



DEPARTMENT OF THE ARMY
OFFICE OF THE INSPECTOR GENERAL
1700 ARMY PENTAGON
WASHINGTON, DC 20310-1700

February 7, 2023

Records Release Office

Walter Heinz
473 S Youngfield Court
Lakewood, CO 80228
heinzwally@gmail.com

Dear Walter Heinz:

This letter responds to your Freedom of Information Act (FOIA) request, dated September 21, 2021, requesting records you described as follows: "a copy of the IG investigation and report on the following: 'Anti-Racist West Point Policy Proposal'. This letter was published and became public in approximately June of 2020. The USMA Board of Visitors July 29, 2020, Meeting Minutes indicate that the USMA Superintendent was to start a Command IG investigation into this matter with a 1 October 2020 completion deadline. Also, in those meeting minutes the Superintendent indicated that he was not only waiting the IG report but also taking a lead with ASA(&RA) [sic]."

We processed your request under the FOIA. Enclosed are documents that are responsive to your request; specifically, Inspector General Report of Special Inspection, YZ200175. Where boxed in and noted within the documents, information has been withheld that is exempt from disclosure under FOIA exemptions (b)(6) or (b)(7)(C).

Exemption (b)(6) applies to information about individuals in "personnel and medical files and similar files," the disclosure of which would constitute a clearly unwarranted invasion of personal privacy.

Exemption (b)(7)(C) applies to information contained in records compiled for law enforcement purposes, the disclosure of which could reasonably be expected to constitute an unwarranted invasion of the privacy of any individuals who were mentioned therein, or who conducted and/or supervised the conduct of an inquiry or investigation.

This action constitutes a partial denial of your request by the Initial Denial Authority. You may appeal this denial decision in writing within 90 days from the date of this letter. If you decide to appeal, please address your appeal through this office—Records Release Office (SAIG-ZXR), Office of the Inspector General, 1700 Army Pentagon 1E132, Washington, DC 20310-1700—to the Office of the General Counsel (OGC),

Department of the Army. That office has appellate authority for Army Inspector General initial FOIA determinations. In any such appeal, you should also provide a copy of this letter, along with sufficient justification upon which OGC may base a decision.

You may seek dispute resolution services from the Army FOIA Public Liaison or the Office of Government Information Services (OGIS). The Army FOIA Public Liaison Officer may be contacted at (571) 515-0306, or by e-mail at usarmy.belvoir.hqda-oaa-ahs.mbx.rmda-foia-public-liaison@army.mil. Contact information for OGIS is at www.archives.gov/ogis.

There are no fees assessable for processing this request. If you have any questions concerning this action, please call SFC Young or me at (703) 545-4591. Should you contact our office please refer to case number 22-003.

Sincerely,

THOMAS.MAR GARET.FRANKL IN
Digitally signed by THOMAS.MARGARET.F. RANKLI (D)(6).
Date: 2023.02.07 17:29:30 -05'00'

Margaret F. Thomas
Deputy Legal Advisor

Enclosure



**REPORT OF SPECIAL INSPECTION
ASSESSMENT OF RACE OR ETHNICITY BASED
TREATMENT OF CADETS AT THE UNITED STATES
MILITARY ACADEMY**

OFFICE OF THE INSPECTOR GENERAL
UNITED STATES MILITARY ACADEMY

OCTOBER 2020

(b)(6); (b)(7)(C)

~~CUI~~

~~CUI~~



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

MASP

15 NOVEMBER 2021

MEMORANDUM FOR COMMAND INSPECTOR GENERAL

SUBJECT: Final Report of Special Inspection: Assessment of Race or Ethnicity Based Treatment of Cadets at the United States Military Academy, October 2020

1. I reviewed the IG inspection report and am providing the following guidance:

a. Approval of the findings and recommendations:

(1) (b)(6); (b)(7)(C) I approve this report.

(2) I do not approve this report. See me for further guidance.

b. Approval to release this inspection report to staff and subordinates:

(1) (b)(6); (b)(7)(C) approve release of this to USMA staff and subordinate Commanders and their staffs as appropriate to address matters of concern and to share best practices identified during this inspection.

(2) I do not approve release of this report. See me for further guidance.

c. Approval to release this inspection report within IG channels:

(1) (b)(6); (b)(7)(C) I approve release of this report to the Department of the Army Inspector General. This report will not be released outside of IG channels.

(2) I do not approve release of this report to the Department of the Army Inspector General. See me for further guidance.

2. POC for this memorandum is the Command Inspector General at 845-938-8209.

(b)(6); (b)(7)(C)

DARREYL A. WILLIAMS
Lieutenant General, US Army
Superintendent

(b)(6); (b)(7)(C)

~~CUI~~

~~CUI~~

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EXECUTIVE SUMMARY

This special inspection found the United States Military Academy is following Army Policy and Regulation for the administration and operation of the Equal Opportunity Program. The unique structure of USMA and the United States Corps of Cadets creates added challenges for commanders to fully realize the program's value for a variety of reasons, including, but not limited to the chain of command structure, assignment of Equal Opportunity Advisors and Leaders, the low leader to led ratio and availability of experienced noncommissioned officers to assist Cadets in resolving complaints.

The inspection found there are no structural barriers to reporting EO complaints, however there are perceived barriers that affect Cadets' willingness to use the EO complaint process effectively. These perceived barriers include concerns that the report would be resolved in a timely manner, fear that other Cadets would find out, fear that they would face backlash from other Cadets, and lack of confidence that using the system would result in meaningful change. The inspection found little evidence that resolution of both formal and informal EO complaints included detailed follow up assessments within the respective units. While not required at the time, the unit follow up is now a requirement per AR 600-20 and must be documented going forward.

The inspection assessed that there are generally inaccurate perceptions about handling of misconduct, discipline and honor cases for minority Cadets that erode confidence in the system. Over the last ten years, minority Cadets do account for a higher proportion of disciplinary infractions, from summarized through Court-Martial, than they account for within the Corps of Cadets. When minority Cadets are administered punishments however, they do not generally receive harsher punishments than their White counterparts.

The inspection assessed that Black Cadets tend to earn lower Military Development (MD) grades than their White counterparts. The inspection did not assess the reasons behind this trend. Critical components of the MD grading system include first and second line supervisor counseling, periodic follow-up, and coaching for Cadet leaders by Tactical Officers and Noncommissioned Officers. Cadets account for almost half of the MD grade, and in some cases apply subjectivity in the award of grades to other Cadets.

The inspection found no evidence of institutional racism, however it assessed there are three major areas that could be perceived as examples of institutional racism. The first, and most widely cited indicator is the Confederate memorialization and artifacts at USMA, primarily those that honor Robert E. Lee. The second is a severe lack of minority leaders within the Staff, Faculty and Coaches, both in the Military and civilian population. The third example is the consistently poor performance of Black Cadets in the survival swimming program.

The inspection report is broken into ten categories with a total of 50 recommended actions. The categories with recommendations in parentheses are as follows:

- | | |
|-----------------------------------|---|
| I – Equal Opportunity Program (7) | VI – Minority Cadet Admissions (4) |
| II – EO Complaint Process (6) | VII – Minority Cadets in Leadership (6) |
| III – Confederate Memorials (7) | VIII – Military Development Program (2) |
| IV – Racism Education (4) | IX – Survival Swimming Program (4) |
| V – Staff & Faculty (7) | X – Disciplinary Boards (3) |

PURPOSE

The purpose of this inspection was to evaluate the effectiveness of the United States Military Academy's (USMA) equal opportunity reporting and response to reporting complaints of racial misconduct. As such, the inspection focused on the following three primary objectives: 1) Assess the effectiveness of USMA's processes for reporting, investigating, and taking corrective action in response to incidents of race or ethnicity-based treatment. 2) Assess perceptions of unequal treatment of Cadets of color within the areas of military grading, misconduct and honor investigations. 3) Assess the efficacy of racial awareness training and education provided to the United States Corps of Cadets (USCC).

CONTEXT

On July 2, 2020, USMA Superintendent, LTG Darryl A. Williams, directed the Inspector General Office conduct this special inspection. His guidance was driven in part by several indicators of concern from Cadets, Staff, Faculty and Alumni following the widespread nationwide civil unrest following the killing of George Floyd on May 25, 2020. Prior to Graduation, the Superintendent asked the Inspector General Office to review previous studies conducted into the subject of Confederate Memorialization. During graduation week, several Black Cadets in the 2020 graduating class raised concerns on the state of racism within the Corps of Cadets to the Superintendent. Shortly following Graduation, a group of nine graduates (b)(6); (b)(7)(C) wrote a paper titled "An Anti-Racist West Point," and sent this paper to The Secretary of the Army, Chief of Staff of the Army and USMA leadership. Within days of its distribution, the paper circulated on several social media outlets, including Twitter, LinkedIn and Facebook. Some alumni praised the recommendations in the paper, while others decried the effort as an inaccurate assessment of the state of the Academy. In early June 2020, the Department of Homeland Security (DHS) released an Inspector General Report of investigation into the handling of racial discrimination and harassment complaints at the US Coast Guard Academy (USCGA), finding that the Coast Guard Academy had failed to properly respond to allegations of racism at the Academy.

OVERVIEW

The Inspector General Office conducted this inspection over a 75-day period from early July to mid-September 2020. This period encompassed the bulk of a modified Cadet Summer Training Period, Reorganization Week, and the first month of the Academic Year.

Augmented by two senior noncommissioned officers from USMA but outside of the USCC, the IG team conducted the inspection through a series of in-person, telephonic, and video conference interviews, sensing sessions, documentary reviews, and by reviewing anonymous survey feedback from Cadets as well as Staff and Faculty. The surveys include the Defense Equal Opportunity Management Institute (DEOMI) mandated annual equal opportunity command climate survey, as well as a USMA G5 Office of Institutional Research (G5 OIR) current situation survey conducted in June 2020.

The inspection team reviewed all governing policies and regulations pertinent to the Equal Opportunity Program from Defense Department through the directorate level. Other documents and statistics reviewed include, but were not limited to the following:

- Candidate Admissions Data

- Cadet Equal Opportunity Complaints (formal and informal) 2018-2020
- USMA Investigations in which race could have been a factor, whether the investigation was an EO complaint or not, 2018-2020
- Cadet Disciplinary Punishment Data, 2011-2020
- Cadet Conduct, Misconduct and Court Martial Data 2011-2020
- Cadet Honor Investigation Data, 2013-2020
- Cadet Leadership Position Demographic Data, 1999-2020
- Cadet Performance Data for the Swimming Program, 2004-2020
- The West Point Leader Development System (WPLDS) and its supporting documents
- The Character Program
- The Cadet Respect Program

Staff and Faculty selected for interviews included a broad range of demographics, duty assignments, tour lengths and various levels of the academic and military chain of command. Interviews were weighted toward Tactical (TAC) officers and noncommissioned officers, the USCC Chain of Command and the USMA Office of Diversity, Inclusion and Equal Opportunity (ODIEO).

The IG Office conducted periodic in-progress reviews with the Superintendent and received amended guidance during these sessions regarding the scope of the inspection. The IG office did not request update to the Inspection Directive, as all additional guidance fell within the original intent of the inspection.

The findings and recommendations in this inspection report represent the work of the Inspector General Office and their inclusion does not imply concurrence or endorsement by any persons or units interviewed or surveyed as part of this inspection. Similarly, unless accompanied by a letter of endorsement and action memo directing implementation of these recommendations, this report alone does not imply concurrence by the Superintendent.

The data reviewed by the inspection team was provided in various forms and for inconsistent time horizons. Each office maintained a different level of historical detail that was available for review. The inspection team reformatted data for visual display purposes in this report, while maintaining complete integrity of the information provided. Unlike other research efforts in academia, this report is not intended to be interpreted as scientifically valid data analysis. The inspection team refrained from attempting cause and effect analysis of data beyond the superficial assessments in this report.

For consistency and simplicity throughout the report, the term White is used in lieu of Caucasian, Black is used in lieu of African American, and Hispanic is used to refer to all members of Hispanic and Latin descent. The abbreviation AMIND is used to include Native American / American Indian and Alaskan Natives, NH/PI is used for Native Hawaiian / Pacific Islander and API is used in cases where Asian and Pacific Islander members are reflected collectively. NH/PI is only used in USCC punishment data starting in 2019.

FINDINGS AND RECOMMENDATIONS

I - THE USMA EQUAL OPPORTUNITY PROGRAM

The USMA Equal Opportunity Program complies with Army policy and guidance and meets all the basic requirements for a program at echelon. The program is run by the USMA Office of Diversity, Inclusion and Equal Opportunity (ODIEO). This office is considered a special staff section and reports to the Superintendent through the Chief of Staff (CoS). The Chief of ODIEO holds GS-14 pay grade, the Equal Opportunity Program Manager (PM) is an Army Lieutenant Colonel (LTC), and the Senior Equal Opportunity Advisor is an Army Master Sergeant (MSG). Below the Academy level, there is only one formal EO Office, that being within the United States Corps of Cadets. The USCC EO Office consists of one Army Sergeant First Class (SFC), whose full-time job is as the EO Advisor to the Commandant of Cadets. Each of the four Cadet regiments is required by USCC Standard Operating Procedure (SOP) to have a primary and alternate EO Representative (EOR), in the rank of Sergeant Promotable (SGT(P)) and above, appointed in writing as an additional duty. Additionally, the Simon Center for the Professional Military Ethic (SCPME) is responsible for the Character Program at USMA, and as such, oversees education in the areas of officership and Army Values. SCPME is the steward of the Cadet Honor Code and oversees the Cadet Honor Committee. SCPME also supervises two other committees – the Trust Committee, whose focus is primarily on Sexual Assault and Sexual Harassment, and the Respect Staff, whose role is ostensibly to oversee Cadet equal opportunity concerns and the Army Value of Respect, in very general terms. Although not assessed during this inspection, US Army Garrison also provides support for the installation's Equal Employment Opportunity (EEO) Office, led by a Civilian in the grade of GS-13.

COMPLIANCE

Inspected organizations, to include the Office of the Superintendent, USCC, and the Office of the Dean, maintain command policies on Open Door Policy, Military Equal Opportunity, and Equal Opportunity Complaint Procedures in accordance with AR 600-20, Army Command Policy. In addition to command policy letters, the USCC EOA and USCC Respect Staff developed an "EO Reporting Poster" that highlights the Cadet Respect Creed, defines the six types of discrimination and graphically outlines the EO reporting process and procedures for Cadets. Beginning in AY21, this reporting poster must be taped to the back of each Cadet's barracks room door and maintained as an inspectable item. The poster lists contact information for the USCC EOA, the Brigade Respect Captain, the Brigade Respect Executive Officer and the Company Respect Representative.

Major revisions to AR 600-20 in July 2020 add policy on Military Equal Opportunity (MEO) professional staffing for Direct Reporting Units (DRUs). As a DRU, USMA is required to have, at a minimum, three MEO professionals; one officer (LTC) and two NCOs (one Sergeant Major (SGM) and one Master Sergeant (MSG) or SFC). There is an indisputable link between the challenges of USMA's EO current manning structure and the overall effectiveness of the program, and this requirement for an EO SGM should be closely monitored to ensure the manning document accurately reflects the added grade requirements.

The updated AR 600-20 also adds policy on unit level Equal Opportunity training and education, now defined as "Military Equal Opportunity and Harassment Training and Education." MEO professionals currently serving in authorized EO billets will facilitate interactive and discussion based MEO and Harassment Prevention Response Training, which now includes

clarified definitions of hazing, bullying and discriminatory harassment, as well as updated timelines on the three reporting options – Informal, Formal, and Anonymous.

Currently, USMA's EO program manager has conducted training for two Academic Departments, and he will conduct in-person and virtual EO training for the remaining academic departments, USMA staff, and subordinate organizations through the first quarter of FY21. The USCC EOA will provide training for USCC Staff and Faculty, to include TAC teams, Department of Physical Education (DPE), and Department of Military Instruction (DMI) personnel during upcoming "TAC Talk" sessions and department level meetings.

USCC EO Policy Memorandum (CC-19-07), dated 28 August 2019, requires USCC Headquarters Staff (USCC HQ), Brigade Tactical Department (BTD), Department of Military Instruction (DMI), and each Regimental Tactical Officer (RTO) to screen and appoint in writing one primary and one alternate EOR in order to reinforce USCC's EO Program. The policy memorandum also states that appointed EORs must complete the Equal Opportunity Leaders Course (EOLC) prior to performing duties. However, there has not been an installation-level EOLC at West Point since November of 2018. In absence of EOLC-trained EORs, the USCC EO Advisor (EOA) has trained Cadet Respect Staff members, who are embedded at the Brigade, Regiment and Company levels, to serve as USCC EORs.

Another significant update to AR 600-20 is the inclusion of an installation "MEO and Harassment 24 Hour Hotline." Installations are required to establish a local telephone hotline that provides 24/7 information on MEO and Harassment policy and procedures on how and where to file complaints, the behaviors that constitute discrimination and harassment, and information about the DoD Safe Helpline for sexual assault and the USMA SHARP Program phone numbers. The hotline is an additional avenue for Soldiers and Cadets to anonymously report incidents of MEO and Harassment. The "USMA 24/7 EO Hotline" was established upon release of the updated regulation in July 2020, and the USMA EO Program Manager has included the contact information in the updated EO training support package for USMA Staff and Faculty.

EFFICACY

The inspection identified that the EO Program within USCC is effective but is not as effective as possible. There are several observations that contribute to this assessment. As with any organization's EO program, command emphasis and involvement drive success. The lack of formal command structure that authorizes EOA and EOLs at echelon between the Commandant and Company Tactical Officers complicates the challenge for the USCC EOA, in that the position serves as the single point of contact for 4,400 Cadets.

Training conducted by the EOA focuses on Army requirements and is based on training materials provided by the Army EOLC and DEOMI. This training is separate and distinct from the Cadet Character Education Program (CCEP) run by SCPME, and results in confusion among Cadets regarding the proponent for EO and "respect" as CCEP takes major Army command issues (SA/SH and EO) and places them under Cadet run staff sections with parallel but not entirely clear titles (Trust and Respect). Formal EO training competes for time with other mandatory AR 350-1 training requirements as well as Commandant priorities and CCEP. During the Academic Year (AY), all training of this nature is scheduled for one of 20 Commandant's Hour blocks of instruction which run for 90 minutes each on "Day 1" of the class schedule after lunch. Commandant's Hour classes do not always apply to each of the four classes, although in some cases they do. Sometimes sessions are organized by company, and

in other cases they are organized by class. In other cases, they are specific to an upcoming summer training detail and organized along those lines. Often, scheduling these blocks is impacted by guest lecturers or chain of command requirements that change the priorities. Unlike in regular Army units, USCC has limited time slots available to reschedule training if training is moved from its original block.

Mandatory EO training does occur during the summer training period; however, it is typically conducted in large auditorium style format for efficiency. With only one EOA to cover the entire Corps, this is often the simplest way to accomplish the minimum requirement. However, when executed in this format, the effectiveness is limited due to minimal discussion, no small-group interaction, and the reliance on PowerPoint slides to deliver the instructional material. Cadets consistently commented in interviews and surveys that they remember receiving some sort of EO briefing, but do not remember it being of any substance or value, or that it was merely an overview of how to find the EOA and the NCO's phone number in order to report a complaint. Most Cadets interviewed did not consider these mandatory briefings to constitute training or education. Most Cadets interviewed stated that CCEP sessions covered some of the EO topics but were not formally categorized as EO training. In many cases, CCEP training was facilitated by Cadets, but with TAC Officer presence.

Staff and Faculty generally indicated no formal EO training occurred within their respective departments or directorates. A review of faculty training records indicated very few had previously attended formal EO certification courses. Many indicated that since the killing of George Floyd that discussions on racism and bias have occurred within their offices, however this was inconsistent both with regard to formality and level of participation. Some faculty interviewed believe that the EO Office is not the right organization to be the proponent for education on racism, and that the ODIEO should be the proponent. Further, the ODIEO should be properly resourced to perform an education function for the institution. Faculty believe that EO 'training' has the connotation of mandatory AR 350-1 training, which is generally viewed as 'check the block' training, with minimal training value. Faculty argue that without command emphasis, any 'training' provided by the EO office would likely be ineffective and focused on achieving minimally required compliance with Army standards.

WEAKNESSES

There is no clear owner of unit level EO training due in part to the evolving structure of the Corps of Cadets and the chain of command not mirroring that of an Army Table of Organization and Equipment (TO&E) Unit. The USCC EOA works for the Commandant; however, he has no subordinate command EOAs or EOLs who run periodic training for Cadet companies. There is no requirement for anyone below the USCC EOA to be EOL trained, and appointed on additional duty orders, as the normal unit structures (battalion and brigade) are not formally assigned command authority per AR 600-20. While USMA is currently in the process of vesting command authority in the 4 RTOs and BTO, the current structure requires EO implementation by the USCC EOA and the 36 Company Tactical Officers. This results in TACs either relying on SCPME's character education to 'check the block' for required EO training, or for the TAC to request support from the USCC EOA.

The quality of training provided by the EOA is adequate at best. Interviews suggested that the training only occurs during Cadet Summer Training (CST) for those Cadets assigned a detail at USMA. Cadets did not consider the CCEP classes the same as EO training. In general, Cadets felt that quality EO training would be education and discussion based in small groups, with a focus on hard, uncomfortable discussions about racism, sexism, and the other

forms of discrimination that are covered by the EO program. They stated that the character program only superficially covered these topics, and when it did, the scenarios offered in the training packages were intuitively obvious in how to handle the challenge presented.

Any training that does not include a formal assessment mechanism is risky. The most significant consideration is that when training does not have a required test or a grade associated, Cadets are less likely to prioritize it. In some cases, Cadets' frustration increases when this training occurs during Commandant's Hour because the poor quality of training is seen as a drain on their limited time. Most Cadets believed that the time would be better spent preparing for classes or exams. Often, Cadets indicated these important, yet poorly executed lessons were scheduled during "Thayer Weeks" when they were already overwhelmed by academic requirements. This dynamic greatly affects the retention of knowledge and level of willing participation from these lessons.

Several Cadets commented that they were unaware of the basic steps on how to report an EO violation, to include not knowing who the USCC EOA was or where the advisor's office was located. Many believe that the low quality and frequency of training are major contributors to why Cadets are uncomfortable or unable to handle situations well at a direct level. Some commented that in past years, the Respect Committee representatives were also unaware of the correct process to file a complaint, causing Cadets to lose confidence in the value of the Respect Committee as an entity.

THE CADET RESPECT STAFF

This Academic Year, USCC restructured the Cadet Respect Committee and renamed it the "Respect Staff," while maintaining the unit's same basic purpose. In past years, the committee functioned independently of the Cadet chain of command and had oversight from SCPME as its primary source of guidance. However, the loose structure of the committee enabled Cadet leaders to operate on the fringes of the commander's intent. In 2019, the Cadet who served as chair of the committee was also the President of the Contemporary (Cultural) Affairs Seminar (CAS). CAS's mission and the Respect Committee's efforts routinely overlapped and became indistinguishable during that time. Lack of alignment with the Cadet chain of command enabled the committee to become narrowly focused on personal goals of the committee chair, to the detriment of respect education and awareness of the Corps as a whole.

The restructure in AY21 consists of aligning the headquarters of the former committee as a special staff section, reporting to the Cadet Deputy Brigade Commander (DBC). In addition to the Respect Staff, the Trust Staff and Honor Committees also report to the DBC. This aligns similar areas within the character development pillar under a single leader. Additionally, the restructure places Regimental Respect Captains as staff officers reporting to the Regimental Commanders and assigns two Company Respect Officers as a full-time duty position, rather than an additional duty, for First- and Second-Class Cadets within each company. This structural change aligns each Respect Officer with their respective commander and ensures their priorities align with the commander's priorities.

The inspection team attended training provided for the new Respect Staff at the beginning of the academic year. This training consisted of a short Diversity, Equity and Inclusion (DEI) refresher from the Chief of ODIEO and an in brief from the new Brigade Respect Captain. The refresher discussed discrimination in a general sense but did not drill down specifically into racism. The training included instruction on how Respect Representatives should handle informal EO complaints made within their companies and emphasized handling issues at the

lowest level through discussion and conflict resolution techniques, similar to regular Army processes. Finally, the large group training concluded with a few Cadets providing an overview of the pilot “Relational Character” course which they attended this summer. This course covered some of the major character and interpersonal relationship challenges experienced by Cadets, dealing with sexual harassment and unwanted advances.

The below table contains excerpts from questions asked during a G5 OIR survey of Cadets conducted in July 2020. The numbers indicated represent percentage of the responding demographic who answered in the respective category. A considerable number of questions show a stark difference in perception between White and Black Cadets. In the below example, 43.1% of responding Black Cadets showed a very negative view of how USMA’s EO system takes reports of race discrimination and prejudice, while only 6.7% of responding White Cadets agreed or strongly agreed.

10c. The USMA Equal Opportunity system does not take reports of race discrimination or prejudice seriously.								
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	I do not know	
White	1.9	4.8	17.1	24.9	22.9	1.3	27.1	6.7% Negative View
Black	23.4	19.7	21.8	9.6	4.2	1.3	20.1	43.1 % Negative View
Hispanic	7.3	17.3	18.0	18.0	18.7	3.3	17.3	
Asian	4.9	9.1	27.4	28.7	9.8	0.0	20.1	
Native American	0.0	6.7	20.0	40.0	26.7	0.0	6.7	
Other	9.3	4.7	14.0	23.3	14.0	4.7	30.2	
(I prefer not to respond)	3.9	2.0	27.5	17.6	27.5	0.0	21.6	
ALL cadets	5.2	7.7	18.8	22.8	19.3	1.4	24.8	

Table 1 – Cadet Perceptions #1, Equal Opportunity System, JUL20 Survey

RECOMMENDATIONS

The Academy must take a whole-person approach to educating Cadets, Staff, Faculty and Coaches on racism using a life-long learning approach. Education and training are different, and if a ‘training’ approach is applied, the Academy risks missing an opportunity to fill a major educational gap.

- 1) Increase the number of Equal Opportunity Advisors in USCC by four, as the preponderance of EO issues at USMA originate on the cadet side. Assigning one EOA to each Regiment would ensure adequate EO representation and improve the quality and effectiveness of essential EO training across the Corps. Assign one EOA to USMAPS as a full-time duty.
- 2) To reinforce the USCC Equal Opportunity (EO) Program, USCC departments should comply with current USCC policy by appointing, in writing, the number of EORs required by USCC Policy Memorandum (CC-19-07). The USCC EOA should also coordinate for EOLC training to ensure appointed EORs are certified prior to performing EOR duties within their directorates.
- 3) Continue the relational character course, as the initial feedback from Cadets is wholly positive. This course might be a model for implementing with the Cadet Respect Staff. If not deemed mandatory for all Cadets, it could be specifically mandated for Cadets assigned to the Respect or Trust Staffs during the following academic year.
- 4) Education for Staff, Faculty and TAC teams must occur and be focused on lifelong learning rather than compliance with Army standards. While Recommendation 6 below is necessary to update leaders on changed policies, it is not sufficient to address the learning component. This education should consist of small group discussion, seminars and feedback. This

education should be developed and taught by subject matter experts in the field and overseen by the ODIEO.

- 5) Revise CCEP to provide more structure and assign ownership to a section of faculty. The current model relies heavily on volunteer instructors to supplement the SCPME faculty. Additionally, the CCEP is viewed as 'training' and without an associated grade, in many cases prioritized lower by Cadets when they have competing requirements. The overall effectiveness of CCEP relies on dedicated, trained faculty and mature oversight as the sessions frequently cover subjects that incite significant debate. Consider expanding SCPME to provide academic rigor to the program and standardization of learning outcomes.
- 6) USMA EO Program Manager (PM) should conduct specific training for all TACs and TAC NCOs and appointed EOAs/EOLs on the changes to AR 600-20 and the new requirements placed on commanders. The PM should also conduct a sensing session with TAC Teams to assess their views and concerns on implementing programs in the current environment.
- 7) The USMA MEO and Harassment 24 Hour Hotline number should be added to the USCC Cadet "EO Reporting Poster," as the hotline is an additional avenue for Cadets to anonymously report incidents of MEO and harassment. Companies should also consider adding a photo of the Cadet Company Respect Representative to the EO reporting poster so that Cadets can easily recognize their own company representative. In addition to the EO reporting posters posted in individual barracks rooms, Cadet Company Respect members should, on a routine basis, increase awareness of USCC's EO Program by ensuring company bulletin boards and other public display items include updated EO reporting and contact information.

II – EQUAL OPPORTUNITY INVESTIGATIONS

THOROUGHNESS

All five of the formal EO investigations during the preceding year were conducted thoroughly and with attention to detail. The investigating officers (IOs) conducted comprehensive investigations in close coordination with legal and equal opportunity advisors throughout the investigative process, in accordance with requirements outlined in AR 600-20. In each investigation, IOs interviewed every Cadet and or faculty member who had firsthand knowledge of the facts surrounding the validity of the allegations, and IOs thoroughly cross referenced statements made in interviews with information found in supporting personnel records, rosters, emails and various other documents. Investigations included statements from multiple witnesses, ranging in numbers from 14 to 39 Cadets and Staff and faculty members. In each investigation, the IOs did not substantiate any prejudicial or discriminatory behavior by the subject. Completed investigations were also reviewed by the SJA for legal sufficiency and by a USMA MEO professional, who determined the IOs properly addressed the allegations, in accordance with AR 600-20. The inspection determined that each of the 15-6 investigations were thorough and unbiased. The inspection concurs with the findings and recommendations of the investigations.

During the course of 15-6 investigations, IOs are also directed by AR 600-20 to note concerns or observations of unit policy, procedures, and individual leadership or management techniques that may have resulted in a negative effect upon unit climate and contribute to a perception of discriminatory or harassing behaviors. IOs documented legitimate recommendations consistent with their findings, but it is unclear how these recommendations were effectively communicated and if they were later implemented. Notably, one IO apprised the Deputy Commandant of a potential hazing issue throughout the Corps, the need to clarify hair grooming standards to Cadets, and the need to brief staff and faculty on significant changes to a relevant Army regulation. This case involved statements from 39 witnesses, however, the subsequent legal and Equal Opportunity reviews did not acknowledge or direct special attention to any of these recommendations; they merely noted that the recommendations could be approved. Whether they were implemented, or even considered, is not found anywhere else in the complaint file. Another IO identified procedural inconsistencies occurring in multiple local processes, which is a strong indicator of a potential systemic problem that, if overlooked, could result in disparate treatment of Cadets. However, this issue was not acknowledged in either the legal or the equal opportunity review, which merely noted that the recommendations could be approved; there is no record within the complaint file about whether the IO's recommendation to further investigate was executed.

<i>12b. If a cadet made an EO report, there would probably be backlash against him/her from other cadets.</i>							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	I do not know
White	2.3	13.9	19.4	40.3	14.0	0.3	9.7
Black	18.8	36.8	20.5	13.8	2.9	0.4	6.7
Hispanic	6.0	24.7	16.7	33.3	11.3	0.7	7.3
Asian	7.9	21.2	24.8	30.9	6.1	0.6	8.5
Native American	0.0	20.0	33.3	33.3	6.7	0.0	6.7
Other	7.0	27.9	20.9	25.6	9.3	0.0	9.3
(I prefer not to respond)	7.7	15.4	28.8	28.8	11.5	0.0	7.7
ALL cadets	5.2	18.3	20.1	35.4	11.7	0.3	9.0

Table 2 – Cadet Perceptions #2, Equal Opportunity System, JUL20 Survey

<i>12d. If a cadet made an EO report, other cadets would find out.</i>								
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	I do not know	
White	8.2	30.4	23.9	13.2	2.4	0.4	21.6	38.6% Negative View
Black	25.1	31.4	20.1	5.4	2.1	0.4	15.5	56.5% Negative View
Hispanic	19.3	35.3	22.0	8.0	2.7	0.7	12.0	
Asian	8.5	32.7	30.9	9.7	0.6	1.8	15.8	
Native American	13.3	40.0	40.0	6.7	0.0	0.0	0.0	
Other	18.6	30.2	25.6	2.3	4.7	0.0	18.6	
(I prefer not to respond)	13.5	25.0	19.2	19.2	1.9	0.0	21.2	
ALL cadets	11.4	31.0	23.9	11.5	2.2	0.5	19.5	

Table 3 – Cadet Perceptions #3, Equal Opportunity System, JUL20 Survey

OUTCOMES

Despite the thoroughness of the formal and informal investigations the inspection team reviewed, the overwhelming factors Cadets cited as concerns with filing an EO complaint are the length of time the process takes to reach a resolution, coupled with the perceived low likelihood of a result in their favor. Many Cadets stated that in the absence of witnesses to an offense, the perception is that investigating officers or commanders will almost certainly not substantiate the allegation. Cases are perceived to be 'he said, she said,' and without hard evidence, the IOs will not substantiate an allegation.

While Cadets generally trusted that the EOA would handle the complaint appropriately, they did not perceive a corresponding level of support from their chain of command. In some cases, Cadets indicated when handling a complaint informally, they were dismissed as either being "too sensitive," or being told by their commanders, "that's not what the person meant," or "they didn't really mean it."

<i>12a. If a cadet of racial or ethnic minority status were to report an EO issue to a TAC, an instructor, a peer, or to the EO office, it would result in meaningful change.</i>								
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	I do not know	
White	15.8	45.9	15.0	5.8	1.4	0.4	15.7	7.2% Negative View
Black	5.0	12.2	23.1	30.3	15.1	0.4	13.9	45.4% Negative View
Hispanic	12.0	32.0	24.0	12.7	7.3	0.7	11.3	
Asian	8.5	43.6	22.4	9.1	1.8	1.2	13.3	
Native American	13.3	60.0	13.3	6.7	0.0	0.0	6.7	
Other	14.0	37.2	16.3	16.3	4.7	0.0	11.6	
(I prefer not to respond)	9.6	34.6	26.9	3.8	7.7	0.0	17.3	
ALL cadets	13.5	40.4	17.5	9.5	3.7	0.5	14.9	

Table 4 – Cadet Perceptions #4, Equal Opportunity System, JUL20 Survey

Although no Cadet interviewed or surveyed stated their commanders ignored their complaints, some felt that they as individuals were not taken seriously or seen as overreacting to an incident. Some Cadets believed that prior performance influenced how the commander handled an informal complaint. If the complainant did not have a strong record, or had some prior conduct issues, they were seen as less credible. Similarly, some Cadets perceived if the alleged offender had a strong record, commanders were less likely to believe the complainant.

The new AR 600-20 was published by the Army after the inspection began, so this inspection did not assess compliance with the new provisions. However, the inspection team did identify that without written documents as part of an investigation file, it is unclear whether commanders or investigating officers conducted a formal 'close out' briefing or counseling with the complainant, regardless of the outcome. The requirement for commanders to conduct unit assessments after an EO complaint, regardless of outcome, is a positive change that will force leaders to take a harder look at the climate of their organizations to determine if the reported incident is an isolated incident, or is a symptom of a larger problem in the organization. While

not a formal requirement until July 2020, there is no evidence in any of the completed EO investigations that any commanders conducted unit climate assessments as a result of a complaint.

There were only five formal equal opportunity investigations during the last year, and in each, the command selected the investigating officers using normal selection procedures. The command did not specifically select any IO on the basis of race or gender.

FOLLOW UP ACTIONS WITH COMPLAINANTS

In both previous and current versions of Army Regulation 600-20 (AR 600-20), 06 November 2014 and 24 July 2020 respectively, the commander is required to notify the complainant and subject in writing (Part II, DA Form 7279) when a formal EO complaint is found unsubstantiated. The Commandant is the legal commander of USCC, and while the Commandant acknowledged receipt of all formal EO complaints and initiated investigations into the complaints (Part I, DA Form 7279), USCC EO documents indicate that the Deputy Commandant later reviewed the final report of investigation, concurred with findings of the investigating officer, and rendered the final decision that complainants' allegations were unsubstantiated, as annotated on all EO complaint forms (Part II, DA Form 7279). The Deputy Commandant is authorized to appoint investigating officers according to the provisions of AR 15-6. However, to reinforce the significance and importance of the EO program, EO professionals should attempt to keep DA 7279 forms consistent throughout by matching command signatories recorded in Parts I through III of DA 7279 forms. It's unclear from the EO complaint files whether complainants inquired about or received explanations for these form discrepancies.

Moreover, the previous version of AR 600-20 allowed either the commander or the unit EOA to inform the complainant and the subject(s) of his/her right to appeal and to make them aware of procedures to appeal, as annotated in Part III, DA Form 7279. However, the most current version of AR 600-20 now requires commanders to communicate all portions of Part III, Actions to Resolve the Complaint, to include command actions taken to prevent acts of reprisal and the requirement to advise complainants and subjects of the appeal process. Commanders are also required to inform complainants and subjects of availability of a final investigative report and their right to request a copy of the final investigative report, redacted as necessary to comply with the Privacy Act and any other applicable laws and regulations. The first section of Part III (Part III, 11a.) allows commanders to outline, in free text response, actions taken to resolve the complaint and continue to prevent acts of reprisal. Command comments across all complaint forms varied in depth and consistency. USMA MEO professionals and commanders should be explicit in this section and inform complainants that a MEO professional is required to conduct a formal follow-up assessment within the next 30 calendar days to ensure the reprisal prevention plan is being followed.

The updated AR 600-20 requires MEO professionals to conduct a formal follow-up assessment of all formal discrimination complaints, (both substantiated and unsubstantiated) within 30 calendar days following the final decision rendered on the complaint. The primary purpose of the follow-up assessment is to measure the effectiveness of the actions taken and to detect and deter any acts or threats of reprisal. The MEO professional is required to assess the complainant's satisfaction with the complaint process, to include timeliness, staff responsiveness and helpfulness, resolution of the complaint, and ensure reprisal has not occurred. Findings must be annotated on DA Form 7279-1, and then presented to the commander within five calendar days. The commander then has five calendar days to review

the MEO’s findings and recommendations and determine whether any further actions are required. The inspection determined that MEO professionals conducted follow-up assessments with complainants in writing through email exchanges or verbally during informal meetings. However, it is critical that follow-up activities are properly documented on the required DA form, routed through the commander, and attached to the original complaint file.

Timeliness of Action – The updated version of AR 600-20 requires that the entire complaint process will be complete within 60 days or less, when practical, however extensions up to 30 days can be requested. Formal EO complaints reviewed during this inspection were completed between approximately one and four months. AR 600-20 states that rapid resolution of EO complaints is in the best interest of both the complainant and the command, and commanders and MEO professionals should be vigilant in complying with updated timelines. Commanders are also required to provide progress reports to the complainant every 14 days until the complaint is resolved, and 30 days after the commander’s final decision on the complaint.

FOLLOW UP ACTIONS WITH THE UNIT

Previous regulatory guidance directed that closed EO complaint files be retained on file for two years from the date of the final decision on the case. Revised regulatory guidance, as of 24 July 2020, now requires EO complaint files to be retained on file for 15 years from the date of the commander signing the Equal Opportunity Complaint Resolution Assessment (DA Form 7279-1). In accordance with MEO professionals’ responsibilities found in AR 600-20, the USMA EO PM should monitor and assess the execution of the MEO Program and The Army’s Harassment Prevention and Response Program policies at all levels within their commands/areas of responsibility through annual onsite staff assistance visits (SAVs) to ensure EO complaint files are administratively correct, executed properly, and adhere to suspense timelines, to include documentation of follow-up assessments (DA Form 7279-1). When practical, USMA should make discrimination and harassment prevention a special interest item in the command’s inspection program (CIP) or organizational inspection program (OIP).

<i>12c. I am confident that senior leaders at the Academy will act properly to correct incidents of discrimination or prejudicial behavior.</i>							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	I do not know
White	24.8	52.2	12.9	5.8	1.6	0.4	2.3
Black	6.3	23.0	22.2	20.1	20.9	0.8	6.7
Hispanic	19.3	48.0	17.3	8.0	4.7	0.7	2.0
Asian	10.3	51.5	21.8	11.5	1.2	1.2	2.4
Native American	20.0	53.3	20.0	6.7	0.0	0.0	0.0
Other	21.4	52.4	9.5	7.1	7.1	0.0	2.4
(I prefer not to respond)	17.3	40.4	21.2	5.8	9.6	1.9	3.8
ALL cadets	20.8	48.2	15.2	8.1	4.3	0.5	2.9

Table 5 – Cadet Perceptions, Academy Leadership, JUL20 Survey

RECOMMENDATIONS

- 1) MEO professionals should educate USMA senior leaders on major changes to AR 600-20 and conduct sensing sessions on the impact of changes in the current environment.
- 2) The Superintendent can address Cadet mistrust and perceptions of inconsistency by clarifying his process for discretion and final disposition of EO misconduct.
- 3) The Commandant can frame Cadets’ expectations about the timeliness of EO investigations by addressing how each step in the process is critical and comprehensive, and by

emphasizing how the commander will follow up with the complainants and subjects throughout the process to provide feedback about the status and outcome of the complaint.

- 4) Investigating officers should brief their findings and recommendations to the commander in person in order to convey all important and/or underlying issues identified during the investigation. This proactive approach would allow commanders to immediately evaluate and address any relevant threats to the organization so the ethical climate does not suffer. At a minimum, the USMA MEO professional's review should acknowledge the IO's recommendations and provide the commander an action plan to address and follow up on equal opportunity issues identified in the investigation. Consider publicizing findings of EO misconduct, especially in high visibility cases, in order to build a climate of trust that enhances EO reporting, not prevents it. As AR 600-20 states, more members of the unit, other than the complainant and subject, are affected by EO complaints, especially those that go unresolved.
- 5) The Commandant and Brigade Tactical Officer should educate Cadets about "Commander's Rights to Withhold" policy and explain how the decision to withhold EO cases to Brigade level or higher is a positive change and a "good news story."
- 6) USMA EO PM should monitor and assess the execution of the MEO Program and The Army's Harassment Prevention and Response Program policies at all levels through annual onsite staff assistance visits (SAVs) to ensure EO complaint files are administratively correct, executed properly, and adhere to suspense timelines, to include documentation of follow-up assessments (DA Form 7279-1).

III – INSTITUTIONAL RACISM

This inspection addressed the question of institutional racism through an analysis of each of the other inspected areas, to determine if, despite the best of intentions and policy compliance, the system inherently disadvantages minorities, whether intentionally or unintentionally. The recent graduates' proposal, "An Anti-Racist West Point," makes several references to alleged institutional racism at West Point; however, it provides no tangible examples of how the system, in and of itself, practices institutional racism. The proposal cites examples of individual racist actions, to include allegations that faculty members have on occasion displayed racist behavior. The proposal does not indicate or imply that these examples are widespread, common, and endemic to the role of a faculty member. While these actions are clearly unacceptable and represent a drastic failure to uphold both Army and West Point values on an individual level, absent further evidence of widespread racism, or support for these practices, they cannot be considered institutional racism. To the contrary, current policy and practice demonstrate that West Point does not engage in institutional or systemic racism.

10b. There are issues that exist at West Point that limit opportunities for racial and ethnic minorities.								
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	I do not know	
White	4.2	11.5	18.5	26.2	26.3	0.6	12.7	15.7% Negative View
Black	35.8	31.7	15.0	8.8	6.3	0.8	1.7	67.5% Negative View
Hispanic	12.0	20.0	17.3	23.3	22.7	0.7	4.0	
Asian	10.4	22.6	22.6	25.6	11.6	0.0	7.3	
Native American	0.0	13.3	26.7	40.0	20.0	0.0	0.0	
Other	7.0	25.6	27.9	20.9	14.0	0.0	4.7	
(I prefer not to respond)	9.8	9.8	13.7	19.6	39.2	0.0	7.8	
ALL cadets	9.1	15.6	18.5	23.7	22.6	0.6	10.0	

Table 6 – Cadet Perceptions, West Point Climate, JUL20 Survey

The proposal conflates a history of institutional racism with current practice. Clearly, USMA's history has undeniable examples of institutional racism. Mirroring policies of the United States and the U.S. Army, USMA allowed discrimination until the mid-1900s. Individual cases reflected institutional bias, cases like Cadets Henry O. Flipper, Charles Young and Benjamin O. Davis Jr. to name a few. These men were subject to the practice of silencing, wherein Cadets, Staff and Faculty would not speak to them outside of official business. Their presence at the Academy in the early period of racial integration does not, disprove that institutional racism existed. The fact they were admitted to USMA was a step forward toward equality, yet once admitted they were subjects of institutional racism. No such practice exists today, and none has for arguably the last half-century.

While not finding institutional racism during the inspection, the IG determined three potential areas that some could consider to be institutional racism due to the impact felt by minority groups, regardless of the actual intent. The first instance is the Confederate memorialization, specifically the honorifics associated with General Robert E. Lee and to a lesser extent, Brigadier General Pierre G.T. Beauregard. This also includes the depiction of the KKK on the Tryptic that adorns the wall outside the eastern entrance to Bartlett Hall. The second potential area is the impact of diversity admissions practice on minority candidates upon their admission to USMA. In general, the practice of admitting candidates whose admission scores fall into the high-risk category puts these candidates at a distinct disadvantage compared to applicants with higher scores. The preponderance of high-risk candidates are Black. This topic is addressed in Section VI. The third potential area is the survival swimming course. There has been an ongoing assertion over time that Black Cadets struggle in the swim course at a higher rate than their non-Black counterparts. Proponents of the idea that the swim curriculum is inherently biased against Black Cadets articulate that lack of availability of swimming pools in

predominantly Black communities again puts Black Cadets at a disadvantage. This topic is addressed in Section IX.

10a. West Point leaders have responded appropriately to the recent incidents of civil unrest that have occurred within our country.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	I do not know	
White	15.5	48.8	22.4	7.6	3.2	0.7	1.9	10.8% Negative View
Black	5.4	20.1	24.3	23.8	25.5	0.4	0.4	49.3% Negative View
Hispanic	12.0	37.3	22.7	14.0	9.3	2.0	2.7	
Asian	6.1	48.2	27.4	12.8	2.4	0.6	2.4	
Native American	26.7	40.0	26.7	6.7	0.0	0.0	0.0	
Other	9.3	44.2	18.6	16.3	7.0	0.0	4.7	
(I prefer not to respond)	7.8	37.3	31.4	9.8	7.8	3.9	2.0	
ALL cadets	13.1	44.1	23.2	10.6	6.3	0.8	1.8	

Table 7 – Cadet Perceptions, Leadership Response, JUL20 Survey

Some Cadets felt that the initial response to the Recent Graduates' proposal sent shortly after the initial riots was tepid and did not address the issues at USMA head on. These Cadets felt the nature of the response meant that they no longer had hopes of support from the highest level of leadership to get the claims in the proposal addressed. Some faculty echoed the same sentiment, to include referencing comments attributed to the Superintendent in a USA Today article. This sentiment is also reflected in faculty responses to the G5 OIR survey conducted in July. While a significant number of Cadets and Faculty who responded to the survey were satisfied with the Superintendent's response, the overwhelming majority of these individuals were White. No one interviewed during the inspection stated that they felt the Academy's response to the George Floyd killing was satisfactory.

CONFEDERATE MEMORIALIZATION

The ongoing national unrest in the wake of the killing renewed focus on the memorialization of Confederate leaders. USMA has previously assessed this issue and its impacts on Black Cadets and Staff & Faculty. In 2016, USMA conducted a study to assess attitudes toward this subject, and leadership elected not to act upon the recommendations absent guidance from the Department of the Army. AR 1-33 permits the Superintendent the authority to name buildings and roads on the West Point Military Reservation.

During interviews with Cadets, the inspection team asked how they would define institutional racism, whether it exists at USMA, and if so, what does it look like. While affirmative responses varied, a recurring response was that USMA's apparent refusal to act swiftly to change the name of Lee Barracks or remove the Lee portrait which depicts his slave are both clear indicators of institutional racism.

This subject has caused tension between Army and Defense Department senior leadership and the President of the United States. DoD leaders have proposed the establishment of a bi-partisan commission of elected representatives to assess and recommend how to address naming of ten military bases in the United States that are currently named in honor of Confederate generals. To date, the naming of Lee Barracks has not specifically been addressed in a public forum by the President or DoD senior leaders.

All Cadets interviewed, regardless of race, and many graduates share the view that the Superintendent should immediately rename Lee Barracks, as well as Lee Road and Beauregard Loop. Some graduates call for the complete removal and eradication of any reference to Confederate leadership at the Academy. In letters to the Association of Graduates, some alumni

argue that removal of this memorabilia and historical references is a move toward socialism and an effort to erase history. Many people do not understand why the Academy still appears to respect Lee and are perplexed by the deep reverence for him in a heroic sense, as he violated his oath to the Constitution and fought for the Confederacy. Debate continues as to whether Lee truly was a traitor, and scholars and laypersons alike engage in vehement debate in the social media sphere.

Memorial/Artifact
Lee Barracks
Lee Road
Lee Gate
Lee Housing Area
Lee Prize in Math
Beauregard Loop
Lee Frieze in Reconciliation Plaza
History Poster
Lee Superintendent Plaque x2 (Supt Conf Rm, Supt Office)
Beauregard Superintendent Plaque x2 (Supt Conf Rm, Supt Office)
Lee Room in Q100
Lee Portrait (in Army Blue) in QTRS100
Lee Portrait in Mess Hall
Beauregard Portrait in Mess Hall
Lee Portrait in Library
Confederate Statuettes in QTRS100
Jefferson Davis on the plaque at Thayer Hall entrance
Centennial Plaque in Cullum Hall
Joseph Wheeler Plaque
Fitzhugh Lee Plaque

Nonetheless, from interviews conducted during the inspection, consensus does exist that whatever form removal of Confederate memorials takes, it should stop short of complete removal of historical references to Lee and Beauregard as they both served as Superintendents prior to the Civil War. Their portraits hang in three specific locations due to their service at USMA – the most prominent location is the Cadet Mess Hall, and the two other locations are the Superintendent’s Conference Room and the Superintendent’s Office. In all locations, the portraits are hung alongside every other former Superintendent.

Staff and faculty, on the other hand, have a better understanding that decisions made regarding Confederate memorials may no longer be within the Superintendent’s purview. Many conveyed the perception that USMA leadership has been given a stand-down order on this issue, to include making public statements.

HISTORICAL CONTEXT

The recent graduates’ proposal uses Cadet displeasure with a 1971 plan by President Richard Nixon to erect a Confederate Monument at West Point, and their subsequent letter to then Superintendent, LTG William Knowlton, as their justification for action. Throughout their proposal, the recent graduates make extensive reference to writings of Brigadier General (retired) James “Ty” Seidule, Professor Emeritus and former head of the USMA Department of History. Seidule’s writings have also been widely circulated and referenced in print and social media within recent months.

Recent debate has brought forward the notion that Confederate monuments became more prominent during the Civil Rights movement of the 1960s, as a subtle reminder to Black Americans of their place in society. Likewise, some historians have written to de-bunk the Lost Cause narrative of the Confederacy. Regardless of the intention behind the Academy’s decision to name Lee Barracks, the timing cannot be ignored. The reconciliation between leaders of the Confederacy and the Union after the Civil War, while ostensibly meant to reunify the nation, has also been interpreted by some historians as a means to reunify only the white population.

While not the most notable memorial to the Civil War, Reconciliation Plaza on Thayer Road, adjacent to Taylor Hall, the USMA Headquarters, clearly serves as a reminder of the reconciliation that did occur between USMA classmates in the aftermath of the Civil War. History does not ignore the fact that classmates and fellow alumni fought directly against each

other during the bloodiest war in our nation's history. The Class of 1961 sponsored the plaza as part of a reunion gift at their class's 50th reunion. The story of the reconciliation primarily focuses on West Point graduates' personal reconciliation with each other, whereas the national reconciliation after the war had the larger intent of reunification of the country.

RECOMMENDATIONS

The Superintendent should consider the report made by the memorialization committee as well as guidance and directives from Army Senior Leadership before taking action on any of these recommendations. Per testimony by the Chairman of the Joint Chiefs of Staff to Congress this summer, the use of a bi-partisan congressional committee to make a recommendation on naming the ten U.S. Army bases currently named after Confederate Generals indicates a desire for a political decision on memorialization.

The IG makes these recommendations independently of, and without knowing, the recommendations currently being staffed by the Memorialization Committee, and any overlap is coincidental.

- 1) Rename Lee Barracks after a prominent graduate who meets the determination of the committee to be worthy of the recognition. The individual's achievements, character, and reputation should drive the selection, and race and gender should be a secondary consideration.
- 2) Rename Lee Housing Area to 'Target Hill' or 'North' housing area. Lee is the only neighborhood on post whose name derives from an individual. Some of the COL level housing is referred to by the street on which the residences lie, i.e., Washington Road or Wilson Road. All other housing areas are either named for geographic features (Lusk), adjacent street names (Stony Lonesome), or as a description of the housing (New Brick and Old Brick). Lee takes its name from the fact that Lee Road is the main artery into and out of the housing area. Changing the name to Target Hill would associate the housing area with the name of the geographic feature on which it rests and tie the name back to the historical use of the hill for artillery target practice during the Academy's early years.
- 3) Rename Lee and Beauregard Roads after other former Superintendents who are not yet memorialized. Most roads on the installation bear the names of Superintendents; however, not all do. It is impractical to perpetually rename roads or build new roads so that all are honored in this way. Regardless, naming of roads on Army bases has generally fallen into two categories – either memorialized after important historical figures relevant to that particular installation or named for battles and campaigns pertinent to units assigned to that post. In both cases, the naming is intended to preserve history. This recommendation should be carefully analyzed for cost impact to residents who reside on these streets and will have to go through the address change process as a result of implementation.
- 4) Retain all three official portraits of Robert E. Lee and P.G.T Beauregard as Superintendent as mentioned above. These portraits are merely a recording of history and not intended to honor them individually. Their removal might appease some people; however, this action could set a precedent for erasing or at least ignoring history. Of note, the portraits of Lee in the Cadet Mess Hall and in the Superintendent's Office are not displayed chronologically as they are within the Superintendent's Conference Room. As a matter of practice across the Army, historical records of former commanders and command sergeants major hang in unit

headquarters. In most cases, they hang chronologically, typically with start and end dates of their period of service. The two paintings of Lee mentioned above hang in prominent positions alongside other extremely well-known former Superintendents, such as Sylvanus Thayer, Douglas MacArthur and William Westmoreland. Putting Lee among these leaders implies a degree of reverence beyond the mere reflection of his service. In these two locations, both paintings should be rearranged chronologically so as not to give more attention to Lee.

- 5) Move the portrait of Lee that hangs in Jefferson Hall to the West Point Museum. This historical artifact carries educational value and its current location alongside a compendium portrait of Ulysses S. Grant is intended to keep the history of the Academy and its alumni alive. That said, because the two portraits were commissioned and hung together, they should remain as such if moved to the museum.
- 6) Research the reason behind inclusion of the KKK image on the Tryptic outside Bartlett Hall to determine if the intent was a mere depiction of history. If research concludes that there is reasonable belief that the sculptor's intent was to honor the KKK, then the image should be removed. If the former, then USMA leadership should publicly acknowledge that maintaining it unaltered should serve as a form of education and reminder of this horrible part of our nation's history. If retained in its original form, leadership should consider adding a plaque that provides context to the KKK depiction and clearly states that its presence on the tryptic is intended to serve as a historical record.
- 7) Retain Reconciliation Plaza without change. Ensure the intent behind the memorial is captured during the Military History curriculum. Consider the use of a walkabout tour of USMA monuments as part of the new HI101: The Army of the Republic course. This would contextualize the memorial during a Cadet's Plebe year.

IV – RACISM EDUCATION

CADET CHARACTER EDUCATION PROGRAM

The Cadet Character Education Program encompasses all the activities in support of development of the leader attributes under the character pillar of WPLDS. SCPME is the proponent for the character program and provides oversight for CCEP courses taught during the academic year as well as Honor, Trust and Respect training sessions taught during the summer training period. SCPME also oversees the Superintendent's Capstone Course – MX400: Military Officership. This is a 30-lesson core course taught during senior year by officers from SCPME and is worth 3 credit hours. This course replaced MS400: Tools of the Trade, the previous capstone course, which focused primarily on lieutenant "kit bag" topics, such as conducting performance counseling, inventories and hand receipts, and other day to day requirements expected of newly commissioned lieutenants. This course was a catch-all type class for "things I wish I knew prior to taking over my platoon."

The scope of MX400 enables Cadets to accept their unique role as a commissioned officer in the Army Profession, to appreciate how their West Point experience prepares them to thrive in a complex operating environment, and to improve their ability to solve complex military problems. Cadets will understand and apply the foundations of officership, the Army Profession, and Mission Command. They will reflect upon and write about their West Point experience to assess and improve their own development. Lastly, they will hone their professional skills of critical thinking, innovative thinking, and effective communication. MX400 uses the case study method to highlight future challenges and to practice interdisciplinary collaboration. MX400 provides an integrative challenge that requires cadets to collaborate with peers to formulate and present interdisciplinary solutions to complex military problems. The recommendations are expected to synthesize concepts and ideas learned within WPLDS. Upon completion of MX400, each Cadet should internalize his or her professional identity and feel confident in his or her ability to thrive in complex situations.

CCEP courses, unlike MX400, are not taught by full-time instructors with the same Cadets in each section for a semester. Rather they are facilitated by a volunteer faculty member, who uses instructional materials provided by SCPME. In many cases, this facilitator leads a session with a group of Cadets with whom he or she has likely never interacted before. Using volunteer instructors, while intuitively would appear to result in a more willing instructor, reduces accountability because there is no formal feedback or reporting mechanism to validate quality instruction. It is not practical for SCPME faculty to observe each volunteer facilitator during CCEP lessons, as they are also part of the instructional body. In many cases, faculty use a general knowledge of the subject matter based on their own experience, to drive the discussion and deviate from the baseline slides. While this is normally viewed by Cadets as a positive example of mentorship, particularly when full-time instructors do it in class, it has consequences in CCEP that are not easily measurable. Many Cadets report inconsistent level of engagement, depth and discussion within these courses, and point to the revolving door of instructors as a major factor. Cadets also feel that the scenarios provided in the baseline instructional material are too simple and have an obvious right answer to the proposed ethical dilemma.

ODIEO DIVERSITY & INCLUSION EFFORTS

ODIEO served as the proponent for the recently published “USMA Diversity and Inclusion Plan (2020-2025),” which outlines how each ODIEO initiative is strategically nested within the Superintendent’s Priorities, or Lines, of Effort. Moreover, ODIEO initiatives in each line of effort often cross over and complement one another. Throughout the Academic Year, the USMA ODIEO supports and collaborates with West Point’s 14 cadet diversity clubs; plans and executes 9 cultural or special observances; coordinates for a guest speaker series and workshops focused on unconscious bias and emotional intelligence; and plans and executes the annual “Diversity and Inclusion Leadership Conference.” In 2018, ODIEO collaborated with faculty from various Academic Departments to create the Diversity and Inclusion Studies Minor (DISM). ODIEO outreach and partnership efforts with other academic institutions, USMA alumni, Department of Defense (DoD) and Department of the Army (DA) strive to further USMA’s diversity goals by sharing ideas, best practices and successful diversity and inclusion strategies.

IN THE HUMANITIES CURRICULUM

A few courses currently exist within the humanities programs in USMA’s curriculum. The below courses are all electives, and some may be required dependent on one’s major.

The scope of EN352: Power and Difference - (Department of English and Philosophy), examines the complex relationship between language and power through in-depth study of texts. The course focus may include but is not limited to Indigenous literature, Asian-American literature, African-American literature, and LGBTQ literature.

The scope of SS392: Politics – Race, Gender, Sexuality - (Department of Social Sciences), includes an introduction to the concepts of race, gender, and sexuality in the American political system. It will 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. The class will also move outside the borders of the United States to consider some of these same concepts in other countries to provide a comparison of how states deal with majority-minority relations and inequalities in their governmental systems. 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.

Throughout PL377: Social Inequality - (Department of Behavioral Sciences & Leadership), Cadets are introduced to several theoretical perspectives intended to explain the structure of social stratification in the United States. The course examines the state of social inequality in the United States, with a focus on social class, integration, mobility, and equality of opportunity. Cadets explore individual and structural perspectives of social inequality. Cadets evaluate social issues, policies, and programs intended to influence social inequality. Throughout the course, cadets discuss the relevance of class, race, ethnicity, and gender on social opportunity and inequality.

HI463: Race, Ethnicity, Nation - (Department of History), allows Cadets to investigate the development of the concepts of ethnicity, race, and nation. They will examine modern conditions such as the Enlightenment, science, the growth of the state, Social Darwinism, and imperialism, and study why these conditions gave rise to diverse but overlapping methods of creating boundaries and defining difference. Although the main focus of the course will be on Europe, the application of these ideas in a variety of global settings - on other continents - will be

considered throughout the course. This course will include an exploration of the way in which history has been written; including examining the changing interpretations, traditions, methods, and frameworks of historians.

PL384: Sociological Theory - (Department of Behavioral Sciences & Leadership), is a set of interrelated ideas that allow for the systemization of knowledge of the social world, the explanation of that world, and predictions about the future of the world. In some ways, all of us are amateur theorists, interpreting the meanings of the events and encounters that shape the world and ourselves. In PL384 Cadets will learn in-depth how theories can help make sense of our times and to choose courses of action to realize our collective and individual dreams. In this course, theory is brought down-to-earth, to show how a sociological imagination (in other words, a theoretical consciousness that embraces self-awareness) is valuable to self and society. Questions like "Are families disintegrating?" "Why are some people discriminated against?" "What accounts for the crime rate?" "Are religion and economics compatible?" "Why is the sexual division of labor so persistent?" "Are wars inevitable?" can be addressed. Theories are thus tentative answers to the questions that preoccupy us as members of families, professions, communities, nations and, increasingly, as global citizens.

HI398: Society & Culture in American History - (Department of History), examines the evolution of American society from the perspective of the family and evaluates the influence of group identification--class, race, gender, and ethnicity. Other topics include consumerism, sports, religion, and wars as factors that modify and enrich the social and cultural spectrum.

RECOMMENDATIONS

- 1) Approve SCPME's Character Growth Seminar pilot course in order to consistently equip Cadets with skills needed to manage conflict resolution and to understand the perspectives and concerns of opposing Cadets or groups. Cadets who complete CGS should train and validate Respect Staff members embedded at the brigade, regimental and company levels.
- 2) Consider implementation of this course Academy wide upon institutionalization in the curriculum as an elective. At a minimum, consider requiring this course for all Cadets assigned as Respect, Trust and Honor Representatives. This recommendation should be brought through the Curriculum Committee to the Academic Board, with a target goal of implementation by AY22.
- 3) In coordination with the Office of the Dean, consider piloting a sociology course, as proposed in the recent graduates' letter, that could become a Core Course in the USMA curriculum. The pilot should incorporate a diverse student population of sufficient size to assess efficacy. The pilot should also incorporate feedback over time to determine knowledge retention and attitude and perception changes after the course. While some Cadets take sociology courses now, using only their feedback would be biased as these Cadets chose the elective as part of their major. Upon completion of the pilot, bring the course through the Curriculum Committee and Academic Board for a decision whether to include the course in the core curriculum.
- 4) Continue to incorporate racism education into the semi-annual Honorable Living Day subject areas. While outside the timeframe of this inspection, initial anecdotal feedback from the 23 September 2020 Honorable Living Day was overwhelmingly positive and educational for many Cadets, Staff and Faculty.

V – STAFF AND FACULTY

FACULTY DEMOGRAPHICS

The faculty of the United States Military Academy come from diverse backgrounds in the US Army Officer Corps, international partner militaries and civilian academia. Each academic department has a mix of permanent military faculty, permanent civilian faculty and rotating military faculty. Permanent faculty hold higher academic rank and all have terminal degrees in their respective fields. Rotating military faculty comprise most of the officer corps at USMA and typically hold CPT and MAJ rank, with few LTCs assigned as rotating faculty. Military faculty are predominantly active duty Army Officers, with limited representation from the other three services. Rotating faculty typically serve two to three-year assignments upon completion of a Masters' degree in their respective field.

MILITARY TEACHING FACULTY DEMOGRAPHICS					
RANK	TOTAL	FEMALE	%	MINORITY	%
BG	1	1	100%	0	0%
COL	78	13	17%	8	10%
LTC	122	15	12%	17	14%
MAJ	155	15	10%	17	11%
CPT	195	37	19%	22	11%
	551	81	15%	64	12%

Table 9 – Military Teaching Faculty Demographics by Grade, AY2021

The Academic Board is the main governing body that determines Cadets' worthiness to graduate. AR 150-1, para 1-22 defines the composition of the AB as:

- (1) Superintendent, USMA.
- (2) Commandant of Cadets.
- (3) Dean of the Academic Board.
- (4) Military Deputy Director of Athletics.
- (5) Department heads.
- (6) Director of Admissions.
- (7) Others, as designated by the Superintendent, USMA.

In total, 20-21 members sit on the board, which reports directly to the Superintendent. Academy Professors are terminal degree (PhD level) holding professors with extensive teaching experience, who are selected by a search committee and approved by the Academic Board to serve the remainder of their Army careers teaching at USMA. From this body of professors, the Superintendent ultimately selects Professors, USMA (PUSMA) who serve in Department Head and Deputy Department Head roles. PUSMA positions are authorized by Title X, US Code, and upon selection by the Superintendent, they are appointed by the President and confirmed by the Senate. Upon assignment, they are authorized to serve until age 64 and are traditionally promoted to Brigadier General upon retirement. Currently, the law authorizes 28 PUSMA

positions. Four current PUSMAs are female, and one is Black. Only three Black officers have served as PUSMAs in USMA's history. Some senior faculty interviewed highlighted the severe lack of minority representation among Academy Professors and PUSMA positions as evidence. While these faculty acknowledge that there is strong female representation among the permanent faculty and Academic Board, they believe the Academy should put forth a similar strong effort to recruit minorities for professorships as the Academy did to recruit women.

ACADEMY PROFESSORS		
TOTAL	102	
FEMALE	21	20.6%
MINORITIES	14	13.7%
- BLACK	8	7.8%
- HISPANIC	3	2.9%
- ASIAN	2	2.0%
- AMIND	1	1.0%

Table 10 – Permanent Military Faculty Demographics, AY 2021

CIVILIAN TEACHING FACULTY DEMOGRAPHICS					
RACE / ETHNIC GROUP	TOTAL	MALE	%	FEMALE	%
WHITE	289	179	52%	110	32%
BLACK	20	7	2%	13	4%
HISPANIC	20	12	3%	8	2%
ASIAN	17	9	3%	8	2%
AMIND	1	0	0%	1	0%
	347	207	60%	140	40%

Table 11 – Civilian Teaching Faculty Demographics, AY2021

FACULTY RECRUITMENT / RETENTION / EDUCATION

Recruitment of military faculty takes several forms and may begin as early as during a faculty member's time as a Cadet at USMA. Sometimes, high performing Cadets are encouraged to open a prospective faculty file if their department feels they would be a good fit to return after company command and graduate school. Each of thirteen academic departments recruits separately and uses different techniques. All have the common thread of requiring successful company command performance, and acceptance at a reputable graduate school (in view of the respective department). Strong undergraduate performance is highly weighted, although not all departments have a common baseline for undergraduate performance. There are no explicit diversity goals within any departments, and no formal, overarching mechanism exists to assess the applicant population for diversity and depth of talent Academy wide. Since each department is specialized, an Academy level process would not necessarily help cross-level talent, as one applicant might have expertise for one department, but not another. Regardless, the Academy does have an ad hoc committee, called "Task Force Teamwork," which aims to address minority officer recruiting for faculty positions. The Office of the Dean provided a white paper on faculty recruiting, which highlights senior leader travel to army installations to recruit future instructors. Current efforts include an initiative to gain HRC support for designation of USMA instructor positions as broadening assignments in order to increase their attractiveness. The Office of the Dean stated that an officer's performance could

compensate for less than desired undergraduate grades when selecting potential future faculty. The serious question this raises is the willingness of preferred graduate schools to accept minority officer applicants into their program. While USMA may recruit a diverse applicant population, these officers must still meet university entrance expectations, their military performance aside. The inspection did not assess the hiring process in detail.

Staff & Faculty involved in officer recruiting identified challenges in recruiting minority officers to teach at USMA. First, they indicate that the population is very limited when screening files for talent, evidenced by strong manner of performance (i.e., at least one 'Most Qualified' company command Officer Evaluation Report (OER)). They also claim that many units or organizations actively recruit strong-performing minority officers for the same reasons USMA desires to have strong minority representation. Officers who would be ideal instructors are also strong candidates for Joint Chiefs of Staff internships, aide de camp duties, and other broadening assignments.

One faculty member interviewed did report targeted recruiting with current USMA minority Cadets and engaging them to open an applicant file immediately upon graduation. While this is a strong practice, its effectiveness relies on these officers performing well as lieutenants and captains, and their requisite decision to commit five to six additional years to the Army after company command, which is largely a decision over which faculty have little to no real influence. Additionally, this practice only targets USMA graduates, and not officers from other commissioning sources.

While not attributing these remarks to Cadets, two senior permanent faculty members did pose the rhetorical question as to what minority Cadets must think when they know their fate will be decided by an overwhelmingly white Academic Board. A few faculty interviewed stated that in spite of USMA currently having a Black Superintendent, there are still too few minority officers in senior leadership positions to inspire minority Cadets to a lifetime of service.

In USCC, two of the departments select from officer generalists for instructors in the military science curriculum and character curriculum, and the third selects tactical officers to command cadet companies. The Commandant maintains the ultimate selection and assignment authority over officers selected for these positions. As officers and NCOs apply for these assignments, the similarity and overlap of function in the positions provides flexibility for the Commandant to rebalance talent and diversity according to need, even after the individuals' selection for a position. Diversity in BTD has generally been viewed as more important than diversity within DMI and SCPME. Diversity is more evident in USCC than within the Dean's directorate.

Specific hiring for Tactical Officers is done as a collaborative effort between USCC and the Department of Behavioral Sciences & Leadership (BSL). BSL is the proponent for the Eisenhower Leader Development Program (ELDP), which educates and trains newly selected Tactical Officers through a one-year Master's Program through Teachers College of Columbia University. BSL conducts annual recruiting for this program by contacting officers who meet performance goals and attributes and who also reflect the diversity of the Army. Leaders state that in recent years, a few minority officers who were selected for ELDP subsequently declined assignment for other opportunities, leaving open seats in the cohort. With the 18-month process from recruitment to a TAC taking command of a Cadet Company, the desired cohort does not always reflect the planned demographic.

The Superintendent directed the ELDP selection team to lay out the projected TAC demographic by year for the next few years, in order to determine what recruiting goals they need to establish now. The current model aims to achieve a balanced cohort within the cohort itself but does not look at how this cohort will impact the larger population once they are fully integrated. Each cohort makes up about one third of the total population of TAC Officers at USMA and USMAPS, so on average there is about a third of the population that turns over annually. Additionally, the Superintendent added the demographic screening and selection process for TAC NCOs to this model as well and asked the ELDP team to bring the new USMA Command Sergeant Major (CSM) into the process.

FACULTY ON-BOARDING

New faculty, staff and coaches do not undergo any formal, small group classes on diversity, equity and inclusion, or baseline equal opportunity training. In cases where such training does occur, it is only done at the grass-roots level by interested faculty supervisors, particularly those who have experience or passion in the area. Most new faculty training during the summer months is done either in large auditorium style format, wherein the member sits in the auditorium all day and receives multiple briefings from various agencies and offices at USMA. This formal on-boarding is done at the directorate level (DEAN, USCC, ODIA) each summer. The more formal component of on-boarding is the New Instructor Training (NIT) which is specifically focused on the academic discipline and course the instructor will teach. There is very little consistency in NIT, as the decentralized approach is most appropriate as the subject matter and teaching methods vary from subject to subject.

The Office of the Dean has convened a panel of select Cadets over the last few summers, with the intent of opening new faculty member minds to the different experiences and backgrounds of our Cadet population. Cadets on the panel came from underprivileged backgrounds and in some cases were directly exposed to crime, murder and drugs. The intent is to make faculty aware that not all Cadets have the same access, benefits and experiences during their formative years, and to increase empathy towards those who led more challenging lives prior to coming to the Academy. While also intended to raise awareness to one's unconscious bias, the panel does not further continue a discussion into a small group setting forcing the new instructor to self-assess his or her own bias and discuss strategies to foster inclusion in the classroom.

FACULTY ACCESS TO CADET DATA

USMA uses an on-line database to capture and report every facet of a Cadet's record. The database is called the Academy Management System (AMS) and houses the official repository for Cadet administrative data and performance data across the three pillars (academic, military and physical) and shows disciplinary information. This data is accessible at various permission levels by faculty outside the Cadet's tactical chain of command. In many cases, the whole body of the Cadet's work is considered by senior Academy leaders during the decision-making process to determine a Cadet's standing, and ultimately, whether they continue the trajectory toward graduation. Every department head and their respective administrative staff have access to the data when making recommendations in the Academic Board. This data, however, has become increasingly available to other faculty members over time due in part to weak access controls, or because of the desire of instructors to have more specific details on a Cadet's holistic performance.

Knowledge of past performance – to include conduct issues – could affect an instructor's perception of a Cadet prior to their arrival in class. In some cases, instructors use relative performance to structure teams for in and out of class group work. Some stratify their sections into top-, middle- and bottom-third and assign groups with an equal proportion across the performance spectrum. Cadets indicated that in some cases, instructors made assumptions about their performance in class based on access to their standardized test scores. A few Black Cadets interviewed mentioned how their instructors made comments during additional instruction (AI) sessions indicating their lack of surprise (at their poor class performance) once the instructor saw their previous grades and/or low entrance exam scores.

Each Cadet's AMS record includes a standard photograph, taken during Cadet Basic Training. This same photo maintains with their file for their entire Cadet career and beyond. The photo automatically prints out on the Cadet Record Brief when used by the Academic Board in their proceedings. The photos are most often viewed when reviewing the file of a Cadet who is under investigation or pending Academic Board. While the Army recently decided to remove the Official Photograph from selection boards to minimize the potential for subconscious bias, the Academy could follow suit and remove these photos from the records seen by the Academic Board. Faculty members do use these photos ahead of each semester in order to develop facial recognition and learn their students' names faster. This is a valid use of the photos, and merits consideration before eliminating photos from a Cadet's file.

The Academic Board members consider the entire body of a Cadet's work when voting on a Cadet's status, and the presence or lack of a Cadet's photo in the AB file should not pose a problem. When asked if removal of a Cadet's photo would reduce the potential for bias, faculty members stated that it is more likely that unconscious bias occurred in the classroom in the rendering of grades (military grades specifically). Some believed that removing the photos would be a good gesture toward minorities but pointed to studies that would show the removal would have no substantial impact on the outcomes. However, in these discussions, some faculty members did highlight the fact that aside from the Superintendent, there are no Black Department Heads on the Academic Board, and only one Black PUSMA who would potentially attend. There are currently six female, one Black and one Hispanic PUSMAs. There are three deputy or acting deputy Department Heads who are Black, and they would vote if the principal were absent from the AB.

TACTICAL OFFICER DEMOGRAPHICS

The Company TAC Teams are the first line of the uniformed chain of command for the Cadet Companies, and TACs serve as the legal company commanders for their respective companies. TACs are recruited, selected, trained at Columbia University, and serve for two to three years within USCC. Select 2nd and 3rd year TACs are promoted to other key positions within USCC to include BTD Executive Officer (XO) and Operations Officer (S3), one of four Regimental XO positions, USCC Assistant S3, and Executive Officer to the Commandant. At full strength, USCC requires 44 CPT/MAJs to serve in these positions. TAC NCOs are assigned by the Army and must undergo screening to serve in Positions of Special Trust and Authority (POSTA) similarly to Recruiters and Trainers in the Initial Entry Training (IET) environment. USCC requires 36 TAC NCOs, one per Cadet company. TAC NCOs are drawn from all MOSs and are senior SFCs with successful platoon sergeant experience. Unlike TACs who are promoted to the aforementioned positions, TAC NCOs may be dual hatted as both a Company TAC NCO and Battalion or Regimental TAC NCO. These positions are typically assigned to a

second or third year TAC NCO. A Regimental level TAC NCO still has responsibility for his or her company, however.

As the official chain of command, the stated goal is for the TAC population to mirror the demographic of the Corps of Cadets and the Army writ large. While demographic makeup is not dictated by TDA, the command applies goals in their recruiting process. USCC hiring challenges are similar to the Academic departments when recruiting officers, in that many officers do not know about USMA assignments or have heard the assignment is not career-enhancing. Branches place different value on the TAC assignment as a broadening post-KD assignment. TAC NCO positions are subject to the same vetting process as Drill Sergeants, Recruiters and Advanced Individual Training (AIT) cadre, in that POSTA coded assignments have several disqualification criteria, including past misconduct, substantiated EO or IG allegations, any alcohol related offenses and things of that nature. In aggregate, these disqualifiers eliminate a large percentage of the available population of NCOs for these jobs. Coupled with USMA being relatively lower on the priority of fill at the Army level, candidates for these positions are more likely to be assigned to Drill Sergeant or Recruiter positions. Additionally, USMA TAC NCO positions do not carry the same level of perceived value for promotion as do other well-known broadening or training base jobs for NCOs, such as Ranger Instructor, Drill Sergeant, Master Gunner, etc., as TAC NCO positions are not reflected on career development maps for senior NCOs, nor does completion of duty result in the award of an Additional Skill Identified (ASI).

Unlike the Basic Combat Training (BCT) Drill Sergeant Program, TAC NCO positions are not coded by gender. Due to the gender-integrated basic training model, US Army Training and Doctrine Command (TRADOC) codes Drill Sergeant positions male and female. This requirement ensures that within each BCT Platoon, there will be two male and one female Drill Sergeants. While the genesis of this requirement was high profile incidents of sexual misconduct by trainers in the late 90s and early 2000s, the mandate now ensures commanders will always have an appropriate representation of female NCOs to train female trainees. While USMA does not fall under TRADOC chain of command, the Academy operates under a similar initial entry training paradigm, in that USMA trainers are the first leaders who Cadets interact within in their transformation from Civilian to Soldier. It is worthwhile to consider applying the TRADOC model to the TAC team positions to ensure a minimum percentage of female officers and NCOs in these roles.

Overall, the population of officers and NCOs who serve in these positions does not reflect the demographic of the Army or the Corps of Cadets. TACs and TAC NCOs are predominately male and predominately White. Several Cadets commented during interviews that they do not understand why their leaders do not look like them. They find it perplexing how the Army states that there are "X % of black officers and NCOs," yet their chain of command reflects a much lower percentage. This causes some Cadets to question why there are not more minority leaders at USMA. A few Cadets cited the seeming lack of minority officer representation in the Staff and Faculty as an example of racism at West Point.

The minority demographic within BTD is not balanced. While ensuring the right officer and NCO partnership for TAC teams is critical, the alignment cannot be entirely blind to the demographic distribution. Even without an increase in numbers, BTD should evenly distribute its minority officers and NCOs across all four regiments.

BTD TAC Team Demographic Distribution						
	1st Regt	2nd Regt	3rd Regt	4th Regt	Total	
White	16	13	14	17	60	75.0%
Black	2	1	3	2	8	10.0%
Hispanic	1	1	3	0	5	6.3%
Asian	1	2	0	1	4	5.0%
Vacant	0	3	0	0	3	3.8%
	20	20	20	20	80	
Female	2	2	2	3	9	11.3%

Table 12 – Brigade Tactical Department Demographics, AY2021

Using the above data, a simple realignment of one Black TAC from 3rd to 2nd Regiment, one Hispanic TAC from 3rd to 4th Regiment and one Asian/Pacific Islander TAC from 2nd to 3rd Regiment would achieve more balance. While making this adjustment could cause internal challenges during the AY, this should be considered on an annual basis prior to the normal summer turnover period.

TACTICAL OFFICER OBSERVATIONS

The below trends and comments are from interviews with 29 TAC Officers and NCOs. TACs were selected based on the number of Academic Years spent at USCC; each TAC member interviewed has served a minimum of one Academic Year.

The majority of TACs interviewed could not recall EO training upon their arrival to USMA or annually thereafter. The common paradigm and assumption among USMA personnel is that because an officer or NCO was a successful company commander or platoon sergeant, they have a solid grasp in understanding and responding to EO issues. However, while many TACs are former company commanders or senior NCOs who served as a First Sergeant for at least 60 days, their individual experiences with EO issues and misconduct vary greatly, and most have not had a formal EO course. The majority of TACs interviewed desire more EO education, talking points and other resources that could assist them in effectively guiding EO-focused discussions and responding appropriately to EO incidents within their companies.

The majority of TACs also stated they rely on the Cadet Chain of Command to manage the Company Respect Representative, who is considered by most TAC teams to be a member of the Cadet Company Commander's "Special Staff", however, TACs should still conduct periodic touchpoints with the Respect Representative as an "azimuth check" in order to obtain status reports on company EO issues and trends and to reinforce support of the newly redesigned Respect Program.

When asked about reported or observed incidents of direct and indirect racial discrimination within the Corps, several TACs reported they have overheard Cadets comment on the "cultural insensitivity" of "racist symbols" and "racist murals" in and around the Cadet area. Cadets made comments such as, "Why am I still living in Lee Barracks?" or "Why do I have to see this KKK image on my way to class every day?" Many minority Cadets have expressed that USMA's Confederate memorials are a symbol to minority Cadets "they will never be enough," and they are a symbol to Cadets who come to USMA with racist views that "it's okay." Several TACs stated that Plebes (Freshmen) espouse the preponderance of

inappropriate comments and jokes of a racist or sexist nature, and TACs observe more incidents of discrimination during summer training than during the Academic Year. A trend that developed from interviews with both TACs and Cadets involved comments about offensive music being played loudly in barracks rooms, during motivational runs, and throughout the Cadet area. TACs and Cadets stated that it's common for Cadets to sing along with explicit lyrics that include "the n-word" while sitting in barracks rooms or while exercising, presumably because in recent culture, racial epithets have been normalized in songs by mainstream artists across the mainstream genre.

The majority of TACs believe the most significant barriers that keep Cadets from reporting incidents of discrimination they either personally experience, or witness, include a general lack of education about EO misconduct, EO reporting options and social repercussions of reporting. TACs believe that most Cadets will ignore acts of discrimination out of fear of judgement from peers, such as being labeled "a snitch" or "too sensitive," or out of fear of being ostracized and publicly shamed by peers – "I don't want to be THE ONE to say something when no one else says anything." This social pressure and perceived stigma about reporting compels Cadets to simply not get involved. Cadets have also expressed to TACs their frustration with extended timelines of the reporting process and subsequent investigations. They feel the process is too lengthy and complex without any kind of meaningful follow-up, which discourages other Cadets from relying on the EO process as a credible and trustworthy reporting option.

When asked for recommendations on ways to improve USMA's EO reporting climate and EO misconduct, the majority of TACs believe communication and transparency about USMA's legal process and disciplinary action is important, especially when cases involving EO misconduct develop into "high visibility" cases across the Corps. TACs believe there are many lessons USMA can share with Cadets, and it's important for Cadets to know the system is working. When Cadets come forward and take the time to report, it's important for USMA to show that action was taken in order to build trust and confidence in the reporting process itself. Because Cadets don't understand all the steps in the legal process, they assume nothing is happening, thus there is a perception that EO misconduct is normal and tolerated. Transparency in the system also demonstrates to Cadets the importance of bystander reporting in addition to victim reporting.

REGIMENTAL TACTICAL OFFICER CONTINUITY AND ASSIGNMENT

The Brigade Tactical Department functions as the chain of command for the Corps of Cadets. Army policy, however, only vests command authority in the Commandant of Cadets, a brigadier general, and the Company Tactical Officers who are captains and majors. Two intermediate echelons exist, but do not possess formal command authority and responsibilities, per se. The Regimental Tactical Officers (RTO) are senior lieutenant colonels and lead their respective regiments, performing functions equal to that of a battalion commander. Currently, the RTO billets are coded as former battalion commanders. The Brigade Tactical Officer (BTO) is a senior colonel and is coded as a former brigade commander. The BTO's immediate supervisor is the Commandant. Historically, BTOs generally exhibit more stability in their assignments, serving slightly longer than 2 years on average. RTOs, however, are unstable positions and tend to rotate more frequently. On average, 3 of the 4 RTOs turn over annually. In many cases, the newly arriving RTOs are coming out of battalion command and report in mid-summer, not completely transitioning into the position until the start of the academic year in August. On the back end, many RTOs depart in the beginning to mid-summer en-route to

Senior Service College (SSC). This dynamic is a function of the desire to select promising LTCs who have promotion potential in order to inspire the next generation of future officers.

This assignment method has negative consequences for continuity within USCC. Due to the high turnover, RTOs typically only experience one complete annual training cycle, and are unable to apply lessons learned in their first year to a second year. Additionally, with the positions not being managed on the CSL, the Projected Change of Command Dates (PCOD) are not managed by HRC, resulting in latitude being given on arrival and departures. This results in no requirement for an overlap between the outgoing and incoming RTO. Often, the departing RTO has left USMA prior to the incoming RTO's arrival. Add to this the fact that the transition occurs during the highest OPTEMPO training period during the year and the organization experiences a significant, recurring knowledge depletion each summer, inhibiting long term organizational growth and progress.

While company tactical officers and NCOs are seen as the integrators of the Cadet experience across all pillars, it is imperative that they are supported by a command team that can operate effectively across all the pillars and in a consistent, equitable manner that fosters a positive, enduring command climate.

RECOMMENDATIONS

- 1) Set a goal for the number of minority TACs and TAC NCOs to be consistent with their Army-wide representation. While quotas must not be set, setting a goal that would closely mirror Army representation should be considered. Using current Army demographics for officers and enlisted, a goal for BTD (inclusive of the BTO, BTD SEL, BTD XO, S3 and CMDT XO positions) could resemble the following distribution:

	Officer	Target #	Rounded	NCO	Target #	Rounded
White	71.0%	34.08	34	52%	19.24	19
Black	11.0%	5.28	5	23%	8.51	9
Hispanic	8.0%	3.84	4	18%	6.66	7
Asian	7.0%	3.36	3	5%	1.85	2
Other	3.0%	1.44	2	2%	0.74	0

Table 13 – Potential Demographic Goal for BTD & USCC Leadership, Officers Mirror Army Average

The below table shows a target goal for officers based on the demographic of the Corps of Cadets, which is slightly different than the Army officer demographic. NCO target goals remain unchanged from version 1.

	Cadet	Target #	Rounded	NCO	Target #	Rounded
White	64.1%	30.77	31	52%	19.24	19
Black	15.1%	7.25	7	23%	8.51	9
Hispanic	9.1%	4.37	4	18%	6.66	7
Asian	8.5%	4.08	4	5%	1.85	2
Other	2.7%	1.30	2	2%	0.74	0

Table 14 – Potential Demographic Goal for BTD & USCC Leadership, Officers Mirror Cadet Average

Implementing the Superintendent's guidance to review known losses of TACs and TAC NCOs in a holistic manner on a long-term basis will ideally yield a more diverse population of leaders in these critical positions.

- 2) Consider requesting ASL approval to add each of the 4 RTO positions to the Training Category on the O-5 CSL. This will allow for 24-month assignment lengths for each RTO and ensure that change of command dates are locked in consistent with the Academy's schedule, and allow for a face to face handover between outgoing and incoming commanders. The Academy is not likely to see a reduction in quality of officer, as the current slate of RTOs is drawn from former battalion commanders. The increased continuity will help offset significant annual turnover in TAC and TAC NCO leadership and improve consistency in application of discipline at the Regimental level. An alternative to this recommendation would be to select RTOs from the pool of officers slated to graduate from SSC. If the officers are subsequently selected for O-6 CSL command, they would typically still have a two-year assignment availability at USMA prior to taking command.
- 3) The ELDP selection should be done in concert with a similar process to select Tactical NCOs. While assignment process timeline for NCOs is not nearly as long as for the officers, it is possible to achieve an overall demographic balance if both grades are reviewed simultaneously. Due to Superintendent's guidance, this process is now underway.
- 4) Consider diversity goals for each academic department to encourage broader minority officer recruiting within the academic disciplines. Any initiative to increase faculty diversity should consider the significant time horizon required to develop talents, skills and abilities in the respective academic discipline, and goals should be set for both near term and long-term objectives.
- 5) Consider semester long faculty exchanges with Historically Black Colleges and Universities (HBCUs) to broaden faculty experience and exposure, as well as Cadets' exposure to a diverse faculty. A benefit of a faculty exchange could be a recruiting effort for future instructors through outreach to the HBCU's ROTC population.
- 6) Restrict Faculty access to Cadet performance data in AMS. The Dean should consider a pilot study on blind-grading to assess the impact of bias in the more subjective areas of grading.
- 7) Consider removing Cadet Photos from the Cadet Record Brief in AMS. Academic Board files should have any references to a Cadet's race or ethnic group removed prior to being reviewed during board proceedings. An alternative could be to update AMS to allow for Cadets to replace the CBT photo with the more formal yearbook photo on an annual basis, if there is a stated desire to retain the photo in the Cadet's record. This could be an automated update or manual.

VI – MINORITY CADET ADMISSIONS

DEMOGRAPHICS OF THE CORPS

The demographic of the Corps of Cadets has continually evolved to reflect the demographic of the Army Officer Corps and the Army writ large. Over the last ten years, the major shift in demography has been a steady increase in the percentage of Black Cadets, from 7.0% in AY 2011 to 16.0% in AY2021. The percentage of White Cadets has gradually decreased from 74.4% in 2011 to a low of 64.3% in 2018, to 65.9% in AY 2021. The representation of Asian and Hispanic Cadets has remained largely consistent between 7 and 9% for each group, and American Indian / Alaskan Native (AMIND), Native Hawaiian / Pacific Islander (NH/PI) and Cadets who chose “Other” or “Unknown” for their racial or ethnic category have each remained constant below 2% of the Corps. Black Cadets make up 17.2% of the most recently arrived class, Class of 2024, admitted in July 2020. This is the highest percentage of any minority group in USMA’s history.

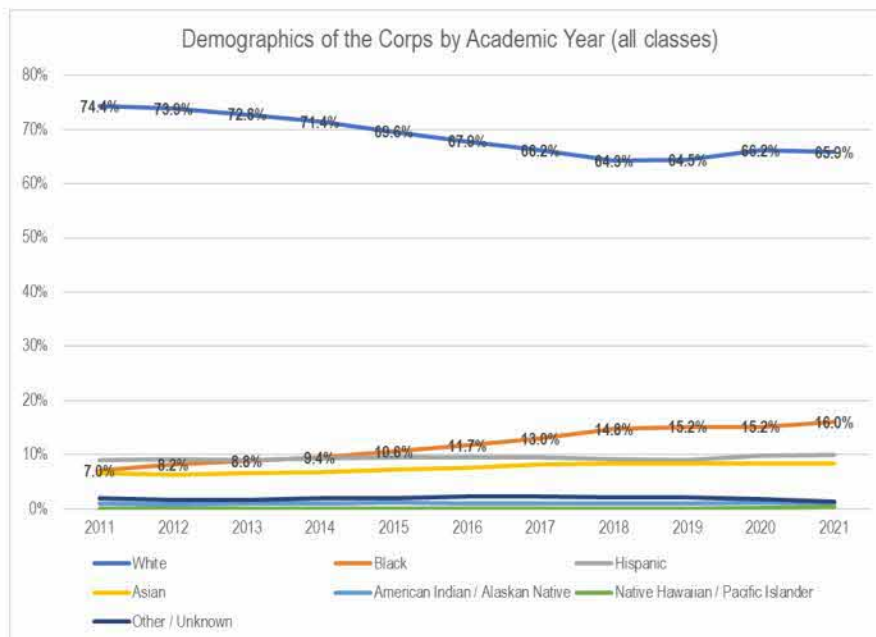


Table 15 – Demographics of the Corps of Cadets (all classes) by Academic Year, AY2011-2021

RISK ACCEPTANCE BY ADMISSIONS COMMITTEE

The Admissions Committee exists within USMA Governance structure to recruit, screen and select promising candidates for admission to USMA, to include making recommendations for admission to the US Military Academy Preparatory School (USMAPS) and Civil Prep programs. The committee uses a standardized evaluation mechanism which consists of, among other aspects, two numerical scores applied to a candidate’s file. The first score is the College Entrance Exam Ranking (CEER) score which is used to assess a candidate’s risk level for failure in the first semester of the first academic year. The intent is to determine the likelihood that a candidate succeeds despite the significant and challenging academic workload in the core curriculum. If a candidate successfully navigates first semester plebe year, they have a much higher success rate. Candidates whose CEER score is below 500 (on an 800-point scale) are considered high-risk. High risk candidates are subject to additional screening by the Admissions Committee and generally considered for a slot at USMAPS. Some are offered one-

year scholarships to Civil Prep Schools. In some cases, these candidates are admitted directly to USMA.

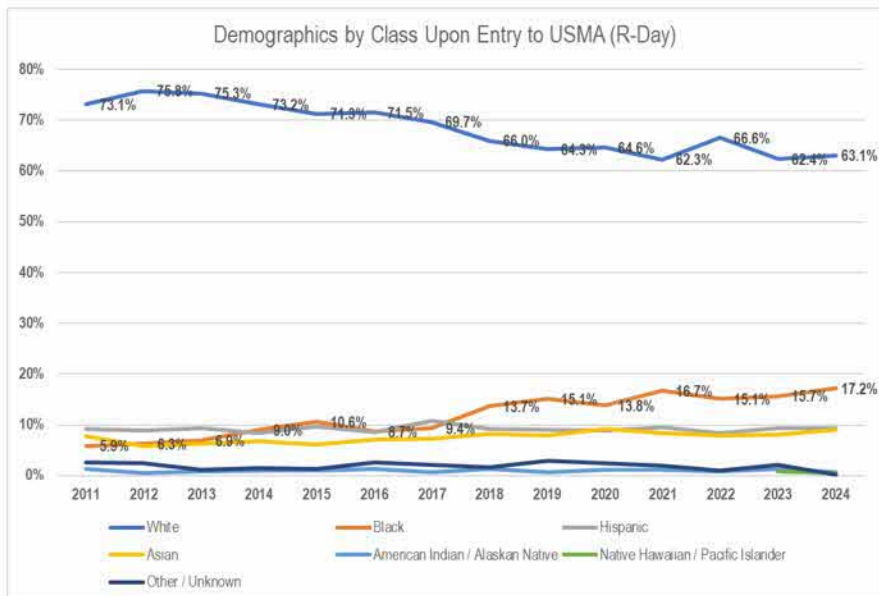


Table 16 – Demographics of the Incoming Class by Graduation Year, Classes of 2011-2024

The other numerical score applied to a candidate’s file is the Whole Candidate Score. This score considers academic, leadership and physical performance factors when assessing the applicant. In many cases, a relatively higher WCS can counter a low CEER when the committee reviews an application. WCS does not assess for the largely intangible attributes of character that are not readily apparent in the applicant’s ‘leadership’ section of their file. The challenge in accurately predicting aspects of a person’s behavior that are not overt has been an ongoing discussion for years.

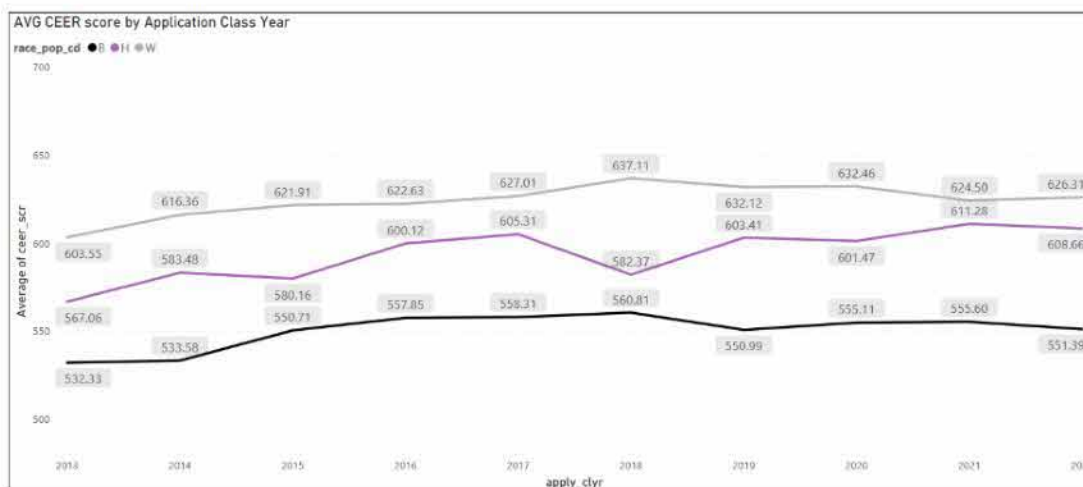


Table 17 - Average CEER Score by Application Class Year, Comparison of White, Black and Hispanic Cadets, Classes of 2013-2019

Over the course of a Cadet’s career, their CEER score is visible on the Cadet Record Brief, which is accessible by select faculty members in addition to their TAC team. Many staff and faculty understand the connotations with a low CEER score. Two Black Cadets interviewed indicated that instructors commented that their performance in class was not surprising once

they reviewed the Cadet's CEER score. Cadets are even aware of this designation as some indicated they had been identified as high-risk Cadets. This stigma negatively affects some Cadets both subconsciously and in the way they are treated by some instructors. Some Cadets felt condescended to by instructors or that their instructors approached them to confirm their understanding of material because they assumed the Cadet would be struggling due to preconceived notions about their potential. There is a strong perception among some minority Cadets that Cadets with low CEER scores are approached for clarification more than other Cadets. They perceive that instructors distrust their work when they perform well academically. A 2017 data study by G5 OIR confirmed a strong correlation between a low CEER score and being brought up on an honor violation. This study showed that the CEER score was a stronger predictor than race of an honor violation. While not all Cadets with low CEER scores are minorities, the below table shows the average CEER score distribution for cohorts in Classes of 2013 and 2022. Although the average cohort CEER scores for Black Cadets increased by nearly 20 points, Black Cadets still lag behind their White counterparts by about 75 points.

Senior faculty members indicated a strong understanding of the CEER score and the common understanding that there is strong correlation between CEER score and academic performance at USMA. These faculty also believe that in general, TAC officers and junior rotating faculty are not necessarily as aware of the correlation and therefore they would be less likely to make subconscious judgments about a Cadet based on seeing this information in a Cadet's record. Nonetheless, senior faculty generally agreed that there is little utility in any instructors having access to this information, and that if removing its presence on a Cadet's record served to reduce potential for bias, then the Academy should remove this information from the 'public' view of the Cadet's record.

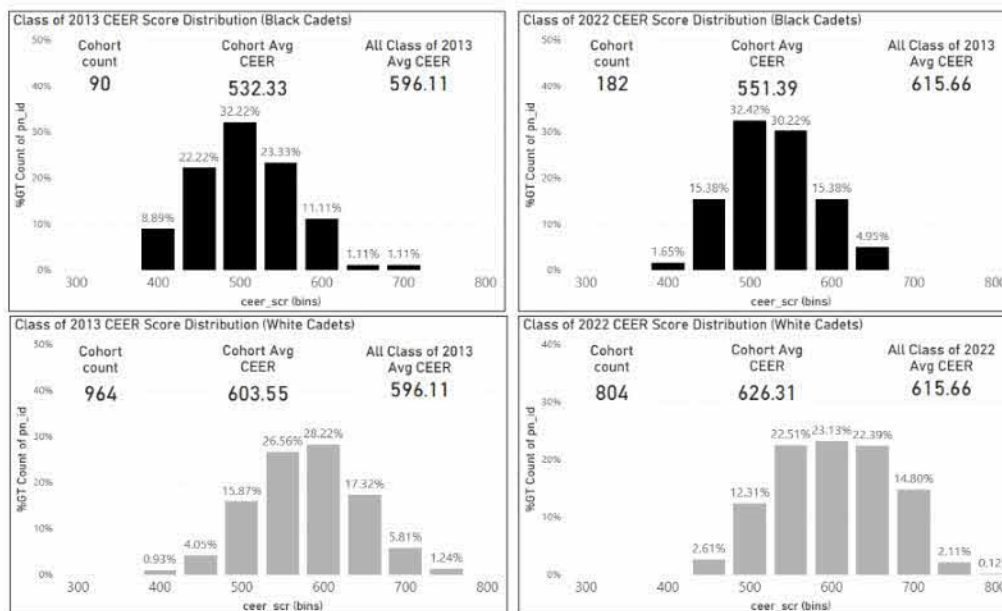


Table 18 – CEER Score Distribution, Comparison of White and Black Cadets, Classes of 2013-2022

MINORITY CADET PERFORMANCE AT USMA

Reviewing data from 2013 through 2019, Black Cadets consistently perform at a lower level than White Cadets in the Cadet Academic Program Score (CAPS). When controlling for race as the only factor, White Cadets achieve roughly 0.48 points (on a 4.0 scale) higher than black Cadets over the 4-year program. The gap is widest during Plebe year, and narrows slightly in Yearling year, and remains constant during Cow and Firstie years.

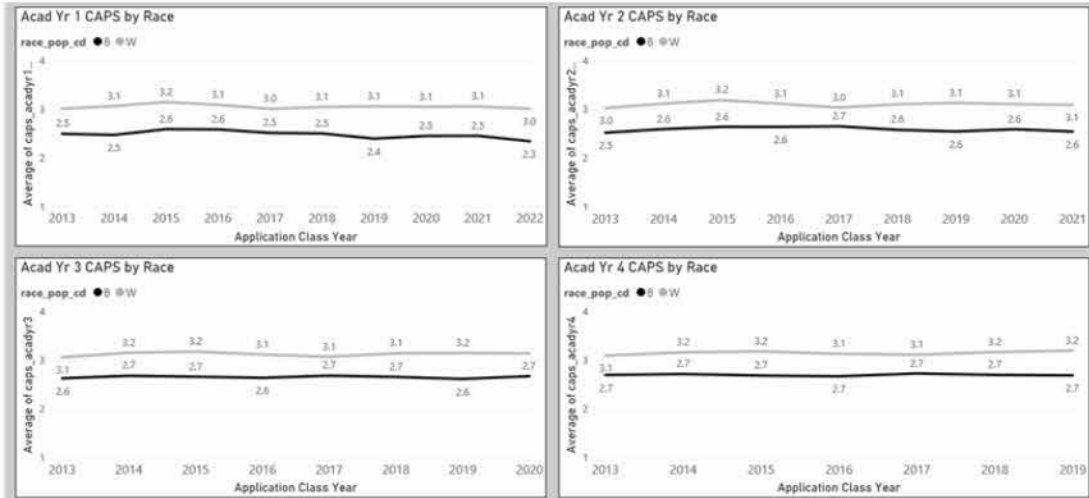


Table 19 – Cadet Academic Performance Score by Class Year – Comparison of White and Black Cadets, Classes of 2013-2022

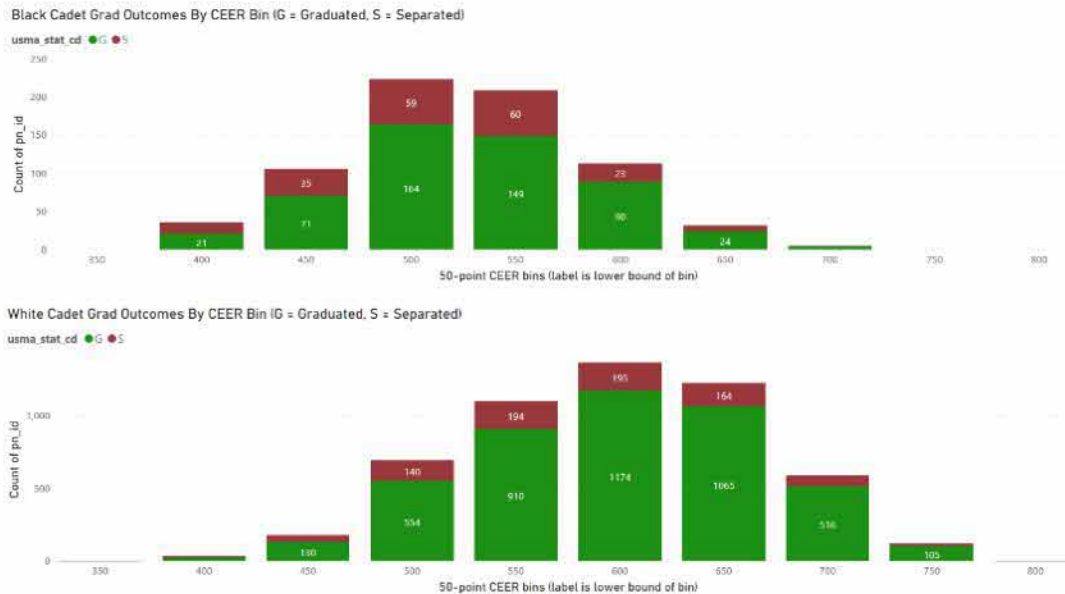


Table 20 – Graduation Distribution by CEER S, Comparison of White and Black Cadets, Classes of 2013-2019

The below table shows application through career retention for Black and White Cadets / Graduates from 2000 to 2020. The data shows that on average, 10% of Black applicants are deemed Qualified for admission, compared to 20% of White applicants. Of those qualified, USMA offered admission to 92% of the Black applicants, and 68% of the White applicants. 92% of the Black applicants accepted USMA's offer and were subsequently admitted, compared to 81% of White applicants. The data shows a slight increase in offers made to qualified Black applicants between 2009 and 2013, with the offers leveling off in recent years. In 2012, USMA offered admission to 82% of White applicants, a ten-year high. Since then, the offers of admission have steadily declined for White applicants, with a 20 year low of 51% in 2016.

Upon receiving an offer, both Black and White applicants have accepted those offers at a steadily increasing rate from 2014 to present. On average, 85% of Black applicants offered admission accepted the offer, whereas 81% of White applicants accepted an offer. Of those

who enrolled, 73% of Black Cadets graduated, and 81% of White Cadets graduated. The commissioning rates and retention rates at 5, 10, 15 and 20 year marks are nearly identical for Black and White graduates.

BLACK									WHITE										
Class of	Qualified	Offered	Admitted	Graduated	Commissioned	5 Year Ret	10 Year Ret	15 Year Ret	20 Year Ret	Class of	Qualified	Offered	Admitted	Graduated	Commissioned	5 Year Ret	10 Year Ret	15 Year Ret	20 Year Ret
2000	9%	102%	77%	76%	98%	84%	33%	28%	23%	2000	15%	84%	75%	80%	97%	72%	33%	29%	26%
2001	11%	83%	74%	83%	100%	60%	35%	25%		2001	17%	78%	74%	70%	99%	65%	34%	28%	
2002	11%	98%	82%	85%	99%	79%	36%	25%		2002	19%	71%	70%	81%	98%	60%	35%	29%	
2003	11%	89%	75%	72%	95%	84%	39%	34%		2003	20%	67%	76%	78%	99%	79%	37%	31%	
2004	11%	84%	86%	74%	95%	79%	44%	35%		2004	25%	67%	78%	82%	98%	85%	38%	29%	
2005	12%	91%	80%	75%	92%	87%	37%	25%		2005	25%	71%	78%	79%	98%	84%	45%	30%	
2006	10%	91%	84%	69%	95%	86%	43%			2006	22%	68%	83%	72%	98%	88%	45%		
2007	8%	89%	81%	79%	98%	85%	35%			2007	22%	65%	83%	77%	98%	88%	45%		
2008	9%	90%	89%	88%	98%	90%	51%			2008	22%	83%	82%	82%	99%	89%	43%		
2009	11%	96%	85%	82%	94%	90%	39%			2009	23%	69%	81%	79%	99%	89%	41%		
2010	11%	95%	86%	76%	90%	81%	32%			2010	23%	77%	81%	80%	99%	86%	38%		
2011	10%	100%	85%	78%	95%	91%				2011	21%	78%	80%	81%	99%	94%			
2012	11%	99%	86%	65%	100%	90%				2012	22%	82%	81%	82%	98%	94%			
2013	10%	96%	86%	69%	100%	98%				2013	21%	75%	81%	81%	99%	94%			
2014	11%	91%	90%	70%	97%	93%				2014	22%	67%	85%	83%	99%	93%			
2015	11%	88%	90%	76%	98%	85%				2015	20%	58%	86%	83%	98%	90%			
2016	7%	88%	90%	72%	97%					2016	20%	51%	87%	82%	98%				
2017	8%	90%	88%	71%	95%					2017	17%	57%	88%	83%	98%				
2018	11%	95%	93%	70%	93%					2018	17%	57%	84%	85%	98%				
2019	11%	95%	92%	84%	98%					2019	18%	59%	85%	84%	98%				
2020	11%	93%	92%	74%	94%					2020	16%	57%	85%	86%	97%				
Black Average	10%	92%	85%	73%	96%	84%	39%	29%	23%	White Average	20%	68%	81%	81%	98%	85%	39%	29%	26%
USMA Average				81%	98%	85%	30%	29%	25%	USMA Average				81%	98%	85%	30%	29%	25%

Formula Definitions
 % Qualified = # Qualified / # Applied
 % Offered = # Offered / # Qualified
 % Admitted = # Admitted / # Offered
 % Graduated = # Graduated / # Admitted
 % Commissioned = # Commissioned / # Graduated
 X Year Ret = # on AD @ Yr X / # Commissioned

Table 21 – Application through Career Retention Data by Class, White and Black Cadets / Graduates, Classes of 2000-2020

BLACK CADET DEPARTURES

Despite an overall increase in average CEER score for Black Cadets from the Class of 2013 to Class of 2022, there is not a corresponding increase in graduation rate. The data below highlights reasons that Black Cadets, all minority Cadets, and White Cadets did not graduate. The first table shows that the top two reasons Black Cadets did not graduate are Separation or Resignation for Academics, and Resignation for Motivation or Personal reasons. These two departure categories account for two-thirds of all Black Cadets' departures. This same trend holds for all minority Cadets. Conversely, White Cadets' number one reason for departure is Resignation for Motivation or Personal reasons, accounting for 55% of all departures. Separation for Academics, while the second most prevalent cause for departure, only accounts for 14% of White Cadet departures.

In the area of character, 18% of Black Cadets who did not graduate departed as a result of conduct, misconduct or honor investigations, compared to 10% of White Cadets.

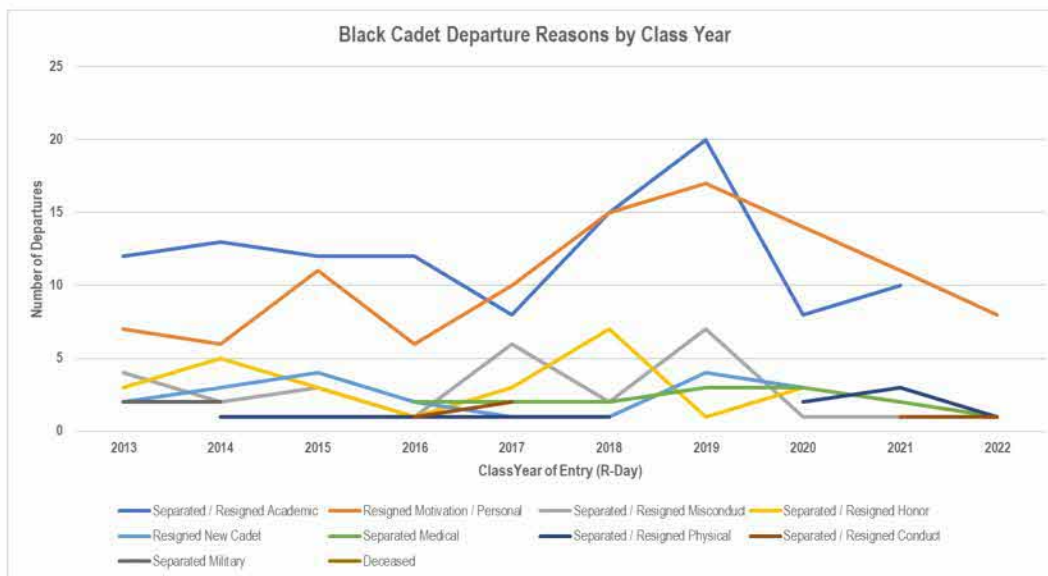


Table 22 – Non-Graduation Reasons, Black Cadets, Classes of 2013-2022

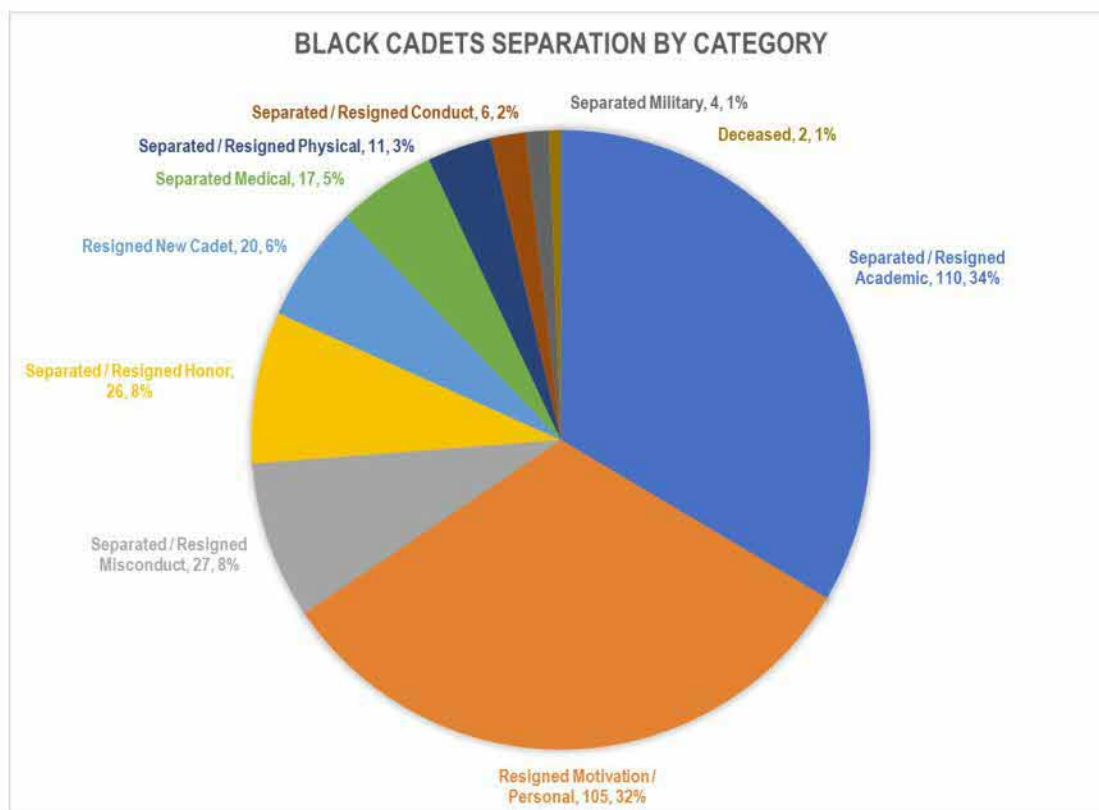


Table 23 – Departure Reasons, Black Cadets, Classes of 2011-2022

Overall, the separation data suggests that while diversity recruiting has reached a wider population of qualified Black candidates, upon matriculation, Black Cadets generally struggle academically at a higher rate than White Cadets. Academics accounts for one third of Black Cadet departures but only one seventh of White Cadet departures.

MINORITY CADETS SEPARATION BY CATEGORY

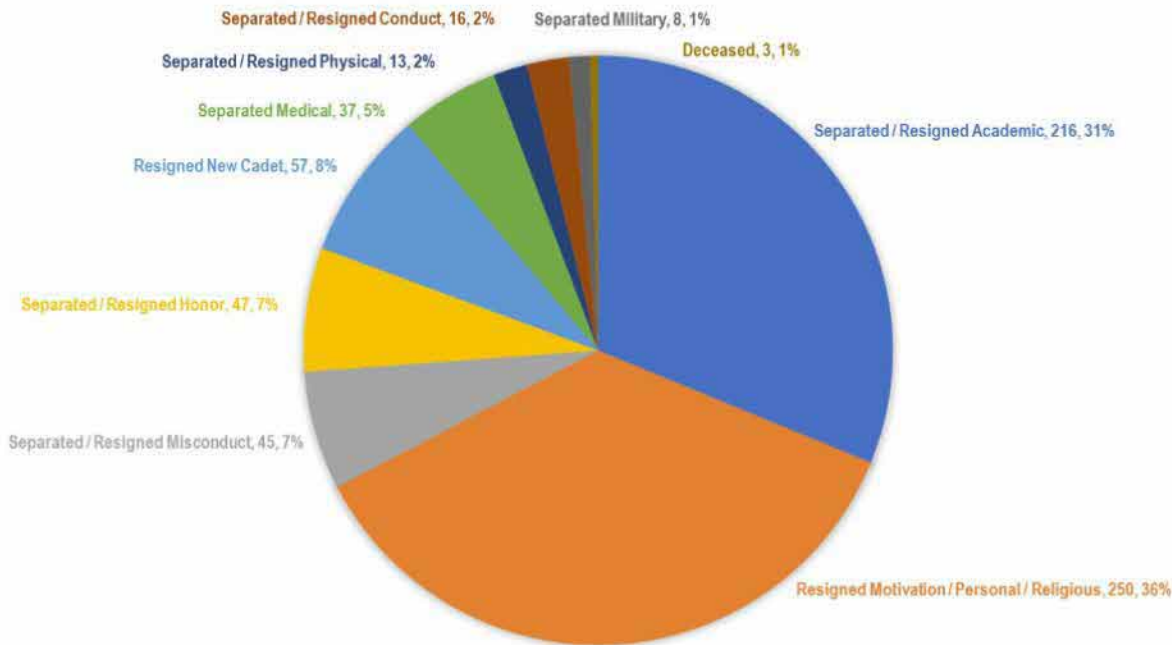


Table 24 – Departure Reasons, All Minority Cadets, Classes of 2011-2022

WHITE CADETS SEPARATION BY CATEGORY

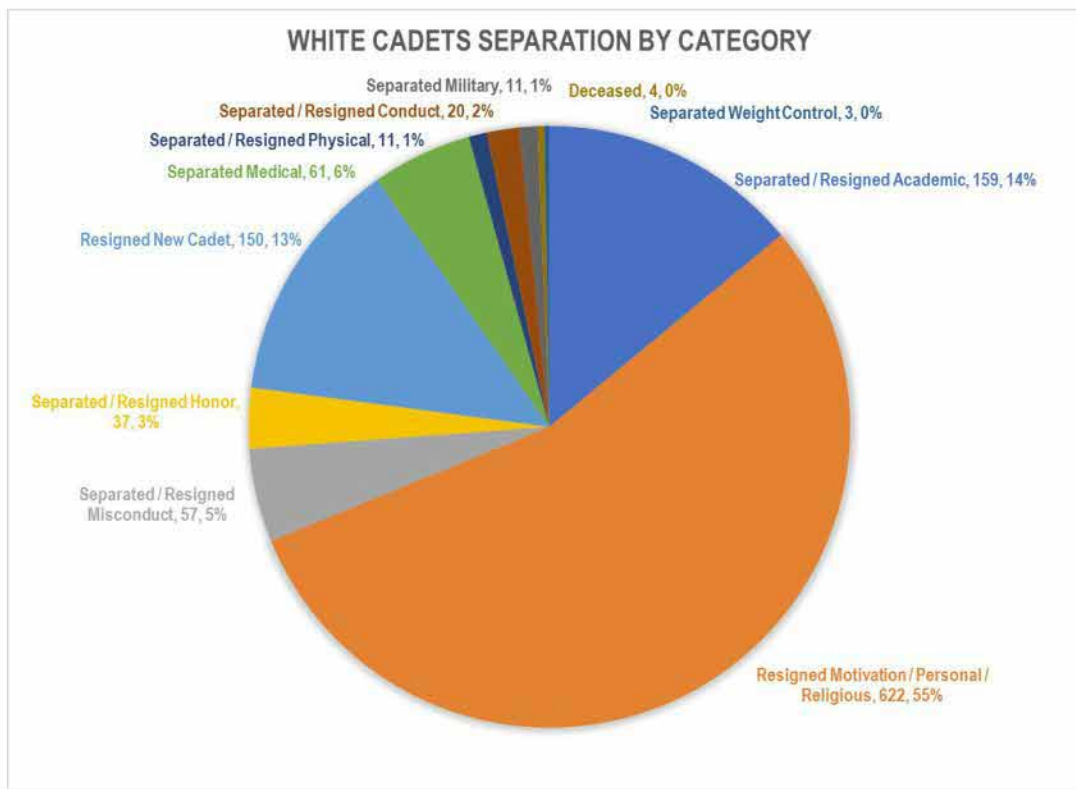


Table 25 – Departure Reasons, White Cadets, Classes of 2011-2022

Strictly comparing the two populations, the data suggest Black Cadet departures are a matter of performance in the system rather than desire, whereas the opposite is true for White Cadets. Eighty-five (85%) percent of Black applicants accept the offer of admission, four (4) percent higher than White Cadets. Only six (6) percent of Black Cadets who left USMA resigned during CBT, while White Cadets resigned in CBT double that rate at thirteen (13) percent. After acceptance into the Corps, only 32% of Black Cadets who left resigned for personal or motivation reasons, whereas 55% of White Cadets left of their own choosing.

RECOMMENDATIONS

- 1) USMA should continue its efforts to recruit a diverse student body that reflects both the demographics of America and the demographics of the Army while avoiding a quota system for any group.
- 2) USMA should closely examine the trends in minority Cadet attrition to determine why their collective attrition exceeds that of majority Cadets. Leadership should consider the implications of acceptance of high-risk candidates with low-CEER scores and increased probability of these Cadets' attrition due to academics. More deliberate risk-mitigation measures may be necessary to achieve parity in graduation rates between majority and minority Cadets.
- 3) USMA should conduct a study to determine if the USMAPS cadet candidate demographic is appropriately balanced between prior-service Soldiers, recruited athletes, and high-risk applicants.
- 4) USMA should consider the value of implementing an academic mentorship program for interested Cadets who would benefit from additional coaching. This voluntary program could supplement the Student Success Course and the Dean's First Year and Beyond Program.

VII – MINORITY CADET REPRESENTATION IN LEADERSHIP POSITIONS

SELECTION PROCESS

The BTD selects emerging leaders during the spring term for assignment to Key Summer Leader (KSL) positions as Commanders (CDR) and Command Sergeants Major (CSM) for the major summer details – Cadet Basic Training, Cadet Field Training, Cadet Leader Development Training, and Summer Garrison Regiment. Beyond these major details, second tier details serve as leadership opportunities for Cadets as well – Air Assault Detail, Cadet Candidate Basic Training, and Summer Leader Experience. All these details serve as the final determinant of who will serve as the Brigade and Regimental Commanders during the upcoming academic year. Historically, the commanders for CBT and CFT are the front-runners for selection as the First Captain. BTD and the Commandant observe leader performance during these details to make their final assessment and selection for the First Captain and Regimental Commander positions. In some cases, but not always, the Superintendent makes the final selection, however this is Superintendent discretion.

Selection of battalion and company commanders and regimental & battalion command sergeants major and company first sergeants is a multi-echelon effort between the TAC Teams, RTOs and BTO. Over recent years, assignment duration has changed to increase opportunities. In the early 2000s, battalion commander positions were changed to one semester, but later reverted to being full year positions. Currently, company commanders and first sergeants are reassigned each semester.

HISTORICAL TRENDS

The table below reflects commander, deputy commander and command sergeant major positions from the Brigade through Company level. Staff positions and company first sergeant positions are not included in this analysis, although there are varying opinions as to whether the staff positions are considered “leadership” by Cadets. Many Cadets associate the number of stripes and chevrons with one’s level of success or responsibility, and it is generally understood that at the regimental level and above, these Cadet staff officers do have a greater challenge to balance their military duties with other obligations.

1999 - 2021	WHITE - 64.1%						BLACK - 15.0%						HISPANIC - 9.1%						ASIAN / PACIFIC ISLANDER - 9.1%						NATIVE AMERICAN - 0.9%						OTHER/UNKNOWN - 1.2%						AGGREGATE					
	TOTAL	M	%	F	%	%	M	%	F	%	%	M	%	F	%	%	M	%	F	%	%	M	%	F	%	%	M	%	F	%	%	M	%	F	%	%						
BDE CDR	23	15	65.2%	3	13.0%	78.3%	3	13.0%	1	4.3%	17.4%	0	0.0%	0	0.0%	0.0%	0	0.0%	1	4.3%	4.3%	0	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	18	78%	5	22%			
DEP BDE CDR	23	9	39.1%	6	26.1%	65.2%	4	17.4%	0	0.0%	17.4%	3	13.0%	0	0.0%	13.0%	0	0.0%	1	4.3%	4.3%	0	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	16	70%	7	30%					
BDE CSM	27	18	66.7%	1	3.7%	70.4%	3	11.1%	1	3.7%	14.8%	0	0.0%	2	7.4%	7.4%	1	3.7%	0	0.0%	3.7%	0	0.0%	0	0.0%	0.0%	1	3.7%	0	0.0%	3.7%	23	85%	4	15%							
REG CDR	89	48	53.9%	22	24.7%	78.7%	7	7.9%	3	3.4%	11.2%	2	2.2%	0	0.0%	2.2%	4	4.5%	1	1.1%	5.6%	0	0.0%	0	0.0%	0.0%	2	2.2%	0	0.0%	2.2%	63	71%	26	29%							
REG CSM	110	75	68.2%	12	10.9%	79.1%	4	3.6%	1	0.9%	4.5%	5	4.5%	2	1.8%	6.4%	9	8.2%	1	0.9%	9.1%	0	0.0%	0	0.0%	0.0%	1	0.9%	0	0.0%	0.9%	94	85%	16	15%							
BN CDR	408	250	61.3%	53	15.4%	76.7%	28	6.9%	16	3.9%	10.8%	15	3.7%	6	1.5%	5.1%	20	4.9%	2	0.5%	5.4%	2	0.5%	0	0.0%	0.5%	5	1.2%	1	0.2%	1.5%	320	78%	88	22%							
BN CSM	425	266	62.6%	57	13.4%	76.0%	24	5.6%	10	2.4%	8.0%	27	6.4%	3	0.7%	7.1%	17	4.0%	11	2.6%	6.6%	1	0.2%	0	0.0%	0.2%	5	1.2%	4	0.9%	2.1%	340	80%	85	20%							
CO CDR	1450	988	68.1%	181	12.5%	80.6%	73	5.0%	14	1.0%	6.0%	71	4.9%	19	1.3%	6.2%	62	4.3%	15	1.0%	5.3%	5	0.3%	5	0.3%	0.7%	13	0.9%	4	0.3%	1.2%	1212	84%	238	16%							
TOTAL	2555	1669	65.3%	345	13.5%	78.8%	146	5.7%	46	1.8%	7.5%	123	4.8%	32	1.3%	6.1%	113	4.4%	32	1.3%	5.7%	8	0.3%	5	0.2%	0.5%	27	1.1%	9	0.4%	1.41%	2086	82%	469	18%							

Table 26 – Cadet Commander and Command Sergeant Major Position Demographics, Aggregate, Academic Year 1999-2021

The above data is an aggregate compilation of all academic year key leader positions over the last 22 years (1999-2021). While the demographic of the Corps has changed over that timeframe to reflect the percentages shown in the top row, the average percentage of minorities over the same time span is lower than it is now.

Specifically controlling for race only, the data shows that White Cadets remain over-represented in leadership positions relative to minority Cadets. Green highlight indicates

positions in which the respective demographic is represented at least two percent greater than the demographic's representation in the Corps, while red indicates positions in which the demographic is two percent or more lower than their representation in the Corps.

For USMA's purposes going forward, it may be useful to consider broadening a definition of what constitutes key leadership positions. Counting only the CDR and CSM population, while normal in the regular Army, may be too narrow in USMA's case. Regimental and above staff positions are typically assigned Cadet Captain rank. With the baseline rank for First Class Cadets being Cadet Lieutenant, it might be useful to view the data in terms of Cadet Captain demographics.

Historically, when screening Cadets for key leadership positions, academic performance has been a heavily weighted selection factor. Based on this factor, it is no surprise that white Cadets, who perform better academically, are often selected for leadership positions. While strong performance across all pillars is desirable, in some cases, the Cadets best suited for peer leadership may not be the ones who have the highest overall performance scores across the academic, military and physical pillars.

PERCEPTIONS

Perceptions persist within the Corps of Cadets that some minority Cadets are selected for key leadership positions primarily based on their race or gender. While not a new phenomenon, this perception in some cases is validated when majority Cadets report having been 'slated' for a leadership position, only to later find out that the TAC Team received guidance to increase diversity in key positions and that a minority Cadet has been slated instead. This creates tension among Cadets, many of whom are highly competitive and seek out these leadership positions. Some view these positions as a 'reward' for past performance, and most Cadets felt that position selection should be strictly based on merit, with no consideration given to race, ethnicity, gender or any other EO protected category. While some Cadets acknowledged that TACs may use these positions to further develop some Cadets, most did not see this as a normal practice. Some commented that TACs ask Cadets for their preferences for future duties and attempt to avoid assigning jobs to Cadets where there is little interest. In some cases, TACs commented that minority Cadets who are struggling academically do not volunteer for leadership positions out of concern for the impact on their future academic performance. Some commented that the relative weight of the MD grade is small compared to their academics and taking such a risk would not be worth it. This is mirrored by some TACs, who felt torn between assigning a Cadet to a key leader role when they believed this Cadet would suffer academically, despite being the most qualified Cadet for the leadership position within the company.

There appears to be a very decentralized approach to selecting leaders within companies, as methods vary across BTD. While this approach maximizes mission command, today's highly interconnected environment results in Cadets sharing experiences with all their classmates. During interviews, a small number of Cadets perceived the inconsistency in leader selection as problematic and evidence of a lack of common standards for assignment. All but one minority Cadet interviewed confirmed that leadership positions are time intensive and pose a potential challenge to achieving academic success. These Cadets feel that they should not have to choose between being successful academically and militarily, but that when faced with a tough decision, they will choose success in academics, the area that counts more toward graduation.

The perception that some leaders are selected primarily to increase diversity is harmful to those Cadets' ability to perform effectively due to the stigma placed on them within their respective units. When these leaders make unpopular decisions, the negative fallout is oftentimes worse than if the same decision were made by a majority Cadet or a Cadet who had a stronger reputation as a leader prior to their selection. Several Cadets commented that Black female Cadets in leadership positions are stereotyped as "aggressive" or "bitchy," and note that White female Cadets making the same decisions would be labeled as strong leaders. This is anecdotal, but every Black female interviewed, whether in a leadership position or not, was completely aware of the stereotype that is oft applied to strong Black women leaders.

Scrambling, which is the practice of reassigning an entire class of Cadets to different companies prior to the beginning of an academic year, serves as a natural opportunity to rebalance the population of a class across company lines, ensuring most companies represent the major demographic subsets of the Corps (women, minorities, athletes, scholars, leaders, etc). In some cases, minority attrition drastically affects specific companies in addition to the Corps writ large. This could result in an imbalance of minority cadets with demonstrated leadership potential within certain units. The possibility exists to place the "best of the available" into leadership roles, rather than the "best of the best" in an effort to achieve demographic parity in these roles. Scrambling also serves to change unit climate and break up unhealthy formations if necessary.

RECOMMENDATIONS

- 1) Minimize the role Cadets play in the selection process of other Cadets for leadership roles. Ensuring that TAC teams own most of this decision making centralizes the slating within the chain of command and makes for a more objective process. With a consistent approach, USCC could achieve greater transparency in their selection process for Cadet leaders.
- 2) Ensure confidentiality in pre-decisional discussions about emerging leaders. In some cases, Cadets received indication they were slated for leadership positions before decisions were finalized. This creates tension when perceptions don't match reality.
- 3) Ensure leadership selection considers diversity goals while stopping short of mandating quotas. Leadership sending a slate back for edit can be perceived as not meeting quotas rather than goals, resulting in a perception of command influence and unfair treatment. The Commandant should ensure policies are in place to prevent quotas.
- 4) Conduct a further assessment to determine the effect of not scrambling on organizational demographics and to what extent this impacts the availability of minority cadets for leadership positions within respective units.
- 5) Consider masking Cadet disciplinary records in AMS after completion of Plebe year. If leadership implements scrambling companies after Plebe year, the masking of military performance and discipline would create the dynamic wherein the Cadet does indeed get a fresh start with a clean slate at the start of Yearling year. Masking records could serve to reduce unconscious bias by TAC teams when selecting Cows and Firsties for leadership positions.
- 6) USCC should study of Periodic Development Reports (PDRs) and peer feedback for Cadets in leadership positions to assess perceptions based on race or ethnicity.

VIII – MINORITY CADET PERFORMANCE IN THE MILITARY DEVELOPMENT PROGRAM

MILITARY GRADING SYSTEM

The Military Grading System is governed by USCC via the Greenbook. DMI is the proponent for the Greenbook, however the implementation of the military program is a joint effort between DMI and BTD. In general, DMI is responsible for military coursework (core Military Science (MS) Courses, and summer training events or military labs (ML)). BTD is responsible for the leader development and grading of Cadets in their leadership positions year-round. BTD assigns Military Development (MD) grades for all Cadets using a forced-distribution model. A Cadet's MD grade for a rating period is broken down as follows: 50% from the TAC or TAC NCO, 40% from the Cadet's rater and senior rater in the Cadet Chain of Command, and 10% based on the Cadet's performance on the ACFT. 90% of the grade is forced-distributed, creating a dynamic wherein leaders might have to choose between Cadets in cases where their performance is largely indistinguishable, and the leader cannot award the higher grade to both Cadets. This is like the OER and NCOER system in the Army; however, the leaders awarding 40% of the grades are other Cadets with one to two years more experience at USMA.

TACs grade freshman and senior classes, and TAC NCOs grade sophomore and junior classes for each Cadet's first and second term (MDX01 and MDX02) military grades. During summer details grading is structured by detail and performed by the TAC Teams assigned to cover that summer period. These teams are not necessarily the same TACs who supervise these Cadets during the academic year.

Within companies, the average military grade GPA within a cadet class is capped at 2.7 during the AY and 3.0 during CST. The intent behind forced distribution is to prevent grades skewing higher and to ensure Cadet leaders and TAC teams clearly identify the stratification of performance within their formations. Whereas TACs maintain their GPA cap across an entire class within their company, the Cadet leadership strive to achieve that within their respective platoons and squads, where the population is smaller. The Greenbook does allow a higher average GPA for Battalion, Regimental and Brigade Staffs, to ensure these populations are not disadvantaged as they are generally hand-picked to serve in these roles based on demonstrated excellence. Grades of D and F count as C grades for the purpose of calculating the company average. This practice prevents awarding low grades in order to allow more Cadets to earn As. There is no requirement to award Ds or Fs.

PERCEPTIONS

Throughout the inspection, many Cadets and some Staff & Faculty accurately perceived that Black Cadets score lower in the MD program than White Cadets. The below table captures all MD grades from each MD grading period in the summer and academic year, from 2013-2020. Black Cadets clearly earn more B- through C grades than they do B+ through A+ grades.

Previous studies have shown that Corps Squad (CS) athletes (those Cadets who are members of one of 28 NCAA Division 1 Teams) tend to receive lower MD grades than non-athletes. This is primarily due to these Cadets being less directly involved in the company specific activities that contribute to the MD grade assessment. Plebe duties, drill and ceremony, company weekend training, etc., are all areas that factor into a Cadet's MD grade during the academic year. The "Corps Squad C" is a common phrase used to attest to the likelihood that an athlete would earn a 'C' for his or her military grade. This trend holds true regardless of race.

Race distribution by grade level

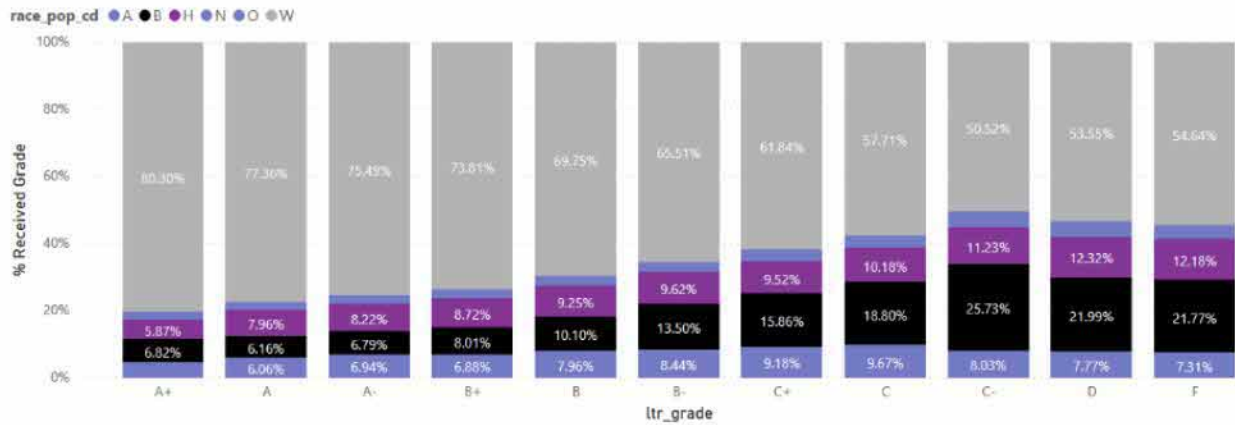


Table 27 – Proportional Distribution of all Military Development Grades, AY2013-2020

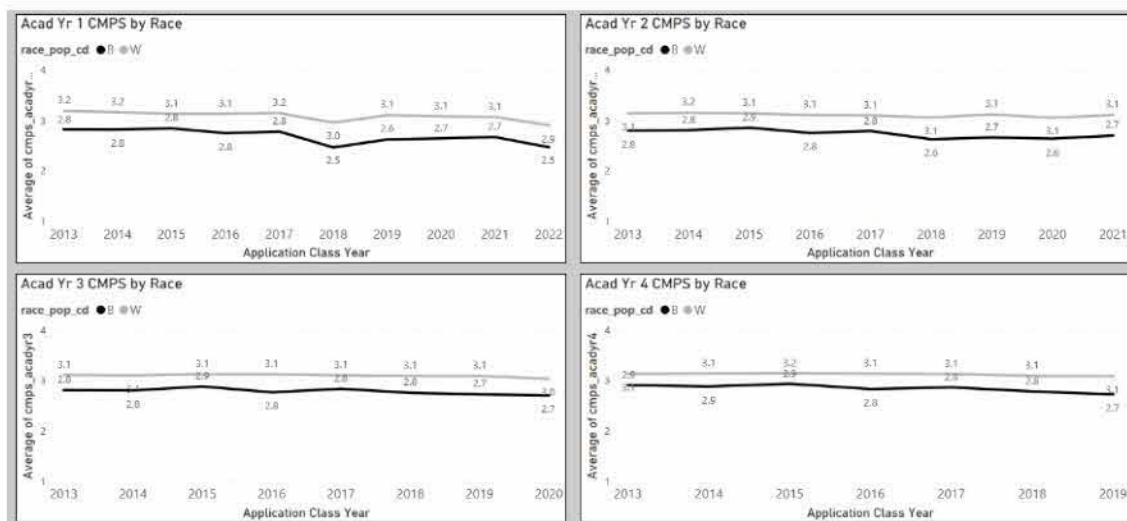


Table 28 – Cadet Military Performance Score by Class Year, Comparison of White and Black Cadets, Classes of 2013-2022

IMPACT ON CADET PERFORMANCE

The MD grading system impacts Cadets beyond the numerical grade within the Military Program Score (MPS). Deficient Cadets are those who have a D or F for the MD grade for the current term, to include the non-binding mid-semester grade. A failing MD grade at the end of the term will trigger an Academic Board review of the Cadet. MD grades also impact selection for military training opportunities. USCC uses a merit-based selection process for high demand Military Individual Advanced Development (MIAD) schools, such as Sapper Leader Course, Military Freefall Parachutist (MFF), Combat Diver Qualification Course (CDQC), Survival Evasion Resistance & Escape (SERE), and others. Company TAC teams manage higher density military schools such as Airborne and Air Assault schools. Methods for assigning Cadets to Airborne and Air Assault have varied over the years, but these slots are generally malleable and TACs can negotiate swaps if training needs change or Cadets do not meet entrance standards. A low MPS or recent MD grade failures will certainly impact a Cadet's potential to attend military training during the summer months.

Because the system requires a forced distribution of grades, there is inherent subjectivity built into the system. Cadet raters and senior raters may only award grades to their

rated population by rating Cadets against each other. Unlike an academic class, wherein it is possible for an entire section to earn an A+ if they all achieved excellence, the MD grading system requires a certain number of Cadets in every formation to earn C grades. As 40% of an MD grade is awarded by other Cadets, it is inevitable that Cadets compare their performance against their peers and contest the grading on subjectivity grounds. A few minority Cadets interviewed and surveyed stated that their Cadet raters justified low military grades based on lack of social interaction with their peers.

RECOMMENDATIONS

- 1) USCC should consider a system that requires periodic audits of Cadet records with MD grades in the A+ to A- range and C through F range to assess the quality of the Cadet Development Reports (CDR) and requisite performance counseling. This audit could assess the frequency of Rater and Senior Raters' use of objective performance metrics and evaluations. This could assist leaders in determining if grades at both ends of the performance spectrum are subjective or personality based, rather than true measures of performance.
- 2) USCC should consider formalizing the Cadet to Cadet counseling blocks of instruction that occur during CFT's "Team Leader Academy," and reinforce this with the upper classes as well. Performance counseling is an area Cadets have consistently stated was lacking in their education and development, and formal classes were removed when MS400 changed to MX400. Leaders should maximize Cadet raters' use of the objective grading "word picture" contained in the Greenbook when conducting performance counseling and assigning MD grades. Education and training on proper counseling could reduce the subjectivity that is perceived by some Cadets.

IX – BLACK CADET PERFORMANCE IN THE SWIMMING CURRICULUM

SWIMMING PROGRAM OVERVIEW

SCOPE: The Survival Swimming Program is a 19-lesson course designed to develop basic survival swimming proficiency, while challenging the aquatic ability of all classifications of swimmers. The Program of Instruction (POI) for beginners, low, and high intermediates is divided into two progressive curriculum tracks: basic stroke development and combat survival swimming. Emphasis is universally focused on elements of breath control, basic locomotion, buoyancy positions, stroke instruction/refinement, and the development of theatre specific watermanship.

COURSE OBJECTIVES: Upon completion of this course, cadets will be able to:

- ✓ Demonstrate physical and mental adjustments to the aquatic environment, to include breath control both above and below the surface of the water, and appropriate body positioning in relation to relaxation, buoyancy, and basic locomotion.
- ✓ Demonstrate an efficient and effective elementary backstroke, front crawl, breaststroke, and sidestroke; utilizing correct biomechanics, balance, and synchronization.
- ✓ Demonstrate an increase in cardio-respiratory endurance as related to the aquatic environment.
- ✓ Demonstrate a basic level of proficiency in a wide variety of military survival swimming applications.
- ✓ Demonstrate enhanced skill achievement and self-confidence, by successfully confronting and overcoming fear, through successful completion of challenging theatre specific survival taskings.

Ninety-five percent of Cadets are assigned to one of four levels of the baseline survival swimming course based on their performance during the Cadet Basic Training (CBT) initial swim assessment. This swim assessment is conducted within a Cadet's first month at USMA and consists of a 150 meter pool swim for time. The four levels are:

- PE320 – Survival Swimming: Elementary
- PE321 – Survival Swimming: Low
- PE322 – Survival Swimming: High
- PE323 – Survival Swimming: Advanced

The bottom five percent of Cadets (approximately 60) may be assigned to PE109: Fundamentals of Aquatics, which is a 38-lesson course designed to teach basic swimming proficiency in addition to the requirements of the survival swim curriculum. Successful completion of PE109 does count toward the graduation requirement for the Physical Program.

PERCEPTIONS

Perception exists that Black Cadets struggle to succeed in the Survival Swimming Program. Past practices of segregation, zoning and redlining often restricted or reduced black communities' access to swimming pools and beaches, a condition which persists today in many underprivileged communities. Many Black Cadets arrive at West Point with little to no prior swimming experience.

Regardless of the course in which a Cadet is enrolled, the graded requirements are the same. All Cadets, regardless of race, must pass the same gates in order to be considered proficient. Because many Black Cadets struggle initially from a lack of experience, their grades in the courses reflect as much. USCC policy governs privileges associated with a Cadet's academic standing. Deficiency (Ds and Fs) in courses at the 6- and 10-week marks in the semester directly impact a Cadet's privileges. Black Cadets reported feeling unfairly discriminated against based on factors beyond their control. They felt that being labeled as deficient and having privileges taken away further makes them feel lesser than their White peers, even those who suffer the same loss in privilege. While the same sanctions are placed on all Cadets who are deficient, Black Cadets felt this practice more personally. The reduction in privileges is intended to remove distractions and give Cadets more time to focus on the area of deficiency, however in the case of swim courses, the Cadet Pool in Arvin Gymnasium is not consistently available on the weekends. In the COVID environment, use of the pool is currently limited to only those Cadets with an active enrollment in a swim course. This impacts Cadets who have a prior and unresolved swim failure, in that they are unable to conduct remedial swim training during their free time if they are not enrolled. While DPE does have available hours for remedial swimming, some Cadets and counselors indicated persistent schedule conflicts that inhibit access during open swim times.

Because PE109 follows a 38-lesson format, it spans an entire academic term. All other DPE courses, including PE320, are conducted in a 19-lesson format over half a semester. While the required swim curriculum is normally executed during the second year, Cadets identified as needing PE109 are slotted for the course during their first year. These Cadets still take their other mandatory DPE courses (Military Movement – PE117, and Boxing – PE116) during Plebe year. This results in these Cadets having a DPE course for the entire duration of Plebe year, which is double what a Cadet enrolled in PE320 or above would have. By slotting this course during Plebe year, the Academy increases the pressure on these Cadets during an already stressful period of transition. The psychological stigma of being enrolled in the 'non-swimmer' course with the risk of separation creates additional pressure on these Cadets. Cadets and counselors reported that these Cadets' performance across other pillars suffers as a result. In recent months, the Registrar's Office indicated efforts to shift the other traditional Plebe year DPE courses to Yearling year for Cadets enrolled in PE109, to balance the course load, however this practice is relatively new.

While all but two Cadets who were ultimately separated from USMA and had failed a swim course had other program failures, the fact remains that they carry forward the unresolved swimming 'F' on their academic transcript each semester until the course has been passed, and are subsequently reviewed by the Academic Board each term. As PE109 is only offered first semester, a Cadet who failed could possibly take PE320 the very next semester, which would be unlikely as they had failed a lower-level course or wait until the first term of the following academic year. This 'conditioned status' serves as a constant reminder to these Cadets that they are subject to separation each term.

While the Center for Enhanced Performance does have a high throughput in counseling visits for Cadets, counselors perceived that in some cases, Black Cadets elect not to pursue counseling because they fear this will further validate negative stereotypes that Black Cadets do not belong at West Point, or that they were 'diversity admits' or that they are weaker. While seeking counseling is a concern Army-wide and the Army has continuously aimed to eradicate the perception that seeking behavioral or emotional support counseling is a sign of weakness, the fact remains that the perception still exists. This increases the challenge in getting Cadets

who need these services to go on their own accord. Social pressure exists across USMA and the Army to 'tough it out' or 'have thick skin' or 'not let it bother you' across any number of domains. Ultimately while we expect leaders to build mental, emotional and physical toughness, many people require this assistance through their 47-month experience. CEP Counselors did not see the same hesitance to seek counseling or perceived stigma with White Cadets they had seen.

Even though non-Black Cadets also fail swim courses, a strong perception exists that most Cadets who fail swimming are Black. One staff member interviewed showed the inspection team a photo taken when he went to visit one of his Cadets during a retake of PE109. This photo showed Cadets receiving instruction at the side of the pool – of approximately 15 Cadets visible in the photo, only one was not Black. This is the only course at USMA where the student demographic within a section would look like this. Many staff and faculty interviewed stated commonly believed percentages in the 75% to 80% range for Black Cadet enrollment in PE109.

PE109 ENROLLMENTS, AY2010-2020		
WHITE	130	19.0%
BLACK	399	58.2%
HISPANIC	65	9.5%
ASIAN	74	10.8%
AMIND	6	0.9%
OTHER/UNK	12	1.7%
TOTAL	686	

Whether these faculty know the actual percentage isn't clear; however, the fact that their perception is that it is this high is what is important.

Faculty who mentor or counsel Black Cadets commented that their Cadets expressed more concern about the prospects of failing a swim course than they do with other academic coursework. Even when failing academic courses and swimming simultaneously, Cadets appeared less concerned about failing their academic class than the swim class.

CADET PERFORMANCE

The inspection reviewed data for the core swimming curriculum going back to 2004. While only comprising on average 12-13% of the Corps, Black Cadets accounted for 60% of the population who failed a version of the core swim course at least once. Of all Cadets who failed a swim course more than once, 67% were Black. Of all Black Cadets who failed a swim course, 31% failed more than once.

DPE does provide extensive additional opportunities for Cadets struggling in the swim curriculum to practice outside class hours. Their analysis indicates that Cadets who did use additional instruction tended to succeed more often than those who did not. That information is not discernable by race, so while insightful, does not completely address the perception issue.

DPE publishes the required survival swim gates via the USMA website and through the Admissions Office in order to inform candidates on the program, how to prepare, and ultimately what to expect. It is, however, outside of USMA's control on whether candidates take advantage of the information provided prior to their arrival. In some cases, these candidates do not enroll in basic swim courses prior to USMA.

The below table captures all Cadets who failed of one of the Core DPE courses from 2004 to 2020. Black Cadets account for 86% of failures in PE109 and 57% of failures in PE320. The data confirms the commonly held belief that Black Cadets generally struggle in the swimming curriculum more than all other demographic groups. Asian Cadets are shown in purple at the bottom of each bar, followed by Black Cadets (black), Hispanic Cadets (pink),

AMIND and OTHER (purple) and White Cadets (gray). This convention holds for similar tables later in the report.

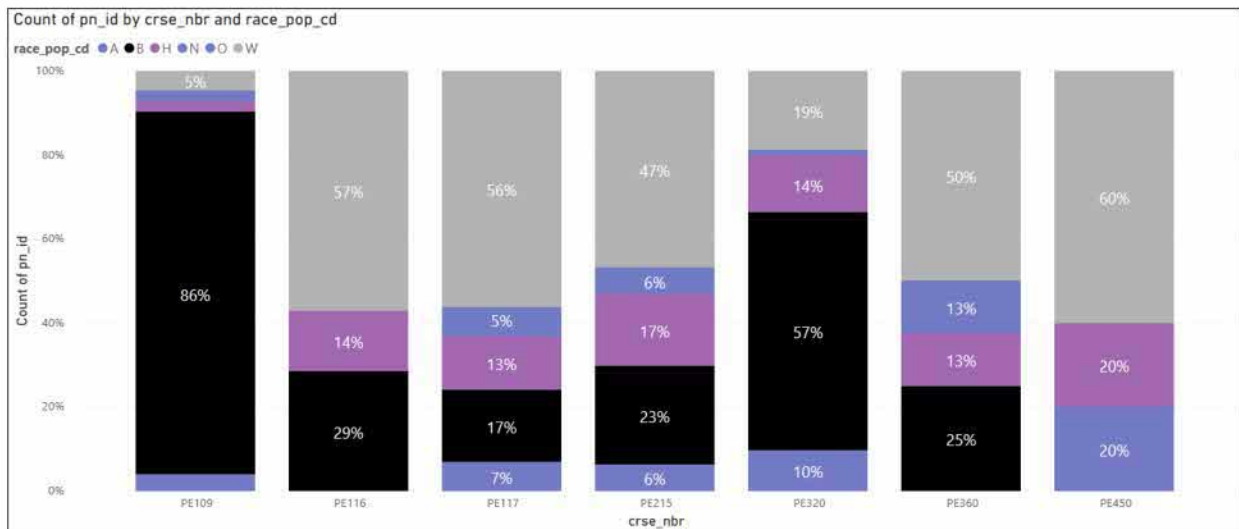


Table 30 – Proportion of Physical Education Core Course Failing Grades, AY2013-2020

SEPARATIONS FOR FAILURE IN THE SWIMMING PROGRAM

A common misperception exists that Black Cadets are separated routinely from USMA for failure in swimming. From 2004-2020, 100 Cadets who had failed a swim course departed USMA prior to graduation. 59 of those Cadets were Black, 41 were not. Of the 59 Black Cadets who departed, some left voluntarily, and of those separated involuntarily, almost all demonstrated deficiencies in other pillars (character, military, conduct) aside from swimming. Categorically, if a Cadet were separated for failure of any course, they would be shown in the 'Resigned Academic,' 'Separated Academic' or 'Separated Academic & Military' rows of the below table. This narrows down the number from 59 to 30. Of these 30 Cadets, only two (2) were separated purely for failure in the swim program. 28 Cadets had significant other academic performance failures, and based on prior Academic Board cases, it is likely that many of them would have been separated without the swim failure on their record.

BLACK SWIM FAILURE SEPARATIONS					
	MALES		FEMALES		TOTAL
RESIGNED ACADEMIC	2	4.8%	1	5.9%	3 5.1%
RESIGNED MOTIVATION	11	26.2%	5	29.4%	16 27.1%
RESIGNED HONOR	0	0.0%	0	0.0%	0 0.0%
RESIGNED PERSONAL	0	0.0%	0	0.0%	0 0.0%
SEPARATED ACADEMIC	17	40.5%	9	52.9%	26 44.1%
SEPARATED ACADEMIC & MILITARY	1	2.4%	0	0.0%	1 1.7%
SEPARATED PHYS FITNESS PRGM	1	2.4%	0	0.0%	1 1.7%
SEPARATED MEDICAL	1	2.4%	1	5.9%	2 3.4%
SEPARATED MISCONDUCT	5	11.9%	0	0.0%	5 8.5%
SEPARATED CONDUCT	1	2.4%	0	0.0%	1 1.7%
SEPARATED HONOR	3	7.1%	1	5.9%	4 6.8%
TOTAL	42		17		59

NON BLACK SWIM FAILURE SEPARATIONS					
	MALES		FEMALES		TOTAL
RESIGNED ACADEMIC	1	3.8%	0	0.0%	1 2.4%
RESIGNED MOTIVATION	9	34.6%	2	13.3%	11 26.8%
RESIGNED HONOR	2	7.7%	0	0.0%	2 4.9%
RESIGNED PERSONAL	0	0.0%	2	13.3%	2 4.9%
SEPARATED ACADEMIC	10	38.5%	10	66.7%	20 48.8%
SEPARATED ACADEMIC & MILITARY	1	3.8%	0	0.0%	1 2.4%
SEPARATED PHYS FITNESS PRGM	0	0.0%	1	6.7%	1 2.4%
SEPARATED MEDICAL	2	7.7%	0	0.0%	2 4.9%
SEPARATED MISCONDUCT	0	0.0%	0	0.0%	0 0.0%
SEPARATED CONDUCT	1	3.8%	0	0.0%	1 2.4%
SEPARATED HONOR	0	0.0%	0	0.0%	0 0.0%
TOTAL	26		15		41

Table 31 – Separation Reasons for Cadets with a Core Swim Course Failure 2004-2020

When compared with the non-Black Cadets who departed after failing a swim course, the results are similar, with separation for academics and resignation for motivation being the top two reasons for both male and female Black Cadets.

The below table accounts for all 30 Black Cadets and the performance metrics impacting their eventual separation. The two rows highlighted show the Cadets whose Academic Board separation was a direct result of repetitive failure in the swim curriculum.

SUMMARY OF 30 BLACK CADETS SEPARATED BY THE ACADEMIC BOARD WHO HAD A DPE SWIM COURSE FAILURE, 2004-2020
PE109: 2 X F; PE117: F; SS201: F; APSC: 1.55
PE109: F; HI103: F; EV203: F; PE117: 2 X F; APSC: 1.651
PE109: 2 X F; PE320: 2 X F; APSC: 3.23 --- NO OTHER COURSE FAILURES, SEPARATED DUE TO SWIMMING
8 X F IN ACADEMIC COURSES; ONLY FAILED PE109 ONCE; APSC AFTER 4 SEMESTERS 1.11
SEPARATED AFTER 1 SEMESTER: 3 ACADEMIC COURSE F, PE109: F, APSC 0.56
SEPARATED AFTER 1 SEMESTER: 2 ACADEMIC COURSE F, PE109: F, MD101: F, APSC 0.78; 135 HOURS
PE109: 2 X F; PE117: 2 X F; MS200: F; SS202: F, APSC: 2.11.
PE109:F; CH102: F; HI107: F; PE117: F; APSC: 0.951
P320: 4 X F; SEPARATED IN JUN AFTER GRAD WEEK STAP GRADUATION YEAR. FAILED MX400 1X THEN PASSED. APSC: 2.07 AFTER 8 SEMESTERS, APPEARS 4TH PE320 F WAS THE FINAL STRAW. EVENTUALLY PASSED PE320. SEPARATED 2ND SEMESTER COW YEAR FOR 3 ACADEMIC COURSE F.
FAILED PE109 ONCE. SEPARATED 2ND SEMESTER PLEBE YEAR AFTER FAILING PE117, APSC: 1.78. ALSO FAILED APFT 2X.
FAILED MA103 3 X, PLUS 2 OTHER ACADEMIC COURSES. SEPARATED AFTER 1ST SEMESTER YEARLING YEAR. APSC: 1.57.
MA205; MD201; PE320 FAILURE (3 PROGRAM) ALL IN SAME SEMESTER. SEPARATED AFTER 1ST SEMESTER YEARLING YEAR.
PE109: 2 X F; PE320: 2 X F; APSC: 2.37; MD202: F.
3 ACADEMIC COURSE F; MS100: F; PE109: F. SEPARATED AFTER STAP AFTER PLEBE YEAR. APSC: 1.53.
5 ACADEMIC COURSE F; PE320: 2 X F, APSC: 1.82
2 ACADEMIC COURSE F; PE117: F; PE109: F, APSC: 1.77.
7 X F IN 1ST SEMESTER YEARLING YEAR.
2 ACADEMIC COURSE F; PE320: 2 X F; APSC: 1.98.
3 X MD AND ML F; PE117 F; PE321 F IN THE SEMESTER CADET WITHDREW FROM ALL COURSES. APSC: 2.08. 3 X IOCT FAILURE.
EVENTUALLY PASSED PE109. SEPARATED AFTER F ACADEMIC COURSE F. APSC: 1.84.
3 ACADEMIC COURSE F; PE320: 2 X F.
RESIGNED IN LIEU OF HIH, BUT HAD FAILED PE109. SEPARATED BEGINNING OF 2ND TERM PLEBE YEAR.
SEPARATED AFTER 2 ACADEMIC F AND PE320 F IN COW YEAR. TAC COMMENTS INDICATE CADET GAVE UP TRYING MIDWAY THROUGH SEMESTER.
SEPARATED AFTER 3 ACADEMIC F AND PE109 F AFTER 1ST SEMESTER YEARLING YEAR. APSC 1.29.
SEPARATED AFTER 3 PROGRAM FAILURE IN 2ND SEMESTER YEARLING YEAR. ONLY FAILED PE320 ONCE. APSC: 1.77
SEPARATED AFTER YEARLING YEAR; 2 X UNRESOLVED PE109 FAILURES; PE117 F; APSC: 1.75.
2 X MD F; 2 X EN302 F; 2 X PE109 F. APSC 2.064.
2 ACADEMIC F AND PE109 F IN 1ST SEMESTER PLEBE YEAR.
7 ACADEMIC F AND MS300 F. PASSED PE320 ON 2ND ATTEMPT WITH A C+.

Table 32 – Black Cadets Who Failed a Swim Course and Were Separated by the Academic Board for Academic Reasons, 2004-2020

The below tables show the distribution of grades by race for all the core swim courses. The first chart compiles PE321, PE322 and PE323, the three highest levels of the course, and the second table shows grades for PE109 and PE320. White Cadets are shown by the gray bars, Hispanic are purple, Black are black. There is a noticeable difference in both enrollment and performance of Black Cadets in these courses.

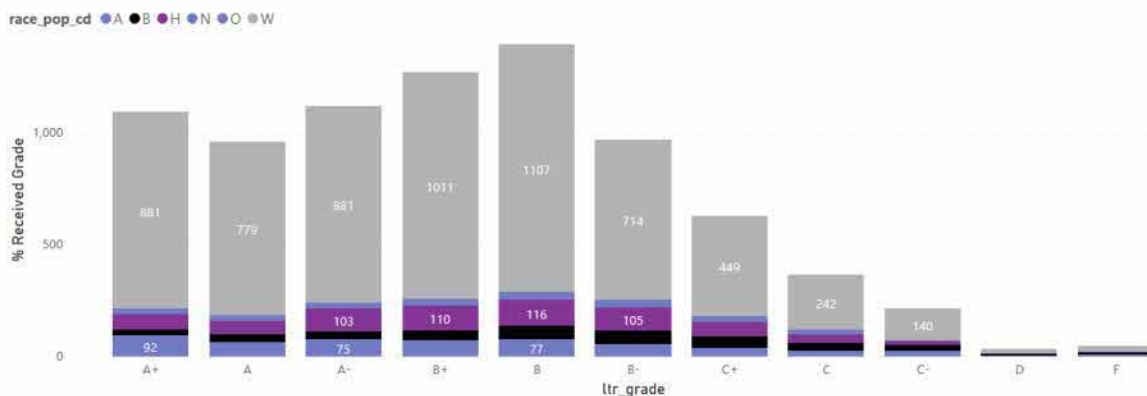


Table 33 – Demographic Distribution by Grade Level, PE321, PE322, PE323, AY2010-2020

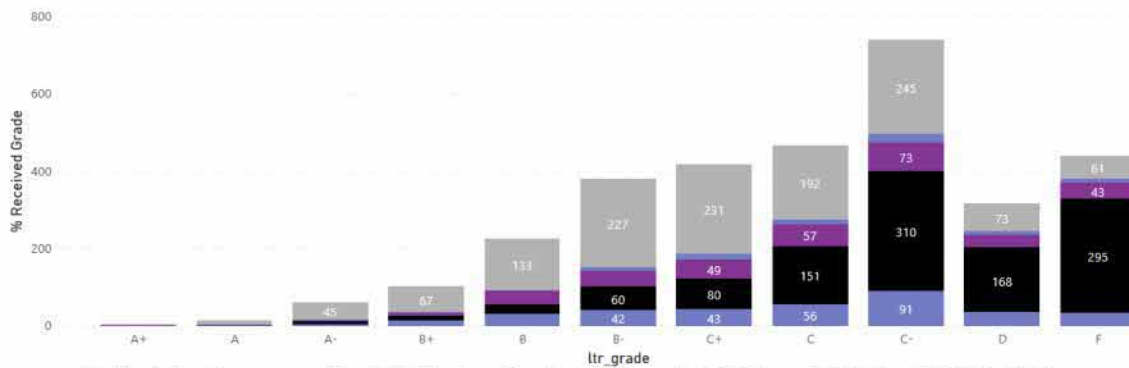


Table 34 – Demographic Distribution by Grade Level, PE109 and PE320, AY2010-2020

The below table shows the proportion of Cadets who earned each grade in PE109, Fundamentals of Aquatics. Of note, no Cadets earned an A+ or A in the course.

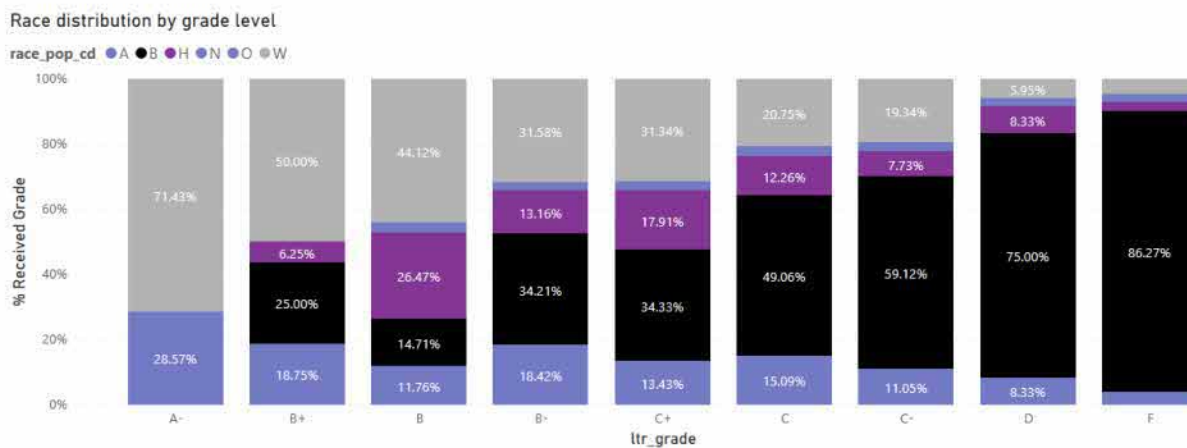


Table 35 – Proportional Distribution by Demographic of PE109 (Fundamentals of Aquatics) Grades, AY2010-2020

RECOMMENDATIONS

- 1) Reinstate a beginner / remedial swim program for USMAPS cadet candidates. Until a community pool is constructed at West Point, USMAPS remedial swimming should take precedence over recreational swimming in the event there is a time conflict. Having a deliberate and progressive swim program, like the PE109 curriculum at USMAPS could reduce the course load for PE109 and improve the success rate in PE320 for Cadets with little to no prior swimming experience.
- 2) Conduct further analysis to determine the necessity of keeping the swim program as a graded course or transitioning it to a Pass/Fail requirement. The course is not an Army mandated officer pre-commissioning requirement and is not conducted within ROTC or OCS programs. Additionally, the survival swim gates are significantly different than the basic Combat Water Survival Test (CWST) administered by some Army units.
- 3) Expand enrollment for PE109 to accommodate all Cadets who do not meet the baseline threshold for PE320. USCC should conduct a comprehensive analysis that shows the costs in manpower and resources to achieve full enrollment in PE109.
- 4) Consider removing the 'conditioned' status and 'academic probation' status for Cadets enrolled in PE109 as the effect does not achieve the intended outcome.

X – MINORITY CADET DISCIPLINARY & HONOR BOARD OUTCOMES

DISCIPLINARY AND CONDUCT BOARDS

This inspection reviewed available data from Academic Year 2011 through 2020 for punishments imposed under Article 10 of the Cadet Disciplinary Code. The BTD's office of Regulations & Discipline (R&D) maintains analog records of misconduct and stated that the interface with AMS is cumbersome. Discussions with BTD leadership indicated similar concerns with the user interface and dashboard view of Cadet misconduct data for the purpose of assessing trends. The inspection observed initial training provided to newly assigned Cadet R&D Officers and NCOs within their respective companies at the start of the Academic Year. This training focused on how to properly manage a Cadet Observation Report (COR) and reports of misconduct. The training does not cover commander's intent or provide guidance on what types of actions merit certain levels of report.

The inspection interpreted raw data from AY20 specifically focusing on race when observing misconduct trends. Upon further inquiry, the inspection team obtained historical Article 10 data from the G5 OIR. The inspection determined that as the central data managers for Cadet information, G5 OIR is better postured to maintain this data than BTD R&D, provided that BTD ensures timely and accurate entry of imposed punishments into Cadets' AMS records. During interviews it became apparent that a high-level review of misconduct trends by race was not a recurring event within USCC. The current Commandant and BTO have made it a priority to review and assess trends, however their emphasis was new this year.

More in-depth analysis would be required to truly determine cause and effect relationships and the nature of infractions committed by Cadets. This would require a critical analysis, with over 14,000 Article 10 infractions committed over the last ten years.

The inspection reviewed the last ten years of Conduct Investigations (CI), Misconduct Investigations (MI) and Courts-Martial (CM) by race. The primary difference between these investigations and the Article 10s within the Cadet Disciplinary Code is the potential for separation as a result of CI, MI or CM. These investigations are conducted using procedures governed by USCC Pam 351-2, AR 150-1, AR 15-6 or the Manual for Courts-Martial, and each is subject to legal review of findings and recommendations. In cases where separation is recommended, the Superintendent is the separation authority, or makes a recommendation to HQDA for separation. There were 335 total cases from AY11 through 20, and some of these cases have pending outcomes.

It is important to note that in each case, the findings of the investigation or court-martial are wholly informed by the facts and circumstances of that individual's case alone. The recommendations or sentence may be informed by the Cadet's performance. The appointment of IOs prevents unlawful command influence. No policies exist which require a certain outcome for any offense. Each offense is assessed on a case-by-case basis, and precedent in similar cases does not require a like outcome.

As is the case in many units, Cadets have a predictable pattern of discussing rumors about individual cases without knowing all the facts. The rumor mill does periodically undercut chain of command efforts to communicate outcomes and preserve privacy of those involved with cases. Leaders reported a challenge in correcting perceptions among the Corps regarding punishments imposed in the more high-profile cases.

ANALYSIS OF PUNISHMENTS

In AY20, there were 963 Article 10s within USCC. The below data represents the number of Cadets against whom an Article 10 board was convened, regardless of the outcome. This merely describes the number of cases brought and how that aligns with the respective racial group's representation within the Corps. Black Cadets accounted for 21.3% of all USCC Boards in AY20, about 6% higher than their representation in the Corps. This occurs at all board levels except BDE boards. White Cadets accounted for 58.4% of all USCC Boards in AY20, about 6% lower than their representation. For BDE and REG boards they are within 2% of their proportion of the Corps, and for all other boards they are significantly lower.

Board Levels	Racial		WHITE	BLACK	HISPANIC	ASIAN	AMIND	NH / PI	OTHER	UNKNOWN	TOTAL							
	Total		64.1%	15.0%	9.1%	8.5%	0.9%	0.6%	0.6%	0.6%	BOARDS							
CMDT	6	2	33.3%	1	16.7%	2	33.3%	1	16.7%	0	0.0%	6	0.6%					
BDE	53	33	62.3%	8	15.1%	9	17.0%	2	3.8%	1	1.9%	53	5.5%					
REG	58	36	62.1%	16	27.6%	1	1.7%	3	5.2%	1	1.7%	58	6.0%					
BN	45	26	57.8%	11	24.4%	3	6.7%	4	8.9%	1	2.2%	45	4.7%					
CO	233	128	54.9%	50	21.5%	20	8.6%	24	10.3%	3	1.3%	233	24.2%					
SUM	568	337	59.3%	119	21.0%	45	7.9%	55	9.7%	2	0.4%	568	59.0%					
TOTAL	963	562	58.4%	205	21.3%	80	8.3%	89	9.2%	8	0.8%	3	0.3%	11	1.1%	5	0.5%	963

- Black Cadets accounted for 21.3% of all USCC Boards in AY20, about 6% higher than their representation in the Corps. This occurs at all board levels except BDE Boards

- White Cadets accounted for 58.4% of all USCC Boards in AY20, about 6% lower than their representation in the Corps. BDE and REG boards they are within 2% of their proportion of the Corps. All others are significantly lower.

Table 36 – Article 10 Boards Initiated at Echelon by Demographic, AY2020

When reviewing the level (echelon) of boards imposed over the last ten years, no discernable pattern emerges that would indicate minority Cadets are recommended for punishments at different echelons than majority Cadets. Most demographic groups reflect board distribution that is within 2% of the Corps wide average. However, this does not account for the rate at which minority Cadets are recommended for Article 10s in aggregate compared to their representation within the Corps.

ALL ARTICLE 10 BOARDS IN USCC, 2011-2020																
ART 10	CORPS		WHITE		BLACK		HISPANIC		ASIAN		AMIND		NH/PI		OTH/UNK	
Comm Total	176	1.2%	116	1.3%	26	1.2%	20	1.4%	6	0.5%	3	1.7%	0	0.0%	5	1.4%
Bde Total	1034	7.2%	698	7.7%	136	6.1%	104	7.5%	61	5.5%	12	6.9%	0	0.0%	23	6.5%
Reg Total	1385	9.6%	827	9.1%	257	11.5%	142	10.2%	100	9.1%	19	11.0%	0	0.0%	40	11.3%
Bn Total	914	6.4%	565	6.2%	163	7.3%	77	5.5%	79	7.2%	11	6.4%	0	0.0%	19	5.4%
Co Total	3032	21.1%	1872	20.6%	502	22.4%	293	21.0%	237	21.5%	41	23.7%	0	0.0%	87	24.6%
Sum Total	7826	54.5%	5024	55.2%	1159	51.7%	756	54.3%	618	56.1%	87	50.3%	2	100.0%	180	50.8%
TOTAL	14367		9102		2243		1392		1101		173		2		354	
			63.4%		15.6%		9.7%		7.7%		1.2%		0.0%		2.5%	

Table 37 – Article 10 Boards Initiated at Echelon by Demographic Compared to Corps Wide Average, AY 2011-2020

The below charts reflect the proportion of all Article 10 punishments imposed against Black Cadets over the last ten years. The forms of punishment statistics are a percentage of all punishments imposed of that type during a particular year. The most oft imposed punishments are Area Tours, Restriction and Withdrawal of Privileges. Those show a more consistent and



stable pattern each year. The dotted line reflects Black Cadets' representation as a percent of the Corps of Cadets each year. With a few minor exceptions (e.g. Driving Privileges), Black Cadets accounted for a higher percentage of all forms of punishment than their demographic representation in the Corps.

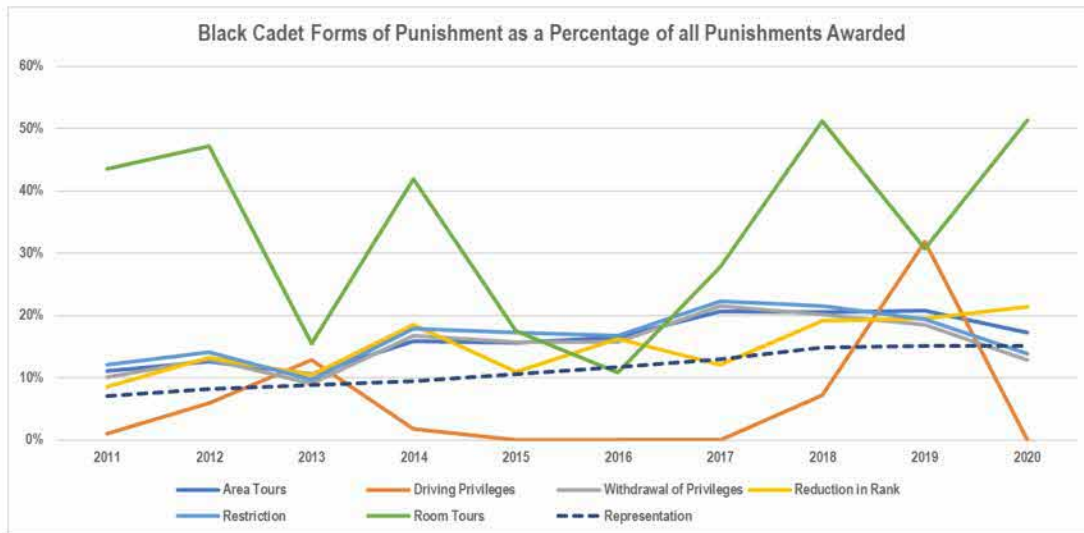


Table 38 – Forms of Punishment Imposed on Black Cadets as a Percentage of all Punishments Imposed, Classes of 2013-2022 (AY 2011-2020)

The below chart specifically reviews Area Tours for Black Cadets, the most often imposed punishment for all Cadets. In most years, Black Cadets accounted for a greater percentage of area tours than their representation in the Corps. Tours imposed at Brigade boards most closely followed the demographic of the Corps. Summarized board punishments appear to increase at a higher rate than Black Cadets' demographic is increasing until AY2020.

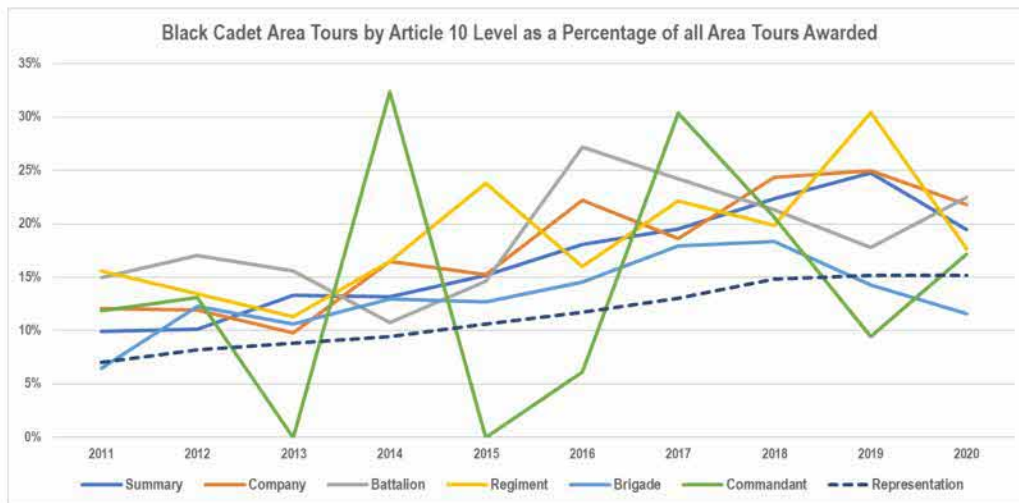


Table 39 – Area Tours Awarded by Article 10 Echelon, Black Cadets, Classes of 2013-2022 (AY 2011-2020)

The below table shows the average punishments imposed at each echelon against each demographic group. While there is a maximum punishment that may be imposed at each board level, there is no requirement for the adjudicating commander to impose a prescribed punishment. Commanders have latitude to impose any, all, or none of the sanctions as a result of a board. Over the last ten years, the data does not suggest that minority cadets receive harsher punishments at each echelon than majority cadets. In some categories, the data is not



statistically significant and does not alter the trend. This is the case for all board echelons for AMIND, NH/PI and OTH/UNK Cadets, and Commandant Boards for Asian Cadets.

AVERAGE ARTICLE 10 PUNISHMENT OUTCOME PER PERSON BY ECHELON, 2011-2020								
Echelon	Punishment	WHITE	BLACK	HISP	ASIAN	AMIND	NH/PI	OTH/UNK
Commandant	Area Tours	112.6	92.5	111.8	60.0	36.0	0.0	46.0
	Restriction	71.6	51.2	80.3	31.5	27.0	0.0	9.0
	Withdraw Privileges	94.1	76.6	107.8	36.0	36.0	0.0	48.0
Brigade	Area Tours	91.6	90.1	90.2	93.9	50.5	0.0	75.5
	Restriction	51.5	53.9	53.1	53.5	33.1	0.0	40.5
	Withdraw Privileges	74.4	75.2	75.9	77.1	45.4	0.0	56.8
Regiment	Area Tours	64.9	64.0	64.0	61.3	55.3	0.0	63.2
	Restriction	27.4	29.5	27.1	21.8	19.7	0.0	29.0
	Withdraw Privileges	37.0	36.8	36.4	32.5	28.8	0.0	37.8
Battalion	Area Tours	27.1	28.1	26.9	25.8	17.5	0.0	17.9
	Restriction	12.9	15.8	16.9	14.1	8.6	0.0	10.1
	Withdraw Privileges	14.4	14.4	19.5	13.7	10.1	0.0	11.3
Company	Area Tours	13.5	14.4	14.0	14.2	15.4	0.0	15.5
	Restriction	2.8	3.6	3.3	3.0	3.8	0.0	2.7
	Withdraw Privileges	5.6	5.5	5.9	5.8	3.9	0.0	6.8
Summary	Area Tours	6.8	7.7	7.4	7.7	7.5	1.8	7.7
	Restriction	0.2	0.2	0.1	0.3	0.1	0.0	0.3
	Withdraw Privileges	0.2	0.2	0.2	0.4	0.1	0.0	0.2

Table 40 – Comparison of Average Punishments Imposed by Article 10 Echelon, AY 2011-2020

Table 41 -- When reviewing CI, MI and CMs over the last ten years, the data shows that Black Cadets account for a higher share of these cases (21.5%), roughly 6% higher than their representation in the Corps. White Cadets made up 58.2% of all charged Cadets, approximately 10% lower than their representation in the Corps. This data is not statistically significant when assessing cause and effect, especially regarding the population of Hispanic, Asian, AMIND, NH/PI, or OTH/UNK categories due to their small population size. The data suggests that, like Article 10s, minority Cadets are charged in these types of cases at a higher rate than majority Cadets. Black Cadets were accused in 37.5% of all Courts-Martial over this period. The table below only accounts for cases, not outcomes. Cells in red indicate instances where the representation was at least 2% higher than the respective demographic's proportion of the Corps for that academic year. Categories with only one instance are not highlighted.

Academic Year	Proceeding Type	Total	WHITE	BLACK	HISPANIC	ASIAN	AMIND	NH / PI	OTH / UNK
AY20	CI	5	1 20.0%	3 60.0%	0 0.0%	1 20.0%	0 0.0%	0 0.0%	0 0.0%
	MI	21	10 47.6%	5 23.8%	3 14.3%	1 4.8%	0 0.0%	0 0.0%	2 9.5%
	CM	6	3 50.0%	2 33.3%	0 0.0%	0 0.0%	1 16.7%	0 0.0%	0 0.0%
AY19	CI	15	10 66.7%	2 13.3%	2 13.3%	0 0.0%	0 0.0%	0 0.0%	1 6.7%
	MI	21	12 57.1%	8 38.1%	0 0.0%	1 4.8%	0 0.0%	0 0.0%	0 0.0%
	CM	4	1 25.0%	1 25.0%	1 25.0%	1 25.0%	0 0.0%	0 0.0%	0 0.0%
AY18	CI	10	4 40.0%	3 30.0%	0 0.0%	1 10.0%	1 10.0%	0 0.0%	1 10.0%
	MI	30	14 46.7%	10 33.3%	5 16.7%	1 3.3%	0 0.0%	0 0.0%	0 0.0%
	CM	4	1 25.0%	2 50.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 25.0%
AY 17	CI	10	6 60.0%	2 20.0%	0 0.0%	1 10.0%	0 0.0%	0 0.0%	1 10.0%
	MI	40	23 57.5%	12 30.0%	1 2.5%	2 5.0%	0 0.0%	0 0.0%	2 5.0%
	CM	9	1 11.1%	5 55.6%	2 22.2%	0 0.0%	0 0.0%	0 0.0%	1 11.1%
AY 16	CI	4	2 50.0%	0 0.0%	1 25.0%	1 25.0%	0 0.0%	0 0.0%	0 0.0%
	MI	7	5 71.4%	1 14.3%	1 14.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	CM	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
AY 15	CI	15	9 60.0%	0 0.0%	6 40.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	MI	12	9 75.0%	1 8.3%	2 16.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	CM	2	1 50.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
AY 14	CI	9	5 55.6%	2 22.2%	2 22.2%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	MI	10	8 80.0%	0 0.0%	1 10.0%	1 10.0%	0 0.0%	0 0.0%	0 0.0%
	CM	1	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
AY 13	CI	6	3 50.0%	2 33.3%	1 16.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	MI	24	18 75.0%	2 8.3%	2 8.3%	1 4.2%	1 4.2%	0 0.0%	0 0.0%
	CM	3	2 66.7%	1 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
AY 12	CI	3	2 66.7%	1 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	MI	21	15 71.4%	4 19.0%	2 9.5%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	CM	1	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
AY 11	CI	12	6 50.0%	1 8.3%	3 25.0%	2 16.7%	0 0.0%	0 0.0%	0 0.0%
	MI	33	25 75.8%	3 9.1%	3 9.1%	1 3.0%	0 0.0%	0 0.0%	1 3.0%
	CM	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
AY 11 through AY 20	CI	89	48 53.9%	16 18.0%	15 16.9%	6 6.7%	1 1.1%	0 0.0%	3 3.4%
	MI	219	139 63.5%	46 21.0%	20 9.1%	8 3.7%	1 0.5%	0 0.0%	5 2.3%
	CM	30	9 30.0%	13 43.3%	3 10.0%	1 3.3%	1 3.3%	0 0.0%	3 10.0%
TOTAL		338	196 58.0%	75 22.2%	38 11.2%	15 4.4%	3 0.9%	0 0.0%	11 3.3%

Cells highlighted in Red indicate Representation 2% higher than the Demographic Group's Representation in the Corps for that Academic Year, except in cases where there was a single instance.

- Black Cadets made up 22.2% of all charged Cadets in CI, MI, and CM from AY11-20, and account for 43.3% of all Courts-Martial

- White Cadets made up 58.0% of all charged Cadets in CI, MI, and CM from 11-20, approximately 10% lower than their representation within the Corps over that same time span. Minority Cadets account for 42% of all cases, at a 10% higher rate than they represent within the Corps.

Table 41 – Conduct Investigations, Misconduct Investigations and Courts-Martial Initiated, by Demographic, AY 2011-2020

The next table summarizes outcomes of Misconduct Investigations. MIs accounted for 219 of the 338 cases, and three have pending outcomes. Like their representation in all three board types, Black Cadets make up 21.0% of MIs. Black Cadets departed USMA as a result of misconduct 65% of the time, which is a higher rate than the Corps average (59%), and 10% higher rate than White Cadets. The Government Accountability Office (GAO) and independent advocacy group Protect Our Defenders (POD) conducted studies that observed a higher rate of disciplinary actions against minorities across the various branches of DoD. As of the publication of this report, the US Army is currently conducting a similar study.

Misconduct Investigation Outcomes by Race, AY 2011-2020																	
Result	Total	WHITE		BLACK		HISPANIC		ASIAN		AMIND		NH / PI		OTH / UNK		TOTAL OUTCOMES	
Not Found	29	18	12.9%	10	21.7%	1	5.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	29	13.2%
Resigned Prior to Board	33	22	15.8%	5	10.9%	4	20.0%	0	0.0%	0	0.0%	0	0.0%	2	40.0%	33	15.1%
Resigned After Board	5	2	1.4%	1	2.2%	1	5.0%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	5	2.3%
Academic Sep Post Board	1	1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%
With Class	19	13	9.4%	1	2.2%	4	20.0%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	19	8.7%
August Grad	5	3	2.2%	1	2.2%	0	0.0%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	5	2.3%
December Grad	17	14	10.1%	2	4.3%	1	5.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17	7.8%
Turn Back	17	14	10.1%	1	2.2%	1	5.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	17	7.8%
Separation	37	21	15.1%	11	23.9%	2	10.0%	2	25.0%	0	0.0%	0	0.0%	1	20.0%	37	16.9%
Separation w/ Recoup	34	20	14.4%	8	17.4%	4	20.0%	1	12.5%	0	0.0%	0	0.0%	1	20.0%	34	15.5%
Active Duty	10	6	4.3%	3	6.5%	1	5.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	4.6%
AMP	9	5	3.6%	2	4.3%	1	5.0%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	9	4.1%
Supt Decision Pending	3	0	0.0%	1	2.2%	0	0.0%	1	12.5%	0	0.0%	0	0.0%	1	20.0%	3	1.4%
TOTAL	219	139	63.5%	46	21.0%	20	9.1%	8	3.7%	1	0.5%	0	0.0%	5	2.3%	219	
Stay at WP		62	45%	15	33%	7	35%	2	25%	1	100%	0	0%	0	0%	87	40%
Leave WP		77	55%	30	65%	13	65%	5	63%	0	0%	0	0%	4	80%	129	59%

Table 42 – Misconduct Investigation Outcomes by Race, AY 2011-2020

Similar results hold for Conduct Investigation outcomes as for MIs. While more Cadets are retained following CIs, Black Cadets left USMA after a CI 43% of the time, four percent higher than the Corps average of 39% and three percent higher than their White counterparts.

Conduct Investigation Outcomes by Race, AY2011-2020																	
Result	Total	WHITE		BLACK		HISPANIC		ASIAN		AMIND		NH / PI		OTH / UNK		TOTAL OUTCOMES	
Not Found	7	7	13.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	7.9%
Resigned Prior to Board	5	2	3.8%	2	14.3%	1	7.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	5.6%
Med or Acad Sep Prior Board	5	4	7.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	5	5.6%
Conduct Probation	15	6	11.5%	3	21.4%	5	35.7%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	15	16.9%
With Class	17	10	19.2%	2	14.3%	2	14.3%	1	20.0%	1	100.0%	0	0.0%	1	33.3%	17	19.1%
August Grad	3	2	3.8%	1	7.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	3.4%
December Grad	7	3	5.8%	2	14.3%	2	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	7.9%
Turn Back	5	3	5.8%	0	0.0%	0	0.0%	2	40.0%	0	0.0%	0	0.0%	0	0.0%	5	5.6%
Separation	3	2	3.8%	0	0.0%	0	0.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	3	3.4%
Separation w/ Recoup	8	3	5.8%	1	7.1%	4	28.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	9.0%
Active Duty	5	4	7.7%	1	7.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	5.6%
AMP	9	6	11.5%	2	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	9	10.1%
TOTAL	89	52	58.4%	14	15.7%	14	15.7%	5	5.6%	1	1.1%	0	0.0%	3	3.4%	89	
Stay at WP		31	60%	8	57%	9	64%	4	80%	1	100%	0	0%	1	33%	54	61%
Leave WP		21	40%	6	43%	5	36%	1	20%	0	0%	0	0%	2	67%	35	39%

Table 43 – Conduct Investigation Outcomes by Race, AY 2011-2020

Courts-Martial occur at a much lower frequency than the previous two types of boards, and with 30 cases over the last ten years, any conclusions would be speculative. The most significant observation in the below table is that minority Cadets accounted for 70% of suspects charged in Courts-Martial during this timeframe.

Court Martial Outcomes by Race, AY2011-2020																	
Result	Total	WHITE		BLACK		HISPANIC		ASIAN		AMIND		NH / PI		OTH / UNK		TOTAL OUTCOMES	
Not Guilty	5	2	22.2%	2	15.4%	1	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	16.7%
RILO - Approved	13	1	11.1%	7	53.8%	1	33.3%	1	100.0%	1	100.0%	0	0.0%	2	66.7%	13	43.3%
RILO - Pending	3	2	22.2%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	10.0%
Confinement Dismissal	5	3	33.3%	1	7.7%	1	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	16.7%
Confinement	1	0	0.0%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	3.3%
Dismissal	1	1	11.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	3.3%
Reprimand	2	0	0.0%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	6.7%
TOTAL	30	9	30.0%	13	43.3%	3	10.0%	1	3.3%	1	3.3%	0	0.0%	3	10.0%	30	
Stay at WP		2	22%	3	23%	1	33%	0	0%	0	0%	0	0%	1	33%	7	23%
Leave WP		7	78%	10	77%	2	67%	1	100%	1	100%	0	0%	2	67%	23	77%

Table 44 – Court Martial Outcomes by Race, AY 2011-2020

HONOR INVESTIGATIONS

The Cadet Honor Committee, with supervision from the SCPME, is the governing body for Cadet Honor Investigations. Unlike MI, CI, CM and the Article 10 boards, upon referral by the Commandant to an honor board, the board membership is 100% composed of Cadets. New Cadets in Cadet Basic Training are not eligible for separation should they be found on honor. The Superintendent is the decision authority, or makes a recommendation to HQDA, for separation for all other Cadets who are found on honor. Over time, the Academy has evolved from an attrition model, wherein separation decisions for found honor cases was the rule, and retention was the exception, to a developmental model, wherein the reverse is true.

Honor Investigations by Race, AY 2013-2020								
	Total	WHITE	BLACK	HISPANIC	ASIAN	AMIND	FN	OTH / UNK
Brought	994	534	220	95	98	10	14	23
Dropped	300	183	56	19	33	2	2	5
Not Found	205	109	51	19	13	5	2	6
RILO	59	34	11	3	7	1	1	2
Found	347	177	81	44	31	2	3	9
Separated	94	43	24	11	12	0	1	3
Other	84	31	22	10	14	0	6	1
Found Rate	35%	33%	37%	46%	32%	20%	21%	39%
Departure Rate*	38%	36%	38%	30%	50%	33%	50%	45%

* Departure Rate = (Separated + RILO) / (Found + RILO); RILO does not presume guilt, however the Cadet's departure was a direct result of the honor board

Table 45 – Honor Investigation Results by Race, 2013-2020

In reviewing data from 2013-2020, the inspection identified very little difference in Found Rate and Departure Rate for Black and White Cadets. While the same trend in representation of minority Cadets exceeding their proportion of the Corps continues, the similarities in outcome between the two largest demographics represented suggests fairness in the system. Interestingly, Hispanic Cadets are found on honor at a rate 11% higher than the Corps average, yet they also show a lower separation rate. This data point is worthy of further inquiry.

While Cadets who Resigned in Lieu Of (RILO) an honor proceeding were not found on honor, the ultimate impact is that the Cadet departed USMA in lieu of going through the process. The inspection included those resignations in the separation row in Table 45, only to highlight the impact of the Cadet's departure. In attempting to assess perceptions, it is important to note that Cadets may perceive another's departure related to an honor investigation to be an indication that the Cadet was found. The data suggest parity in departure rates between White and Black Cadets.

RECOMMENDATIONS

It is important to note that the inspection did not assess the reasons behind any correlation between race and misconduct. To perform that level of analysis, specific details would be needed on the nature of the offense, demographics of the person reporting the incident and the subject of misconduct's prior performance and conduct history. Without this data, any conclusion would be speculative. The key takeaway from observing the data is that minority Cadets are brought up on all levels of conduct from summarized Article 10 through Courts-Martial at a slightly higher rate per-capita than their White counterparts. This aligns with recent studies across the Army and DoD.

- 1) USMA should conduct a focused study to assess the nature of offenses under the Cadet Disciplinary Code to determine the reason why minority Cadets are overrepresented and why their punishment levels may be higher than White Cadets. G5 OIR is ideally suited to conduct this study, to include recommending an overarching data collection capability to allow USCC to analyze and interpret results internally in the future.
- 2) USCC should consider assessing these results to determine if there is correlation between companies and/or regiments and board frequency. As Cadet chain of command turns over annually, Cadet leadership and TAC leadership priorities adjust, there could be a resultant shift in disciplinary proceedings within respective units. This was beyond the scope of the inspection; however, interviews and sensing sessions did indicate that some companies are more likely to impose Article 10 punishments than others.
- 3) USCC should consider publishing sanitized versions of these data tables to the Corps of Cadets in order to address perception issues and counter the urban legend narrative that exists regarding disciplinary outcomes. This should be done in concert with recommendation #1 above.

CONCLUSION

The United States Military Academy, while a microcosm of American Society, has taken significant steps to achieve equity and fairness for all its Cadets, regardless of race, color, creed, gender, sexual orientation or nationality. Diversity in the Corps of Cadets has continually increased over the last several years and is as high as it has ever been. While the overwhelming majority of Staff, Faculty, Coaches and TAC Teams embody USMA's ethos, there is always room for improvement and as a learning institution, the Academy should never be satisfied with "good enough."

Leaders at USMA embrace the Army Values and the mantra to treat everyone with dignity and respect. This message is unambiguous and is repeated at echelon. However, the behavior is not consistent across all ranks, primarily within the younger population at USMA. Cadets come to USMA with at least 18 years of character developed through their upbringing across America and our partner nations. The development of leaders of character necessarily includes assessment and refinement of character attributes among all Cadets in a deliberate, thoughtful, and holistic manner, to ensure that every graduate is indeed a leader of character.

Many Cadets and some junior leaders struggle with interpersonal contact and social tact. Conflict resolution, while always a challenge in the peer leadership environment, is exacerbated by a general weakness in social skill upon arrival to USMA. This causes greater angst and ambiguity from leadership perspective when attempting to assess the nature and degree of the racism problem at USMA. The vast majority of interviews and surveys showed that inappropriate or insensitive comments by Cadets toward other Cadets are perceived as the most prevalent form of racist behavior at USMA. Many Cadets indicated being uncomfortable addressing the offending behavior on the spot, and others stated they lacked a clear understanding of how to resolve an incident using formal channels.

Most of this offending behavior occurs outside of the view of leadership within the 'ungoverned space' and time. Unfortunately, many minority (particularly Black) Cadets reported their intuitive reaction was to ignore the action because that is how they were brought up to react. This trend persists regardless of class year or gender. If these young men and women have been conditioned to ignore this behavior in the past, there is a clear need for change. This is not to say that their failure to respond to correct the offender puts them at fault, rather it is symptomatic of past racist behavior and attitudes in society at large. In some cases, bystanders did not intervene to correct the offending behavior, which is a challenge seen over recent years in the Army regarding sexual harassment. However uncomfortable, Cadets of all races must intervene to correct racist behavior every time it occurs, in order for meaningful change to result.

The development of relational character is a consistent priority effort across the Academy, and recent efforts in the Sexual Assault / Sexual Harassment eradication effort have shown to be equally valuable in the effort to combat racism. A common theme across the inspection is the need for in-depth education on unconscious bias. This education must be done in a way that produces lasting growth and goes beyond the typical 'mandatory training' requirement, which is typically viewed as 'check-the-block' training. The Character Education curriculum should be scrutinized and constructed with careful thought and rigor, and ultimately institutionalized to withstand inevitable leadership transition.

Recent efforts by the rising First-Class during Cadet Summer Training indicate a strong sense of ownership by the Corps and a willingness to listen and learn from each other's experiences. Inclusive behavior is on the rise, and it is incumbent on all leaders at USMA to

capitalize on the initiative of the Class of 2021 and continue the positive momentum toward creating a truly inclusive environment that does not tolerate racism, hate or other forms of bigotry. This effort cannot be delegated to one particular department or just the TAC Teams. All leaders must take personal ownership of their role as mentors, coaches, counselors and ultimately role models for the future leaders of the Army.

As an institution, USMA is not systemically racist. The inspection concluded that there are no policies, practices or standards that, by design or intent, create an unfair outcome for any minority group. All Cadets, regardless of race or color have an equal opportunity to succeed upon arrival. USMA is inherently tough, as it must be. Not all Cadets who attend USMA will succeed at the same pace or level. In many cases, Cadets must choose between success in one endeavor over another, when both compete for their time and resources. Creating this challenge is necessary to sharpen decision making, and an inherent part of the individual growth process.

Despite the finding that the Academy is not institutionally racist, strong negative perceptions continue to exist that the survival swimming curriculum discriminates against Black Cadets. While the baseline swimming course can adequately train any person with zero swimming experience, the psychological and social factors that affect Black Cadets' performance in the program cannot be ignored. The baseline course does not currently have enough capacity to meet the need. As most Cadets in this course are Black, the resultant enrollment of some unprepared Black Cadets in elementary swim (PE320) can be seen as discriminatory. As the survival swim program is the single area in which any racial demographic struggles at a rate that far exceeds its proportion of the population, leadership should consider the larger impact of this dynamic on a Cadet's overall experience at West Point beyond just their performance in the pool.

The recommendations in this report are adjustments to improve an already strong character development model. USMA has shown significant growth in ownership of the eradication of sexual assault in recent years, and those lessons can be directly applied to eliminating racism from within our ranks.

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TERMS AND ABBREVIATIONS

1CPT	First Captain (Cadet Brigade Commander)
1LT	First Lieutenant
2LT	Second Lieutenant
AB	Academic Board
ACFT	Army Combat Fitness Test
AD	Athletic Director
AIT	Advanced Individual Training
AMIND	American Indian / Alaskan Native
AMP	Academy Mentorship Program
AMS	Academy Management System
AP	Academy Professor
APFT	Army Physical Fitness Test
APSC	Academic Program Score, Cumulative
AR	Army Regulation
ASI	Additional Skill Identifier
AY	Academic Year
BCT	Basic Combat Training
BSL	Department of Behavioral Sciences & Leadership
BTD	Brigade Tactical Department
BTO	Brigade Tactical Officer
CAPS	Cadet Academic Program Score
CAS	Contemporary (Cultural) Affairs Seminar
CBT	Cadet Basic Training
CC	Cadet Candidate
CCBT	Cadet Candidate Basic Training
CCEP	Cadet Character Education Program
CDC	Cadet Disciplinary Code
CDQC	Combat Diver Qualification Course
CDR	Commander or Cadet Development Report
CEER	College Entrance Exam Ranking
CEP	Center for Enhanced Performance
CFT	Cadet Field Training
CI	Conduct Investigation
CIAG	Character Integration Advisory Group
CLD	Character & Leadership Development
CLDT	Cadet Leader Development Training
CM	Court Martial
CMDT	Commandant of Cadets
CMPS	Cadet Military Program Score
COL	Colonel
COR	Cadet Observation Report

Cow	Second Class Cadet (Junior Year)
CPPS	Cadet Physical Program Score
CPT	Captain
CRB	Cadet Record Brief
CS	Corps Squad
CSL	Centralized Selection List
CSM	Command Sergeant Major
CST	Cadet Summer Training
DA-6	Department of the Army Form 6 (Duty Roster)
DAD	Director(ate) of Admissions
DBC	Cadet Deputy Brigade Commander
DEAN	Dean of the Academic Board
DEI	Diversity, Equity and Inclusion
DEOCS	Defense Equal Opportunity Organizational Climate Survey
DEOMI	Defense Equal Opportunity Management Institute
DG	December Graduate
DHS	Department of Homeland Security
DMI	Department of Military Instruction
DoD	Department of Defense
DPE	Department of Physical Education
DRU	Direct Reporting Unit
DS	Drill Sergeant
EEO	Equal Employment Opportunity
ELDP	Eisenhower Leader Development Program
EO	Equal Opportunity
EOA	Equal Opportunity Advisor
EOL	Equal Opportunity Leader
EOLC	Equal Opportunity Leaders Course
EOR	Equal Opportunity Representative
Firstie	First Class Cadet (senior year)
G5 OIR	USMA Staff's Office of Institutional Research
GAO	Government Accountability Office
HI101	The Army of the Republic (Core History Course)
HQ	Headquarters
HRC	Human Resources Command
IOCT	Indoor Obstacle Course Test
KD	Key Developmental Assignment
KSL	Key Summer Leader
LTC	Lieutenant Colonel
LTG	Lieutenant General
MAJ	Major
MAOCS	Military Academy Organizational Climate Survey
MD	Military Development Grade

MEO	Military Equal Opportunity
MFF	Military Freefall Parachutist Course
MI	Misconduct Investigation
MIAD	Military Individual Advanced Development
MPSC	Military Program Score, Cumulative
MS	Military Science Course
MSG	Master Sergeant
MX400	Military Officership
NC	New Cadet
NCOER	Noncommissioned Officer Evaluation Report
NIT	New Instructor Training
OCS	Officer Candidate School
ODIA	Office of the Director of Intercollegiate Athletics
ODIEO	Office of Diversity Inclusion and Equal Opportunity
OEMA	Office of Economic and Manpower Analysis
OER	Officer Evaluation Report
OPTEMPO	Operational Tempo
PCOD	Projected Change of Command Date
PDR	Periodic Development Report
PE109	Foundations of Aquatics
PE116	Boxing
PE117	Military Movement
PE320	Survival Swimming – Elementary
PE321	Survival Swimming – Low
PE322	Survival Swimming – High
PE323	Survival Swimming – Advanced
Plebe	Fourth Class Cadet (freshman year)
PM	Program Manager
POD	Protect Our Defenders
POSTA	Position of Special Trust and Authority
PPSC	Physical Program Score, Cumulative
PUSMA	Professor, USMA
R&D	Regulations & Discipline Office, Brigade Tactical Department
RC	Relational Character
RILO	Resignation In Lieu Of
ROTC	Reserve Officer Training Corps
RTO	Regimental Tactical Officer
SA/SH	Sexual Assault / Sexual Harassment
SCPME	Simon Center for the Professional Military Ethic
SEL	Senior Enlisted Leader
SERE	Survival, Evasion, Resistance & Escape Course
SFC	Sergeant First Class
SGM	Sergeant Major

SGT	Sergeant
SHARP	Sexual Harassment and Assault Response and Prevention
SJA	Staff Judge Advocate
SLDP-H, M, R	Special Leader Development Program – (Honor, Military, Respect)
SOP	Standing Operating Procedure
SSC	Senior Service College
SSG	Staff Sergeant
STAP	Summer Term Academic Program
SUPT	Superintendent, USMA
TAC	Company Tactical Officer
TAC NCO	Company Tactical Noncommissioned Officer
TB	Turnback
TDA	Tables of Distribution and Allowances
TO&E	Tables of Organization and Equipment
TRADOC	US Army Training and Doctrine Command
USCC	United States Corps of Cadets
USMA	United States Military Academy
USMAPS	US Military Academy Preparatory School
WC	With Class
WCS	Whole Candidate Score
WPLDS	West Point Leader Development System
XO	Executive Officer
Yearling	Third Class Cadet (sophomore year)

APPENDICES

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(b)(6); (b)(7)(C)

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USMA Policy Letter – Diversity & Inclusion
USMA Policy Letter – Military Equal Opportunity Policy

USMA Policy Letter – Equal Opportunity Complaint Procedures

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REFERENCE C – ARMY REGULATION 600-20, JUL 2020

REFERENCE D – THE INSPECTIONS GUIDE (TIGS PUBLICATION)

APPENDIX A – SPECIAL INSPECTION DIRECTIVE



OFFICE OF THE SUPERINTENDENT
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996-5000

MASP

02 July 2020

MEMORANDUM FOR Office of the Inspector General, United States Military Academy (USMA), West Point, NY 10996

SUBJECT: Directive for Special Inspection – Assessment of Race or Ethnicity-based Treatment of Cadets at the United States Military Academy (USMA)

1. You are directed to evaluate the effectiveness of USMA's equal opportunity reporting and barriers to reporting complaints of racial misconduct.
2. The assessment will focus on the following objectives. Assess the effectiveness of USMA's processes for reporting, investigating, and taking corrective action in response to incidents of race or ethnicity-based treatment. Assess perceptions of unequal treatment of Cadets of color within the areas of military grading, misconduct and honor investigations. Assess the efficacy of racial awareness training and education provided to the Corps of Cadets.
3. You are authorized to task any activity or organization needed for those resources required to ensure the successful accomplishment of this assessment.
4. You are authorized unlimited access to West Point activities, organizations, and all information sources necessary to complete this effort.
5. You will provide me a written report not later than 01 October 2020 with monthly IPRs during the course of the inspection.

(b)(6); (b)(7)(C)

DAKRYL A. WILLIAMS
Lieutenant General, U.S. Army
Superintendent

APPENDIX B – NOTIFICATION OF SPECIAL INSPECTION

REPLY TO
ATTENTION OFDEPARTMENT OF THE ARMY
UNITED STATES MILITARY ACADEMY
WEST POINT, NY 10996

MAIG

06 July 2020

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Notification of the USMA IG Special Inspection of Race or Ethnicity-based Treatment of Cadets at the United States Military Academy (USMA)

1. **BACKGROUND:** On 02 July 2020 the United States Military Academy (USMA) Superintendent directed the USMA Office of the Inspector General to conduct an inspection of race or ethnicity-based treatment of Cadets at the United States Military Academy (USMA).
2. **PURPOSE:** The purpose of this inspection is to determine the effectiveness of USMA's Equal Opportunity (EO) reporting and barriers to reporting complaints of racial misconduct.
3. **INSPECTED UNITS:** The Units, Staff, and agencies affected by this inspection are United States Military Academy Staff and the United States Corps of Cadets (USCC).
4. **OBJECTIVE:** The objectives of this inspection are as follows:
 - a. Assess the effectiveness of USMA's processes for reporting, investigating, and taking corrective action in response to incidents of race or ethnicity-based treatment.
 - b. Assess perceptions of unequal treatment of Cadets of color within the areas of military grading, misconduct and honor investigations.
 - c. Assess the efficacy of racial awareness training and education provided to the Corps of Cadets.
5. **METHODOLOGY:** The baseline methodology for this inspection is as follows:
 - a. Review all formal EO complaints and EO investigations over the last 24 months.
 - b. Review all USCC misconduct investigations in which the subject of misconduct was a Cadet of color.

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MAIG

SUBJECT: Notification of the USMA IG Special Inspection of Race or Ethnicity-based Treatment of Cadets at the United States Military Academy (USMA)

- c. Review all categories of investigations (IG, EO, misconduct, command 15-6 inquiries and investigations) in which race could have been a factor.
 - d. Review the retention rate of Black Cadets.
 - e. Review USCC punishments involving garnishment of wages in order to assess racial disparities.
6. FEEDBACK: This office will prepare informal verbal out-briefs for all inspected units.
7. TIMELINE: The projected timeline for the inspection is as follows:
- a. Provide Units with Detailed Inspection Plan: NLT 10 JUL 20
 - b. Inspect Units: 13 JUL – 04 SEP 20
 - c. Offer informal out-briefs to inspected units and Senior Leaders: 08 – 11 SEP 20
 - d. Provide report to the Superintendent: NLT 01 OCT 20
8. INTENT: The intent of the IG Inspection is to conduct this assessment with minimal disruption to the mission and ongoing training. The inspection will be executed in accordance with current COVID-19 Centers for Disease Control and Prevention (CDC) guidance in order to ensure COVID-19 effects are minimized.
9. The POC for this inspection is (b)(6); (b)(7)(C) at (b)(6); (b)(7)(C) or

(b)(6); (b)(7)(C)

(b)(6); (b)(7)(C)

DISTRIBUTION:
 Commandant, USCC
 Office of the Judge Advocate
 Office of Diversity, Inclusion and Equal Opportunity
 Chief of Staff, USMA
 G3, USMA
 S3, USCC

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APPENDIX C – INSPECTION CHRONOLOGY & KEY EVENTS

1. 02 Jul 20: USMA Superintendent signed the Special Inspection Directive.
2. 06 Jul 20: USMA Command Inspector General (CIG) notified USMA Directorates and key organizations of the Special Inspection.
3. 06 Jul 20: USMA CIG informed the Office of the Inspector General (OTIG) of USMA's Special Inspection.
4. 10 Jul 20: USMA IG issued the Detailed Inspection Plan to USMA Directorates with inspection objectives and projected timeline.
5. 20 – 24 Jul 20: USMA IG Inspection team conducted interviews with key personnel from USMA Staff Directorates and the USCC Command Group.
6. 27 Jul – 21 Aug 20: Inspection Team conducted interviews with key personnel from USCC (Cadets, TAC teams, Respect Staff and Faculty, and Civilian Employees).
7. 30 Jul 20: USMA CIG appointed Temporary Assistant IGs to assist with research and interviews.
8. 24 – 26 Aug 20: Inspection Team conducted interviews with ODIA leadership and select coaches.
9. 27 – 28 Aug 20: Inspection Team conducted interviews with select academic faculty members.
10. 02 – 04 Sep 20: The Inspector General (TIG) visited USMA and received a status update on USMA's Special Inspection.
11. 11 Sep 20: Inspection Team presented initial findings to the USMA Superintendent.
12. 15 Oct 20: CIG out briefed the major findings and recommendations from the final report to the USMA Superintendent.

APPENDIX D – APPOINTMENT AS TEMPORARY ASSISTANT INSPECTOR GENERAL,

(b)(6); (b)(7)(C)



DEPARTMENT OF THE ARMY
UNITED STATES MILITARY ACADEMY
WEST POINT, NY 10996

REPLY TO
ATTENTION OF

MAIG

30 July 2020

MEMORANDUM FOR (b)(6); (b)(7)(C)

SUBJECT: Appointment as Temporary Assistant Inspector General for Special Inspection

1. BACKGROUND: On 02 July 2020 the United States Military Academy (USMA) Superintendent directed the USMA Office of the Inspector General to conduct an inspection of race or ethnicity-based treatment of Cadets at the United States Military Academy (USMA). For Special Inspections, Commanders may appoint Temporary Assistant Inspectors General for who possess subject matter expertise in the inspected area to augment the IG Inspection Staff.

2. PURPOSE: Your appointment is for the sole purpose of assisting with the Special Inspection into race or ethnicity-based treatment of Cadets at the USMA.

3. SPECIFIC INSTRUCTIONS:

- a. During the course of this inspection, you will not perform other additional duties inherent to your primary duty position as (b)(6); (b)(7)(C). With my permission, you may perform normal duties inherent to your position if and when time permits, and such duties do not present a conflict with the inspection.
- b. The subject matter, information gained and conversations shared during the course of this inspection are considered IG Information and are protected from disclosure under provisions of Army Regulation 20-1. You will not discuss this inspection with anyone outside of IG channels during or after this inspection concludes.
- c. (b)(6); (b)(7)(C) is the IG in charge of the inspection and will assign specific tasks to you to include, but not limited to, conducting interviews with Cadets, Staff, Faculty and Coaches with prescribed and open-ended questions. You will prepare summaries of interviews conducted and provide your thoughtful, objective analysis of the interview results to the IG team. You may be asked to brief portions of the inspection findings to the Superintendent as part of the inspection out-brief.

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MAIG

SUBJECT: Appointment as Temporary Assistant Inspector General for Special Inspection

- d. The duration of this appointment is approximately 60 days. The current suspense for completion of the inspection is 01 OCT 2020. Should the Superintendent adjust the inspection objectives or timeline, your appointment may be extended, however your duty will not extend beyond 90 days from today.
- e. You will read and familiarize yourself with the following documents as a baseline before beginning interviews or analysis.
 - a. AR 20-1 (23 MAR 20), paras 1-7, 1-13, 1-14, 2-2a & d, 2-6, 2-7, 5-1 and 5-2.
 - b. AR 600-20 (24 JUL 20), paras 4-12, 4-19, 5-11, Chapter 6, Appendices C, D and E.
 - c. "An Anti-Racist West Point." Letter written to USMA Leadership by nine recent USMA graduates.
- f. I have provided you with the aforementioned documents as well as other pertinent information via email for the purpose of this inspection. I have provided you with a brief overview of the Inspector General System using an Inspector General School approved class.
- g. During the course of your duties, should you need to transmit information via email to anyone you are interviewing outside of the IG Office, you will use the standard disclaimer at the end of your signature block, and include the title Temporary Assistant Inspector General in your signature as your duty title.
- h. You are under oath as prescribed by AR 20-1, para 2-6.

4. The POC for this inspection is (b)(6); (b)(7)(C) at (b)(6); (b)(7)(C) or (b)(6); (b)(7)(C)

FOR THE SUPERINTENDENT

(b)(6); (b)(7)(C)

DISTRIBUTION:
 Commander, West Point Band
 Chief of Staff, USMA

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APPENDIX E – APPOINTMENT AS TEMPORARY ASSISTANT INSPECTOR GENERAL

(b)(6); (b)(7)(C)



DEPARTMENT OF THE ARMY
UNITED STATES MILITARY ACADEMY
WEST POINT, NY 10996

REPLY TO
ATTENTION OF

MAIG

30 July 2020

MEMORANDUM FOR (b)(6); (b)(7)(C)

(b)(6); (b)(7)(C)

SUBJECT: Appointment as Temporary Assistant Inspector General for Special Inspection

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(b)(6); (b)(7)(C) With my permission, you may perform normal duties inherent to your position if and when time permits, and such duties do not present a conflict with the inspection.

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MAIG

SUBJECT: Appointment as Temporary Assistant Inspector General for Special Inspection

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- h. You are under oath as prescribed by AR 20-1, para 2-6.

4. The POC for this inspection is (b)(6); (b)(7)(C) at (b)(6); (b)(7)(C) or (b)(6); (b)(7)(C)

FOR THE SUPERINTENDENT

(b)(6); (b)(7)(C)

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Director, Emergency Services

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