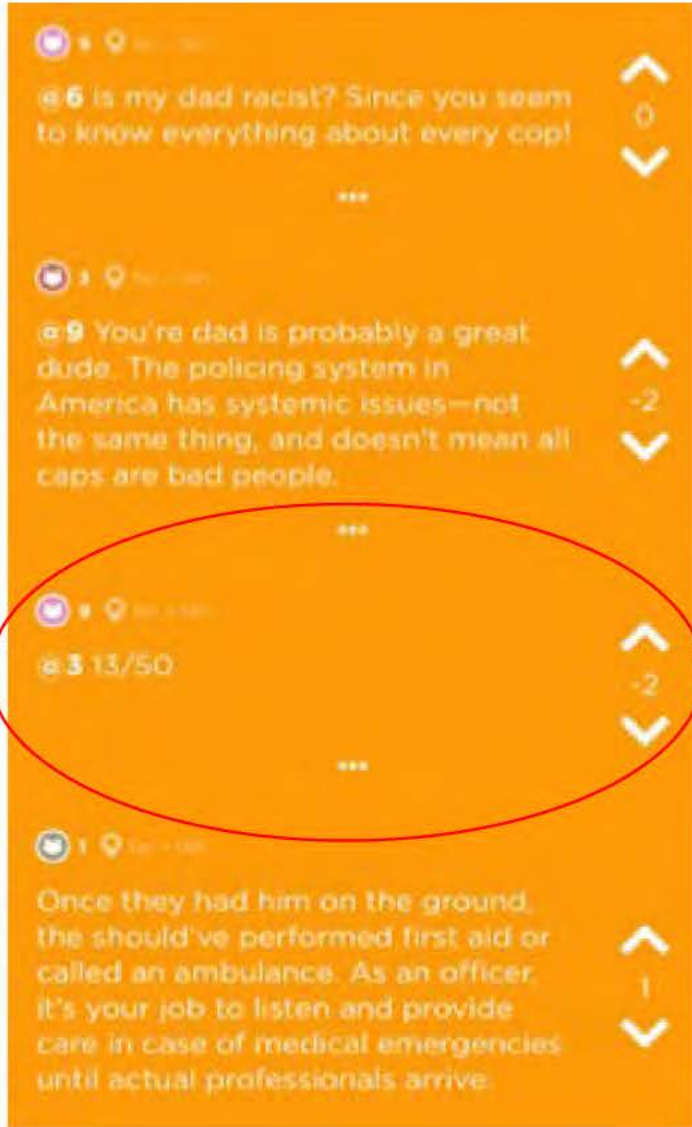
“While racial slurs are allowed/recommended, not every reference to non-white should not be a slur and their use should be based on the tone of the article. Generally, when using racial slurs, it should come across as half-joking - like a racist joke that everyone laughs at because it's true. This follows the generally light tone of the site.

It should not come across as genuine raging vitriol. That is a turnoff to the overwhelming majority of people.” – The Daily Stormer Style Guide



White Power/Boogaloo







Incel "Jokes" at West Point

THE VIRGIN CFT



Swipe up to access picture feed

THE CHAD AIR ASSAULTER





**ARMY CYBER
INSTITUTE**
AT WEST POINT

Obtained via FOIA by Judicial Watch, Inc.

Conspiracy Theories: Q Anon





China: when is the last time you saw a movie with China as the bad guy?

- TikTok: targeting American youth w/ pro china messages
- Teracotta Soldiers
- Zoom: server traffic routed through China, engineers in China
- American companies unwilling to criticize China due to market influence



- If something gets your emotions up, immediately pause and consider why
- Diversify who you follow to avoid echo chamber
 - scholars beyond your own fields
 - public facing intellectuals who disagree
 - contrarian thinkers who are not trolls
- Don't feed the trolls
 - block judiciously
 - Long list of numbers is not likely a legit account
- Scrutinize “alternative” organizations for astroturfing



Questions



Dr. Steve L. Robbins is the founder and owner of S.L. Robbins and Associates, a consulting firm on issues of human behavior based in Grand Rapids, Michigan. As a keynote speaker and author, Steve has had the opportunity to assist major corporations and clients throughout the world, such as Disney, Walmart, NASA, Caterpillar, Boeing, Microsoft, Gap Inc., Michelin, Toyota, and Daimler-Benz.

Before starting S.L. Robbins and Associates, Steve was a professor at Aquinas College where he shared his vision and passion for inclusion with his students. He is a specialist in communication, socio-psychology and cognitive neuroscience. At its core, Steve's work with individuals and organizations is about understanding human behavior and leveraging human differences in an ever-changing, fast-paced 21st world. Steve began presenting his work to clients and was invited to be a keynote speaker at various events. Now he works with organizations and consults them on creating new solutions and conversations centered on an inclusive workplace. To accompany his ideology, Steve wrote his first book, "What If? Short Stories to Spark Diversity Dialogue," which is now used by numerous organizations and schools to invite people into deeper conversations about diversity, inclusion and the power of caring.

In order to put his research into action, Steve founded Something2Say Studios, a video production company dedicated to developing inclusive stories from a different perspective. S2S captures Steve's more popular pedagogies on screen. This includes the "Inclusion and Insights" series which is as an effective tool for cultivating and maintaining conversations on pertinent inclusion issues. S2S has also created the "Inclusive History & Heritage Series" collection which focuses on important figures from history that are not usually put under the spotlight.

Steve earned his bachelor's degree in Communications from Calvin College, and his masters and doctorate degrees in Communication Science from Michigan State University. When he is not traveling, Steve spends time rooting for the Michigan State Spartans. He loves spending time with his incredible wife and four talented children.



In 1970, Steve immigrated to the United States with his mother. He was five years old. They left their beloved family in Vietnam for a chance at life away from war. When they arrived in Los Angeles, the harassment began. His mother endured discrimination, intentional exclusion, and painful ridicule. Steve himself was harassed. He was severely bullied and called, "Vietcong," "Jap," "Chink," and worse. His mother had made a difficult and painful decision to leave her family in Vietnam so that he would have the chance at a better life.

Life for their family did not get easier. In 1984, his stepfather was convicted of sexually assaulting his sister. When she ran away from home a year later with a friend, Steve did not know if he would see her again. He never got that chance. That same summer they received a call that would change their lives. His sister's companion had been found dead in the Seattle area. She was murdered in the Green River killings. His sister's body was never found. This news devastated their family. Steve's mother was overwhelmed with grief and she tried to take her own life in 1989.

Steve fought through these struggles. In 1991 he married the love of his life, Donna. He also began his graduate studies at Michigan State University to study cognitive neuroscience. His life experience shaped his work and his passion. But, later that year he received two phone calls that changed everything. The first was his mother. She spoke softly on the phone, "Long, you have Donna to take care of you now." He did not hear from her again. The second call was from Washington State Police. His mother had committed suicide. This shook Steve to his core. He lost his sister. He lost his mother. He was overcome with grief.

Despite all of the loss, and horrific events he has endured, Steve has found a way through it. He is fueled by the pain that struck his family, and has devoted his life to making positive change, to ensure that no one has to go through the struggles his mother faced when she brought her young family to the USA for a better life.

CCEP-3: Respect is a Foundational Value

Instructor: Squad Leader

Learners: One squad per classroom

Location: Assigned classroom in Thayer Hall or other company-approved location

Time allotted: 1 hour

Purpose: To help New Cadets realize that respectful relationships and successful performance are correlated, and that West Point and the Army insist on respectful treatment of everyone. They are also reminded how every member of a team is able to perform their best when they are treated with respect.

Outcomes: New Cadets...

- Recognize the importance of respecting the dignity inherent in every person.
- Know that the Army and West Point value diversity and are committed to building inclusive, high-performing teams that maximize their potential.
- Know that West Point and the Army require them to treat everyone with respect, without regard to sex, race, religion, sexual orientation, or national origin.
- Appreciate that they can turn to their cadre with any concerns about disrespectful conduct.

Concept: This lesson has two phases:

1. A "Great Teams Exercise." This exercise gets the New Cadets engaged as contributors, gets them reflecting on the qualities of great teams, and helps them recognize that successful teams are characterized by respectful relationships.
2. Instruction and discussion on the Army's values and policies related to treating each other with respect.

CCEP-3 (Respect) Part 1. Lead a “great teams” exercise.

On a board, write the talking points:

- What was the team?
- What made it so good?
- How did people on the team treat each other? (Coaches, captains, players)
- Anecdote

Organize your squad into three groups.

Give the instructions:

- Reflect and think of the best team you have ever personally been a part of. The team can be any group of people working together towards a common goal. Maybe it was a sports team, or a club, or a church group, or scouting. Any team.
- Think about what made that team so special.
- How did people treat each other on that team? How did it feel to be a part of that team? How did the team perform?
- Can you think of an example of why that team was special?
- I’ll give you a few minutes to think about this and write down some notes. Then, you’ll each have two minutes to tell the others in your group about your great team.

b) Manage the rounds of New Cadets sharing their stories with each other

- Using a timer, give every person in each group two minutes to share their story. “Who’s going first in every group? Raise your hand. Ok, first person, you have two minutes to tell your classmates about the great team you were part of. Begin.”
 - Be sure to keep track of every time period.
 - Do the same for the 2nd and 3rd New Cadets in each group.
- Starburst and Round 2. In each group, have one NC remain, and each of the other NCs move to different groups. Now with new groups, have them repeat the process of sharing their stories, but this time give them only 1:30, not 2:00.

- Do the same for the 2nd and 3rd NCs in each group.
- Starburst again and do a 3rd round of stories.
- Starburst and Round 3. In each group, have the same NC remain, and each of the other NCs move to different groups. Now with new groups, have them repeat the process of sharing their stories, but this time give them only 1:15, not 1:30.
 - Inform them of the time change; the reduced time will force them to focus on what matters most.
 - Do the same for the 2nd and 3rd NCs in each group.

c) Identify themes about great teams.

- Assign one New Cadet to record notes on a board.
- Facilitate an all-squad conversation that identifies the characteristics that are most common on the best teams.
 - Pay attention to cues that indicate how the coaches and members of the teams treated each other with mutual respect (as all great teams do).
- Record the list of “characteristics of great teams” on the board or butcher paper, so all can see them. (e.g., *loyalty to teammates, commitment to excellence, discipline, sacrificing for team, high standards, peer accountability, etc.*)
- Ask how the traits and behaviors of great teams can be applied in your squad.

Concluding thoughts: Why did we do that exercise? Because the Army is “a team of teams.” Your room, your squad, our platoon, our company, your Class, our Corps, etc., are your teams now and in the years ahead.

CCEP-3 (Respect) Part 2. Instruction and discussion on the Army's values and policies related to treating each other with respect.

Have them recite the Respect Creed: "Cadets will treat others and themselves with dignity and worth and expect the same from those around them."

Explain why it matters:

- Every person possesses dignity and deserves to be treated with respect—regardless of sex, race, ethnicity, religious beliefs, sexual orientation, etc.
- What is Respect?
 - The Army's definition – Treat people the way they should be treated.
 - What does Respect look like?
 - Things you say (verbal)
 - The way you say them (verbal and non-verbal)
 - Things you do (nonverbal)
 - What respect does *not* look like?
 - Racism
 - Sexism
 - Homophobia
- How can we become more respectful and create a more inclusive culture?
 - Embrace differences. Reach out and engage with your fellow Cadets, especially if they have different attributes, experiences, and backgrounds.
 - Practice empathy. Try to see the world from other people's perspectives. Don't assume; ask questions.
 - Support each other. Stand up for your classmates and anyone else. Don't be a bystander when you witness disrespectful behavior.
- There is more that binds you than divides you. If you always demonstrate respect for one another, if you get to know one another as individual persons, not as categories, you will be able to achieve your potential—as individuals and as a class.

Optional Discussion Questions for Respect Class

- How do you define diversity? What are some of its factors?
- What is the value of diversity? How does it contribute to building a team and completing a mission successfully?
- If you/they feel comfortable, share your identity. What is your identity?
- How can you/do you contribute to our team (squad/platoon/company/etc.) as a result of your experiences in your identity?
- Describe a time when you felt excluded because of some characteristic of your identity, if you feel comfortable sharing.
 - How did that make you feel?
 - What could people there have done to include you?
- How can we create a more inclusive environment? How do inclusivity and diversity go hand in hand?

CCEP-4: Empathy Exercise

Instructor: Squad Leader

Location: Assigned classroom

Time allotted: 1 hour

Purpose: To develop New Cadets' skills for empathizing with others, especially those who experience life differently than they do, as well as to demonstrate the power of empathy to promote cohesion in a team.

Outcomes: New Cadets...

- Have a greater capacity for empathy and appreciation of empathy.
- Understand their squadmates better.
- Feel closer to their squadmates.

Concept:

- Diverse pairs of New Cadets share with each other their own stories of being treated disrespectfully—overlooked, silenced, objectified, etc.—and then each NC tells their partner NC's story to the group as if it were his or her own experience. The exercise challenges its participants to listen actively, to adopt another person's perspective and feelings, and then to express that other person's experience as their own.

Procedures

- Assign New Cadets into two-person pairs. Make the pairs as diverse as possible, based on sex, race, religion, ethnicity, corps squad/CA, etc.

- Ask each New Cadet to share with their partner an experience they've had in life when they felt disrespected, i.e., overlooked, silenced, objectified, discriminated against, mocked. They should be as detailed as they are willing to be about what happened, how it felt, and how it affected them.
- Tell each New Cadet to listen actively to the other's story. Do NOT judge them. Do NOT try to understand the motivations of others in the story. DO try to understand the situation from their partner's perspective. Their mission is to put themselves into their partner's shoes to experience (as best they can) what their fellow NC saw, heard, and felt in the experience.
- Have each New Cadet tell their partner's story to the squad. Their goal is to convey the experience in a way that is true to and validating of their partner's experience.
- After their partner tells their story to the squad, each NC has the opportunity to clarify any points.
- After all the stories have been told, ask your squad, "What was this experience like? Why do you think we did this?"

Teaching points: Empathy can be defined as a person's ability to recognize and share the perspective and emotions of another person. It involves, first, seeing someone else's situation from their perspective, and, second, sharing their emotions, including, if any, their distress.

- Empathy is important to all relationships, including leader-follower relationships. Empathy is also the root of sympathy (shared feelings) and compassion (acting to relieve another's suffering).
- When we are empathetic, we are more likely to live by the Golden Rule and less likely to disrespect others (as we heard in the stories that were shared). Empathetic leaders are better able to build cohesive teams.

CCEP: Respect for Humanity
3CL: 30 Oct 2020; 4CL: 20 Nov 2020

Task: Company Respect Reps Train 3/4CL in Company Area: “Our Shared Humanity Deserves Respect”

Purpose: Increase Cadets awareness of shared humanity and opportunities to increase their shared respect.

Key Tasks:

1. Small group discussion of acceptance and connectedness
2. Small group discussion of disrespect or feeling undervalued
3. Cadet Trust reps abide by facilitator guide and time boundaries
4. Challenge 4CL Cadets with a 48-hr plan of action

Prior to the first session:

- Respect Reps provide their 3CL and 4CL cadets a brief explanation of the upcoming CCEP.
- The SCPME publishes a survey in which Cadets share their personal experiences of a time when they felt particularly respected and valued, and a time when they felt disrespected and devalued. (See pages 3-10)
- SCPME distributes those anonymous responses for use in the lesson.

Room set-up

- Organize the cadets into small discussion groups (of four?) in site where whole-group conversations can also take place.
- Each group has two buckets—one with positive experience, one with negative.

1. Introduction:

- Today we’re going to talk and think about the attitudes and behaviors that can demonstrate respect and inclusiveness, or disrespect and marginalization.
- We’ve all been on both sides of the equation at one time or the other.

2. Identifying and Analyzing Toxic Interactions

- One member of each group selected a slip and reads it aloud.
 - What is it about this interaction that was so hurtful to the cadet who experienced this?
 - What do you think about the person who said or did that to the cadet who shared this experience? What character traits are revealed in their behavior?
 - What is the most charitable explanation you can give for the person’s behavior?
- Repeat this process (read aloud, discuss) with several stories. Ideally, each cadet reads one.

- Do any of you have similar experiences, of being either party, you're willing to share here?
- What seem to be some common characteristics of these negative interactions?

Large Group:

- Facilitator leads short session that identifies and highlights insights and lessons learned.
 - What types of situations?
 - What types of actions did the person do?
 - What effects were common?

3. Identifying and Highlighting Positive Interactions

Small Groups:

- One member of each group selected a slip and reads it aloud.
 - What is it about this interaction that meant so much to the cadet who experienced this?
 - What do you think about the person who led them to feel appreciated and respected?
What character traits are revealed in their behavior?
- Repeat this process (read aloud, discuss) with several stories. Ideally, each cadet reads one.
- Do any of you have similar experiences, of being either party, you're willing to share here?
- What seem to be some common characteristics of these positive interactions?

Large Group:

- Facilitator leads short session that identifies and highlights insights and lessons learned.
 - What types of situations?
 - What types of actions did the person do?
 - What effects were common?

4. What we can learn

- Use Slides 5-15 to introduce the concept of Empathy.
- Empathy (a virtue) enables sympathy (an emotion) that identify opportunities for kindness.
- Respect for others leads to proactive kindness, not merely not being disrespectful.

5. Making a Difference for Good

Small group, and then large group.

- Where are some opportunities common in life as a Cadet when we can be a force for good?
 - Challenge them. Explain means to publicly display the accumulation of positive interactions completed.

Respect: Affirming Experiences

My MA103 chalk, which is a random example, is a very close group of 9 cadets. We are very affectionate with each other, verbally and physically, and there is constant verbal affirmation and validation being spread in our short time together in the morning. No matter who the partnerships are for projects and labs, we make sure to collaborate, instill confidence in each other, and support one another outside of math. We send motivating texts before any of us have a big event, and they have often supported me at my corps squad competitions. Math is a harder subject for me, but this group has instilled enthusiasm and confidence for me in an area where I was initially lacking.

My roommate oftentimes invites her teammates to our room to hangout. Unlike other roommates that I have had, she will usually introduce me and try to bring me into the conversation. My roommate in general makes me feel included by inviting me to events with her teammates and introducing me to new people. It made me feel like I should do the same and I will oftentimes bring her into conversations that I'm having with my friends.

I felt included when we did the mandatory activities at the beginning of the year, as it was a time to do stuff with people outside of the class. We were doing the physical tests throughout the battalion and I was grouped with a group of cadets that were older than me who gave me a chance to understand who they are. This experience made me feel like I could fit a little bit more than what I thought before.

Being on my high school wrestling team everyone made me feel welcomed. The upperclassmen talked to me and got to know me which made me feel like they cared about me. This experience made me want to do the same thing for the underclassman when I was a senior.

During my yuck year, I hung around a few international students. One of them, a Firstie, invited me to a winter ball of sorts hosted by the Parents Club of NY in which the Firsties were acknowledged for their accomplishment of making it to Firstie year. It was a fun opportunity to dress up a bit (albeit in full dress), but I felt a bit uncomfortable in the sense that I knew no one else there and I felt as if by my being there, I was intruding upon the celebration, even though there were a ton of other people there. But my friend introduced me to other people, and during some of the speeches would make a funny comment about something to make me smile and pull me out of my shell a bit. These actions helped me to relax and be less anxious about being in this new situation.

A group of friends were planning to hangout on a Friday night. I was not sure if I was going to be able to make the event, and not sure if I was invited just cause, so I was insecure about going. I felt like I needed more friends but did not want to have an awkward night. The person that invited me reminded me a couple of times, and then when I got there, everyone was delighted I was there and gave me big smiles and hugs. Being pursued like this made my week.

I was leading a very stressful staff planning process during preparation for a rapid deployment. I was told I was to brief the Battalion Commander later in the morning, who was in an extremely foul mood. He came in and sat down with a stone face. I began briefing the current SIGACTs and current events. He stops me, saying, "You are forgetting the biggest current event going on right now." At that moment other members of the S shops came in with balloons and a cake, singing happy birthday to me. I got a birthday card that included a thank you note from the Battalion Commander for working so hard that I forgot my own birthday (which I had). I was incredibly touched and felt like I was just not another cog in the wheel. I mattered as a person, and not just a planner.

I'd made a bad decision and had just been publicly relieved of my duties by the battalion commander. I was sitting alone in a conference room, waiting for the investigating officer to arrive and interview me. I was very concerned that the incident would end my Army career. The Battalion CSM approached me from behind, put his hands on my shoulders, and said in a reassuring voice, "This, too, shall pass," and silently walked away. His words helped me put the situation into perspective. They helped me realize that my predicament would not last forever, and I was reminded that I had a long life ahead of me, regardless of what happened to my Army career. Spoiler alert: the bad OER didn't kill my career.

I always enjoy sitting by myself during meals; however, it was nice when people came to sit by me even when I hadn't asked them specifically. I felt included and I guess that was nice.

I was once asked to come along with a friend to their sponsor's house for dinner and some time away from the academy. Considering I did not have a sponsor and spend a fair amount of time stuck here on the weekends (pre-covid) I really appreciated being invited and treated like I had been a part of that sponsor family as long as my friend had. It left me being more open to hanging around other people that I may not initially feel like I fit in with or relate to.

I was in a situation where I was being mistreated because of a misunderstanding. I was so angry and frustrated but my friends stepped up and had my back without even knowing what was going on. He said he trusted me wholeheartedly. I felt appreciated and almost a single tear came out because of the trust my friend had on me and he wasn't afraid of the consequences.

I feel appreciated and included when someone takes the time and effort to stop by my room to go to dinner. It is a small gesture but means a lot. No one likes to eat alone and this is one way to let people know you care and maybe spend time with someone you don't know so well.

I'm having a difficult time remembering a specific event. For me, the small gestures of kindness, asking me for my perspective, and receiving a "thank you" make a big difference for me. I'm not really looking for a big affirmation event. It's the small acts that matter to me.

I was working on a project with a group of people and we communicated well and there was always time to adjust when one of us had some other thing to work on. I felt like we all did a significant portion of the work. No one really said or did anything it was genuinely a mutual agreement and in the end, I felt accomplished.

I felt very included and appreciated when I was asked for my opinion during a react to contact exercise in the summer. I was the only female cadet during the exercise. It gave me confidence and I was able to contribute in a positive way.

I felt very appreciated during my leadership detail this summer, particularly when other cadre members would acknowledge my hard work, ask me questions about how my job was going, or say that the team wouldn't function as well without me. Acknowledging the efforts of teammates makes a bigger difference than people realize.

As a mother dealing with COVID and possible kids being at home, I appreciated when my boss said to me, "we will never want what we are asking you to do to take away from you being a good parent". This made me feel that I could be a mom and work, and that the organization had my back and would support me. It made me feel more committed to my work because I want to work for an organization that is willing to work with me.

As a female at the academy, I am often looked down on for my physical performance regardless of how well I did. When I hit 19 leg tucks during CFT, my squad mates and those around me made me feel very accomplished and happy with my performance. This affirmation gave me more confidence in my physical capabilities for the new physical fitness test.

Being part of Sandhurst the first two years at the academy made me felt appreciated and valued. This is especially true considering I was not a top performer, however every one was encouraging and supported me in my journey to success. It felt like these people really care about me and the success of the team, which made me more willing to give it my best.

Respect: Excluding Experiences

As a Beast 2 squad leader, I wanted to demonstrate how a woman could lead even in a tactical environment, so I prepared for the detail for weeks prior to arriving for LTP. When we were in LTP, we were afforded the opportunity to disassemble and reassemble some crew-served weapons. Keep in mind, I was the only woman in my platoon for LTP. Immediately, the guy squad leaders, PL, and PSG started trying to teach me how to complete the tasks with the weapons, but I already knew the steps perfectly. The PSG stepped up to the rifle and accidentally let the spring shoot out of the back of the SAW while the others were just messing around with the 240. When they began to race each other for time, I asked if I could give it a shot too, but once again they just tried explaining the weapon system to me. They all walked away, not expecting me to disassemble and reassemble for time like they had. The task force stayed back to mansplain me some more, but when given the opportunity to time it myself, I beat all of my male counterparts significantly. The task force member could see my frustration and apologized for trying to explain something that I had clearly already known when he really should have been providing the men who were far less prepared with the information.

One experience where I felt disrespected/disregarded by a person with a group was when we were on a team trip with my old club soccer team and they tried to get me to vape. I told them no and they forced me to give them 5 good reasons why. I did, which I shouldn't have even had to because it is my personal decision not to. Anyways, they disregarded what I said threatened to shove the vape in my mouth while I was sleeping. So, I slept with my hoodie over my face and under the covers to avoid having my health in jeopardy.

By changing our company to the Axemen, I feel excluded since the name inherently excludes women. Females at this school are already a minority and on top of that 18 sexual assault cases have been reported so far this semester - and I don't think it's much to assume that most of those were against women. It makes me feel uncomfortable and unequal.

In Plebe year, there was a trip section to attend the Army-Navy basketball games, with the option to stay with mids in Bancroft Hall or to get your own lodging off-base. My parents live nearby, so I invited a few of my friends to stay with me at my house. The next thing I knew, about 12 other plebes in my company essentially invited themselves. They were talking about how great it was that I was hosting the company and acted like we were all friends. I was angry but didn't make an issue. At my house, they were loud and rude (partied late, used bad language) as if they were in a hotel. Once the weekend was over, they reverted to not treating me like a friend. I felt used.

I was part of a club my plebe and yuk year. It was a subject I thoroughly enjoyed, so I stuck around. I offered good insight and knowledge, but beyond club-related things I felt left out. When we went on trip sections, nobody would really attempt to start a discussion, or would disregard my attempts to. I did find 1 or 2 people in the club with which I connected, but overall I felt out. This is especially true considering all the plans they made, which I was left out of.

One day me and some friends were playing a videogame and one cadet thought we were too loud. But instead of telling us he tried to take our stuff. He then started to get aggressive and tried to punch me.

I was a MOS at CFT and an ROTC cadet who was training with us blatantly made racist comments to me and about black people in front of all my squad mates. He seemed bent on convincing me I was over reacting when I told him to stop, and continued to instigate an altercation. Then he doubled down outright saying all kinds of stereotypes about black people and I looked to my squad mates to back me up or at least validate that I wasn't the crazy one, but everyone gave me the "not my problem" look and distanced themselves, so that really made me feel like I was on my own. That really sucked because I thought I had gotten pretty close to my CFT squad, but it solidified the feeling that even though we went through a lot together, I couldn't rely on anyone to back me up when it counted.

When it was my turn to serve as plebe duties CIC for the week, another plebe in my company was in charge of taking out trash for Brigade. Prior to taking over as duties CIC, I checked to ensure that there would be enough trash bags for the week, however, when it came time to take out trash there were none left. After spending a huge amount of time looking for trash bags and asking around, I eventually found out the other plebe had taken all of the trash bags so that he would have enough for his job, leaving none for me. I felt very disrespected and disregarded by this person, as well as the rest of the plebes who knew that he took the trash bags but didn't say anything to me.

I often feel disrespected, disregarded or excluded by groups of people. However, a specific moment that happened recently was during drill. I asked a person how they were doing, and they gave me a short answer, then turned away from me to talk to a group of people. The person turned in such a way that disallowed me from joining the group, and it made me feel excluded. It made me feel very terrible, and that no one wanted me there. However, it was a mandatory event, so it did not matter how I felt, and that was another issue.

Although it was probably more my perception of the situation than any actual exclusion, during a company barbeque, to which I went alone since my normal in-company friend was on quarters, I felt excluded from the group. I'm not a very social person, and I did not feel comfortable jumping into any conversations without a reason, so I hovered around the edges of the crowd, saying the occasional hello but nothing more. I didn't feel like I was giving off the vibes of don't talk to me, but ultimately no one did, so I slipped away fairly early on, and felt bad for the rest of the night.

I was newly assigned leader in a unit commanded by an Hispanic officer. There were several Hispanic non-commissioned officers in the unit, to include the NCO who worked for me. During a training exercise, the Commander was talking and laughing with a group of Hispanic NCO's that included the NCO who worked for me. I am not Hispanic and I don't speak Spanish. When I walked up, everyone got quiet and stared at me. The commander asked me what I wanted, I told him, and he sent me on my way. As I walked away--he said something in Spanish and the entire group laughed. I'm not sure what he said or why they laughed, but I felt humiliated and marginalized as I walked away.

While walking around with a friend of mine, we ran into one of his other friends and we started talking and somehow ended up talking about race. One of the people we were talking to said that I was just white, which made me feel disrespected. I then told him that I was white, black, and many other smaller ethnic groups. He still didn't believe me that I was black. We then compared skin tones and we seemed to about the same skin tone, which is what made me more disrespected.

In my senior year of high school my friend group all got together to hang out. I wasn't invited and had no clue it was going on, and eventually found out about it after it was over. I felt disrespected and like I didn't belong anywhere. Since this happened I've tried to include everyone in get togethers, but I think that a lot of people in our age group don't try or care to make others feel welcome. This has happened in my company a few times and I feel really bad when it does.

During my freshman year of high school I was bullied for being fat. Other students belittled me for my appearance. This made me feel self conscious and lose respect for myself. As a result, I didn't have the confidence to make new friends until I was comfortable with my own appearance.

Several times I hear (primarily male) cadets make sexual comments about another cadet's body. This is just something that I don't want to hear and it's annoying. These people were sitting at the same table as me in the firstie. They were talking about a female cadet's body and how nicely she was shaped and then went on to say that her face wasn't very pretty. The cadets at the table then went on to say that they wouldn't date her because she isn't pretty, but that they would like to have intercourse with her. They didn't even know this cadet but they were making remarks about her looks. Everyone at the table was in agreement with these comments so I just remained silent. It made me view these cadets in a different way because they are judging a person based primarily on their appearance and not at all on the person's character or personality.

I don't drink alcohol for personal reasons including family history with alcohol. I have been called weak, a light-weight, and just excluded from activities because I choose not to drink.

Although it may seem minor, I always had trouble getting in pick up games (basketball) as a young adult and teenager. My friend group did not share my love for the game and many times I did not know anybody at the local gym. My skill level was just as good if not better than most of the players playing, yet no one picked me to be on their team. Was it because I was the only white person there? Was it because I do not fit the mold of what a basketball player should look like? This affected me for a while, until I realized that I just needed to take the initiative and insert myself into games without asking.

I have been told many times that women are not funny which is frustrating to me as a woman. I had always responded with a nervous laugh and a "yeah for sure" until recently where I have defended myself. I have been told that I am a funny person, therefore women can be funny, but the broad generalization frustrates me and I hate hearing men say that.

I felt disrespected when I was ignored as a SL during my leadership detail. My leadership ignored my request for more time for the female NCs. I did not feel like talking to my leadership again.

This person didn't directly disrespect me, but people who were not engaged during the Honorable Living Day and during some of the briefs that we had on systematic racism with Dr. Robbins. Some people were sleeping during this brief and didn't even try to hide it. I felt that it was disrespectful to all minorities who are heavily affected by this issue and this demographic of people sleeping just made me feel full of anger and frustration. I just felt like some people don't care as much because it hasn't affected them and it still doesn't.

Throughout my career, I had senior officers ask, "You're single, right?" After answering "yes," they'd task me with a late-night or over-the-weekend assignment, as if I must have no personal life simply because I'm not married.

A group of people and I were hanging out late on a Saturday night. Someone was teasing me for being a goody-two-shoes and asked me if I've ever been in trouble before. I told them a story that I was not proud of, and someone else in the group said I shouldn't have done that, and I did it because I was insecure. They were correcting me for my mistake. I felt very embarrassed, misunderstood, and judged. It made me not feel like a part of the group for a long time.

I feel disrespected when someone walks past me and pretends that I am not there. Sometimes people are having a bad day and I understand that but other times it feels like people don't care. For me this is about treating other people like people.

One time I felt disregarded was being at a new lunch table in middle school. I moved around a lot as a child and one time I was at a new school and did not have friends yet. I sat down at a lunch table and kids around me ignored me and did not acknowledge my presence. This made me feel invisible and worthless.

In a group conversation at a social gathering, someone casually referred to Catholics as "boy-raping cultists." I'm Catholic, so the comment was not only ignorant but also offensive. But I didn't want to create an argument, and no one else seemed offended, so I just walked away from that conversation.)

When I first joined the Army as a private, my first interaction with my company commander was when he asked me if I was an atheist. He asked me point blank. I have no idea why (I identified as Roman Catholic at the time). I said no and he seemed pleased. We were out at a range, he initially approached me because my boots were jacked up. In the political sphere there were a number of atheist groups putting pressure on the military for what they viewed as proselytizing activities. I assume it was his reaction to a culture shift within the Army. I was horrified the commander would single Soldiers out based off religion or set that tone in his unit.

One time, during CFT, I had a weapon malfunction during an ambush exercise. I was the trigger for the ambush - everybody was supposed to start shooting after I fired my first shot - but the malfunction messed all of that up. After the exercise, the lane walker accused me of lying about what happened when I said that there was a malfunction that prevented me from shooting. It was so deflating and embarrassing to be accused of being incompetent and a liar. It was especially demeaning because the lane walker had no reason to believe I was lying - he simply made an assumption and thought that assumption was more valid than my truth. This is already on top of feeling bad for letting down my team. After this, I had no trust in him, I knew it would be impossible for him to treat me respect because he was too biased, and I just wanted to be alone.

I remember when I gave a talk on Judaism in a world religions class. When it was over, a girl comes up to me and thanks me. Then she says "you are so nice". I thought that was kind of weird. So I said, "uh, okay, thanks". She says again "you are really nice....my dad works with jews on long island and they aren't like you". I responded kindly with "well, it is important to judge people individually". This conversation was memorable because it was the first time I was encountered with a situation where, obviously the person was trying to compliment me, but in doing so, she didn't realize how she also was insulting my people. I wasn't angry--just a little sad. Since then, I've encountered tons of antisemitism, usually couched in "this isn't about antisemitism, it's about politics or 'them' taking over our neighborhood". For example, I went for a walk in my neighborhood and met someone moving to North Carolina. "Well, you know, now's the time--the neighborhood is changing over...". As a Jewish person, it made me very uncomfortable. I wanted to say "I'm Jewish too--you going to move away because I live here?"

3-Phase Operation

1. Personal Reflection. Prior to the session date, solicit, collect, and organize the positive and negative experiences of cadets in your company, BN, or Regt.
2. Exposure to multiple examples and character concepts. Conduct the lesson.
3. Turn emotion into personal action, and impact organizational culture. Extend the learning with the action follow-up. Have a way to exhibit the collective commitment to improve.

Train the Trainers

22 OCT 2020

Virtues of Humanity

30 OCT: 4th Class Cadets

20 Nov: 3rd Class Cadets

Small-Group Conversations

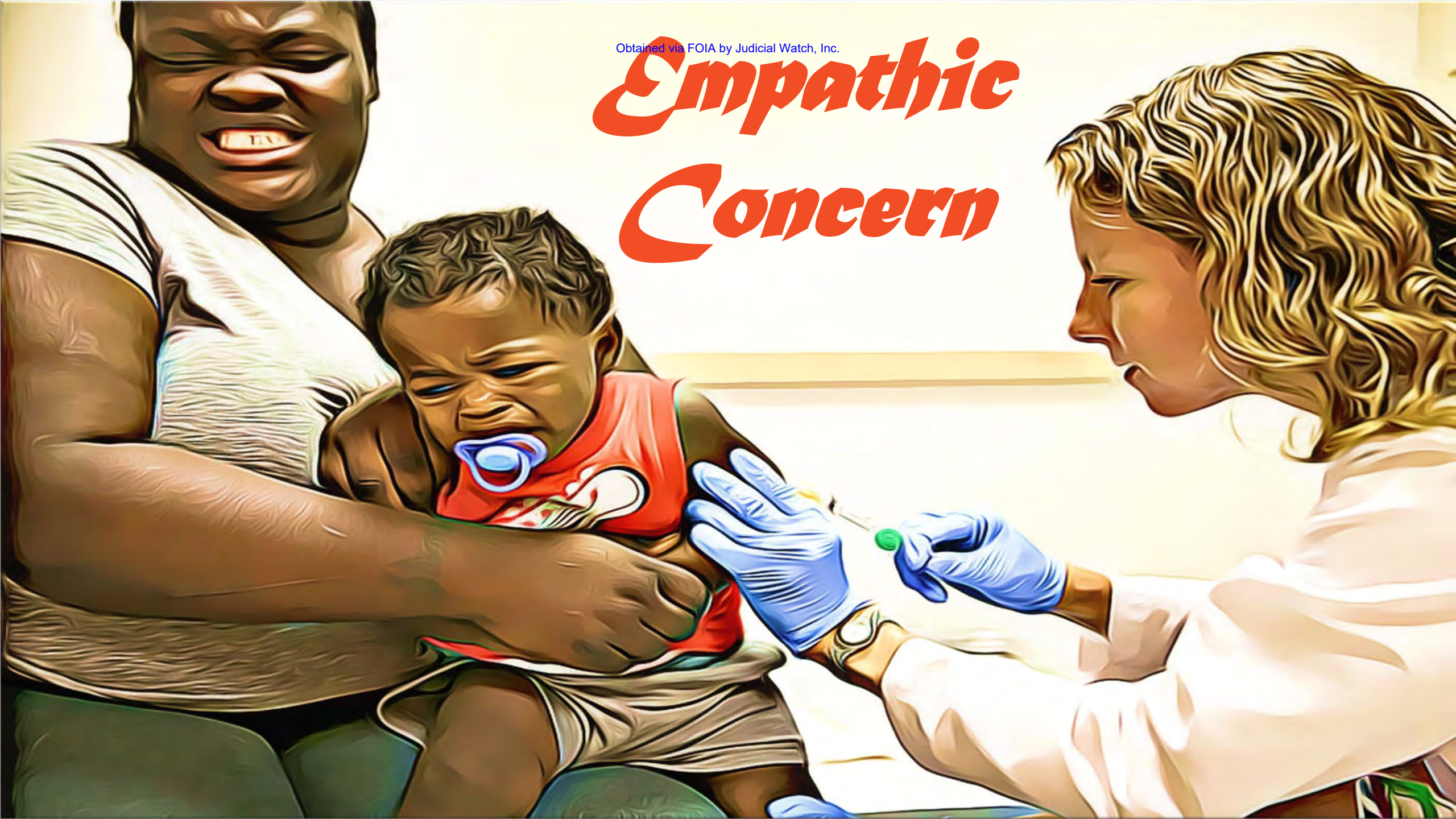
- True examples of feeling disrespected or excluded.
- For each example, analyze the situation to identify its characteristics.

Small-Group Conversations

- True examples of feeling valued, respected, or included.
- For each example, analyze the situation to identify its characteristics.

Obtained via FOIA by Judicial Watch, Inc.

Empathic Concern



‘If only one man dies of hunger, that is a tragedy. If millions die, that’s only statistics’ – Stalin?



Obtained via FOIA by Judicial Watch, Inc.





Obtained via FOIA by Judicial Watch, Inc.



Obtained via FOIA by Judicial Watch, Inc.

Health Care and the Senate Hearings



Obtained via FOIA by Judicial Watch, Inc.

Number of donations

14000
12000
10000
8000
6000
4000
2000

August

September

October

November



Obtained via FOIA by Judicial Watch, Inc.

Number of donations

14000
12000
10000
8000
6000
4000
2000

August

September

October

November



Obtained via FOIA by Judicial Watch, Inc.

Number of donations

Picture of Alan Kurdi Published



14000
12000
10000
8000
6000
4000
2000

August

September

October

November





A Venn diagram consisting of two overlapping circles. The left circle is blue and contains the word 'SELF' in white, bold, sans-serif capital letters. The right circle is orange and contains the word 'OTHER' in white, bold, sans-serif capital letters. The overlapping area in the center is a dark grey color and contains the word 'EMPATHY' in white, bold, sans-serif capital letters. The background features a pattern of thin, parallel lines radiating from the center, alternating between orange and white.

SELF

EMPATHY

OTHER

Being a respectful person and inclusive leader involves much more than simply not being disrespectful. It also means recognizing and acting upon opportunities to be kind, inclusive, and affirming.

Each one of us has—at some time or place—been the cause or the recipient of an act of inclusion or an act of exclusion. All of us can improve our skill at recognizing situations as opportunities to be a force for good.

The virtue of humanity includes:

- Social intelligence
- Kindness (generosity, nurturance, compassion)

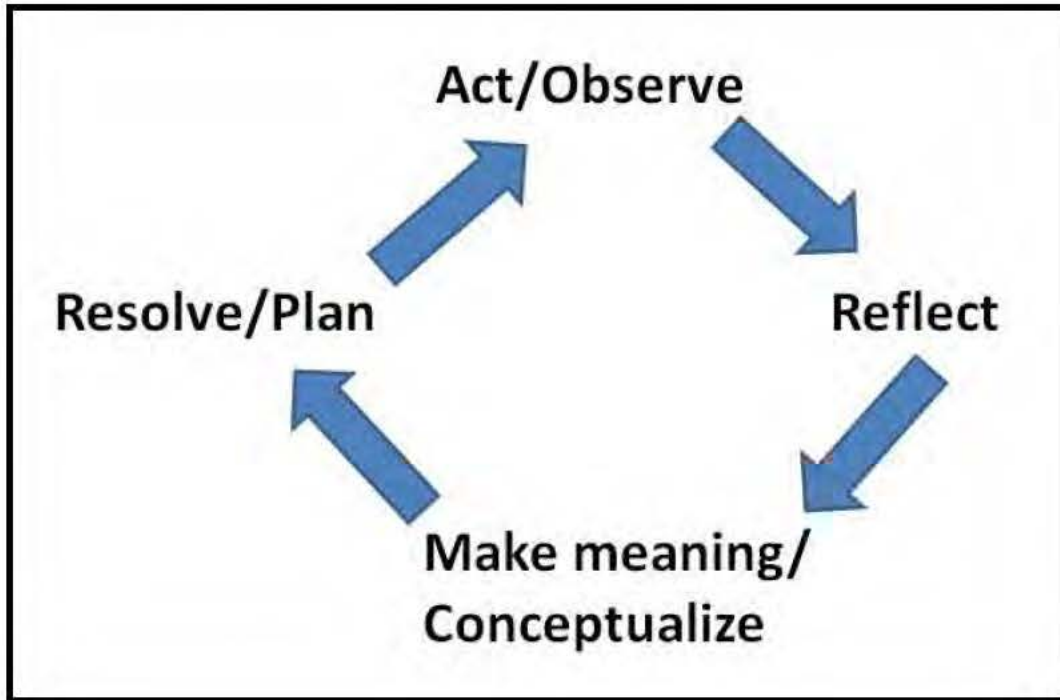
Our challenge to you

- At least once in the next 48 hours...
 - Notice a situation where you can exercise the virtue of humanity
 - Act to affirm another person
 - Annotate on the Respect Board in the hallway your completion of this mission.
- When we each do our part, we all benefit.

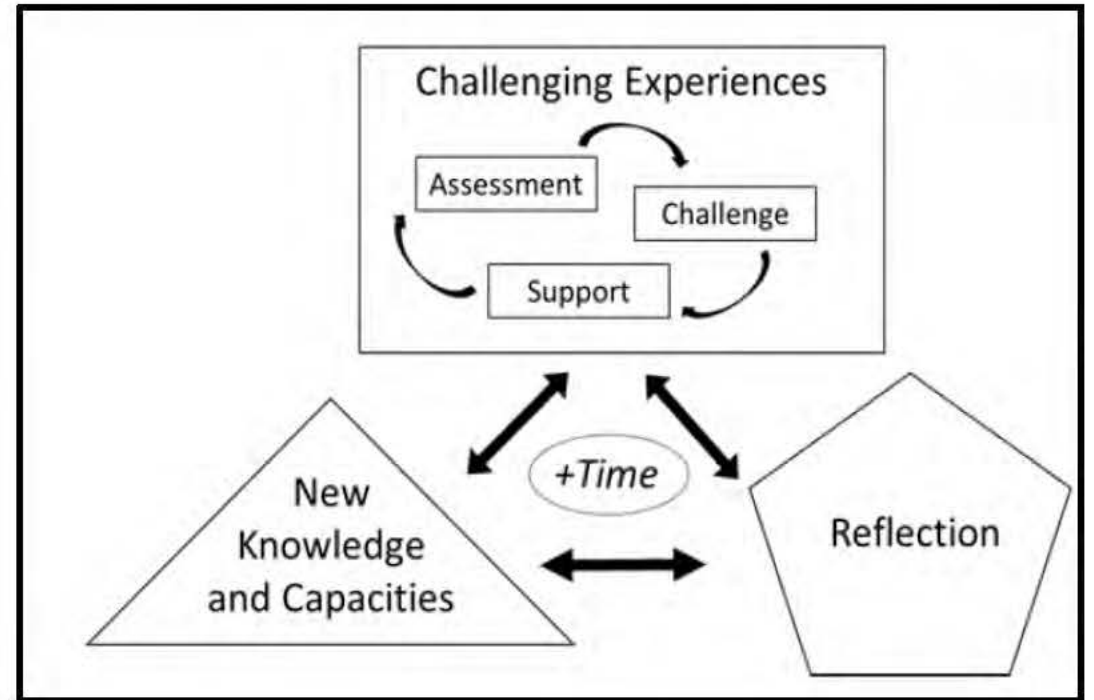
Backup Slides

Theory behind the plan

Experiential Learning Cycle



USMA Leader Growth Model



“The arc of the moral universe is long, but it bends towards justice.”

By

- enabling reflection,
- providing multiple examples,
- introducing concepts that make sense of the examples,
- providing encouragement and social influence to practice the virtue of humanity,

...you are putting positive pressure on the bend. Little changes now can have big effects downstream. Our actions become our habits of character.

View this as a **5-week process** to influence your company's **culture**.