U.S. Coast Guard Academy
Comprehensive Climate and Culture Optimization Review Effort

C³ORE

Task Force Study: Appendices

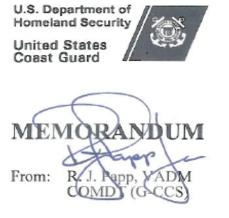# TABLE OF CONTENTS

Appendix A Task Force Charter

U.S. Department of Homeland Security

United States Coast Guard

Commandant
United States Coast Guard

2100 Second Street, S.W.
Washington, DC 20593-0001
Staff Symbol: CCS
Phone: 202-372-4547
Fax: 202-372-4973
Email: ktaylor@comdt.uscg.mil

MEMORANDUM

1520

1 2 SEP 2006

From: R. J. Papp, VADM
COMDT (G-CCS)

Reply to   G-CCSd
Attn of: CAPT Keith Taylor

To: Distribution

Subj: U.S. COAST GUARD ACADEMY ORGANIZATIONAL AND CLIMATE
ASSESSMENT

1. Purpose: As directed by the Commandant, this memo charters a Task Force to assess the overall organizational climate, leadership training and character development program at the U.S. Coast Guard Academy (USCGA). They will determine the extent to which these promote academic excellence; reinforce the core values of honor, respect, and devotion to duty; and prepare future officers who will lead by example and excel in mission execution. The Task Force will undertake a cross-cutting review and evaluation of policies, organizational practices, and cultural issues that affect the four-year process of transforming young men and women from cadets into junior officers. The Task Force will inquire into the particular focus areas detailed below and into any other areas they determine critical to their overall assessment of organizational climate and program effectiveness. At the conclusion of this work, the Task Force will prepare a written report that provides findings, recommendations and proposed courses of action for improvement.

2. Background: The Coast Guard's core values provide the character foundation upon which all members of the Coast Guard are expected to live their lives and carry out their official duties. As one of the Coast Guard's primary officer accession sources, USCGA plays a fundamental role in training, educating and preparing future Coast Guard leaders for the challenges they will encounter throughout the course of their careers. In order to continually improve our leadership and training programs in the face of an ever-changing operational environment, it is necessary to periodically review and assess the organizational climate and culture of our vital training programs. USCGA has continually refined programs and policies to meet the changing needs of the service – including improved sexual assault reporting procedures, a rigorous annual climate assessment process, and enhanced "values training." The Task Force will expand upon these efforts by addressing the broad range of policies, programs and protocols that guide the Corps of Cadets, along with reviewing interdependent academic, athletic, leadership, and professional development programs that coexist within this unique institution of higher learning. This initiative will help ensure we continue to promote academic excellence and leadership development, while firmly reinforcing our core values of honor, respect and devotion to duty.

3. Scope of Work: The Task Force will conduct a comprehensive review of virtually all facets of cadet life to assess the quality and effectiveness of USCGA policies, programs and protocols designed to indoctrinate and train cadets consistent with the Coast Guard's high standards of conduct and personal behavior. In the course of its assessment, the Task Force will review and assess the military, athletic and academic training and education programs, as they relate to and integrate the Coast Guard's core values. They will also examine the Corps of Cadets governance model and its effectiveness in supporting the development of future leaders. As required, the Task Force may also review, evaluate, assess and make recommendations on any other related matters considered appropriate. The Task Force will identify best practices and make recommendations to improve any policy, training or performance gaps identified, with a focus on character and leadership development.

4. Methodology: The Task Force will construct a methodology appropriate to scope of work. Methods may include, but are not limited to, questionnaires/surveys/interrogatories, data/document/literature reviews, subject matter expert presentations and in-person interviews. The Task Force will have access to all studies and documents as deemed necessary.

5. Deliverables: Not later than 120 days after its first meeting the Task Force shall submit a written report and brief senior Coast Guard leadership. Periodic updates shall be provided as necessary. The Task Force report/briefing shall include a current assessment, findings and conclusions, as well as recommended actions.

6. Task Force Membership: The Task Force Leader, Rear Admiral (Retired) Erroll Brown, will have overall responsibility for execution of the scope of work outlined above. The Senior Leadership Team will include Ms. Terri Dickerson, the Coast Guard Director of Civil Rights, Rear Admiral Robert Parker, the Coast Guard Director of Capabilities and Rear Admiral Brown. In addition, former Commandant Admiral James Gracey will serve as senior mentor to the Task Force. The remainder of the Task Force will include a core group of high performing officers who will bring a diversity of thought and experience to this important effort. Consistent participation is required; Task Force members will be expected to serve continuously. The Task Force Leader may charter ad-hoc members as required. The Task Force may seek out external subject matter experts and may engage other Service Academies, Academic institutions and organizational entities as required. If additional core membership is considered necessary, the Task Force Leader will make a request to the Chief of Staff.

7. Meetings and Logistics.

- The Task Force shall meet as determined by the Task Force Leader.
- The Task Force shall primarily meet at Coast Guard Headquarters and USCGA, or as directed by the Task Force Leader.
- The Task Force shall in-brief with the Senior Mentor and the Chief of Staff.
- The Task Force shall brief the Chief of Staff as necessary or as requested.
- Commandant (CG-1) shall fund all Task Force activities, including meetings, travel and administrative expenses. CG-1 shall provide administrative support as required.

- The Headquarters Support Command (HSC) shall provide space and support as required for the Task Force to meet in Headquarters.
- USCGA shall provide space and support as required for the Task Force.
- The USCGA Leadership Development Center will provide a trained and qualified facilitator to support the Task Force throughout this effort.
- The Chief of Staff will coordinate other support as required.

#

Distribution: COMDT (G-C/G-CV/CG-1/G-I/G-CR/G-RC)
               ADM (retired) James Gracey
               RADM (retired) Erroll Brown
               CG Academy

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ONE HUNDRED NINTH CONGRESS

Congress of the United States

House of Representatives

COMMITTEE ON GOVERNMENT REFORM

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AND INTERNATIONAL RELATIONS
Christopher Shays, Connecticut
Chairman
Room B-372 Rayburn Building
Washington, D.C. 20515
Tel: 202 225-2548
Fax: 202 225-2382

June 13, 2006

Admiral Thad W. Allen
Commandant
US Coast Guard
G-C
2100 2nd St. SW
Washington, DC 20593-0001

Dear Admiral Allen:

The House Subcommittee on National Security, Emerging Threats, and International Relations, Committee on Government Reform, with jurisdiction authority and oversight responsibility of matters affecting the "overall economy, efficiency and management of government operations and activities" (Rule X, clause 1(h) (6), Rules of the US House of Representatives), has scheduled a hearing entitled *Sexual Assault and Violence Against Women in the Military and at the Academies.*

The hearing will be held on Tuesday, June 27, 2006 at 2:00 p.m., room 2154 Rayburn House Office Building Room in Washington, D.C. The Subcommittee would benefit from hearing your views and you or your designee(s) Rear Admiral James C. Van Sice are invited to testify.

The hearing will examine efforts by the US Coast Guard and the Department of Defense to address sexual assault and violence against women in the military and at the academies. The hearing will evaluate the findings and

recommendations from the June 2005 "Defense Task Force Report on Sexual Harassment & Violence at the Military Service Academies."

The Subcommittee requests you address the following issues:

- What is the US Coast Guard Academy's plan for increasing the number and visibility of female officers and Non-Commissioned Officers (NCOs) in key positions?
- What type of training and education is the Academy providing to students addressing sexual harassment and assault?
- Describe the key elements of the institutional sexual harassment and assault plan that your institution developed based on the recommendation of the Task Force Report?
- What actions has the Academy taken to institute the Task Force Report recommendation that Academies follow the DOD policy regarding establishment of a collaborative relationship with civilian authorities for sexual assault victim support?
- What is Academy policy related to privileged communications between victims of sexual assault and health care providers and counselors?

To facilitate printing of the hearing record witnesses are asked to provide a computer disk containing their testimony to the Subcommittee office, B-372 Rayburn House Office Building, or e-mail their testimony to kristine.fiorentino@mail.house.gov, at least 2 business days (June 23, 2006) prior to the hearing.

Witnesses testifying before the Subcommittee are asked to bring 100 copies of their written testimony (with 20 of these unstapled) to the Subcommittee office, B-372 Rayburn HOB, at least 2 business days prior to the hearing. We ask that witnesses summarize their written testimony in five minutes, allowing the Subcommittee maximum time for discussion and questions.

Under the Congressional Accountability Act, the House of Representatives must be in compliance with the Americans with Disabilities Act (ADA). Persons requiring special accommodations should contact Mr. Bob Briggs, Subcommittee Clerk, at (202) 225-2548 at least four business days prior to the hearing.

If you have any questions, please contact Mrs. Kristine Fiorentino, Subcommittee Professional Staff Member at 202-225-2548.

We look forward to your testimony at the June 27, 2006 hearing.

Sincerely,

Christopher Shays
Chairman

Cc: Hon. Tom Davis
    Hon. Henry Waxman
    Hon. Dennis J. Kucinich
    Hon. Kenny Marchant

Appendix C   Literature Review – Sexual Harassment/Assault

Sexual Harassment and Assault Literary Review for C³ORE

Background

This paper serves as a literary review on the subject matter of Sexual Harassment and Assault. It was developed for the Comprehensive, Climate & Culture Optimization Effort (C3ORE), a task force chartered by the Coast Guard Chief of Staff to assess the climate and culture of the Coast Guard Academy's (CGA) Corps of Cadets. The review consists of various excerpts from books, reports and on-going research regarding sexual harassment and sexual assault. Most of the information here is geared towards determining why these behaviors occur and what can be done to prevent and discourage their occurrences to ensure the overall climate and culture at the Academy is healthy, productive, and positive for all cadets. The paper has three sections. It begins with the findings, followed by the opinions; and concludes with the recommendations to enhance current training and awareness initiatives at CGA.

Findings

Sexual Harassment

- "Although the military has aggressively sought a zero-tolerance of discrimination and sexual harassment, sex-related problems persist, as demonstrated by the 1995 Department of Defense survey regarding sexual discrimination and harassment (Dorn, 1995). A variable related to these problems is gender role attitudes. Specifically, research has shown that rape, sexual harassment, and discrimination are related to negative attitudes toward women (Stark, 1991; Szymanski, Devlin, Chrisler, & Vyse, 1993)." (Kurpis, Lucart, & Lucarte, 2000)

- "Gender "roles consist of specific conglomerates of attitudes and behaviors that a given culture defines as appropriate for a particular sex" (Sidanius, Cling, & Pratto, 1991, p. 135). Therefore, context (culture) shapes attitudes and behaviors (Deaux & Major, 1987a). A military environment is a unique context that may influence gender role beliefs. For example, Savell, Woelfel, Collins, and Bentley (1979) found that United States Army soldiers held strong traditional attitudes about women's inappropriateness for various Army jobs, while Yoder and Adams (1984) reported that female Army officers experienced more role conflicts and described their work environments less favorably than did male officers. Women faculty at the Citadel reported being held to a double standard and doubly penalized, which they attributed to the institutional culture and possible contra power harassment in ratings by male students (Siskind & Kearns, 1997)." (Kurpis, Lucart, & Lucarte, 2000)

- "Research conducted at military academies highlights the relationship of context to gender role attitudes. In his study of entering cohorts of West Point cadets, Adams (1984) found, 3 years in a row, that male plebes had more traditional attitudes toward women; however, these attitudes became more egalitarian with each successive class. Cheatham (1984) compared United States Coast Guard male cadets from the 1979 class that

accepted no females with male cadets from the following 3 years, when females were accepted. As exposure to women continued, attitudes became less dogmatic and slightly more positive toward women. Also studying Coast Guard Academy cadets, Stevens and Gardner (1987) found that male cadets were becoming more tolerant of women in the military." (Kurpis, Lucart, & Lucarte, 2000)

- "A construct related to gender role attitudes is authoritarianism. Initially studied by Adorno, Frenkel-Brunswik, Levinson, and Sanford (1950), authoritarianism is closely related to militarism, conservatism, nationalism, and religiosity. Eckhardt (1991) found that it was also related to dogmatism, toughmindness, and compulsion. People who value authoritarianism believe in submission to legitimate authority, sanctioned aggression, and conventionalism. It seems logical that higher authoritarianism would be related to more traditional gender role attitudes." (Kurpis, Lucart, & Lucarte, 2000)

- "Feminists and female senior officers do come together on the question of the categorical exclusion of women from direct combat roles. They believe that such exclusion is a limit on full citizenship. More recently, opponents of the exclusion rule, notably Representative Patricia Schroeder (D.-Colo.) of the House Armed Services Committee, have argued that if women were included in combat roles, sexual harassment would decline. But according to the 1992 survey of army women cited above, most respondents think the opposite is true--that sexual harassment would increase if women served in combat units. And in fact sexual harassment is far more common in the Coast Guard, the only service with no gender restrictions, than in any of the other services, at least as measured by reported incidents at the respective service academies." (Kurpis, Lucart, & Lucarte, 2000)

- Coast Guard Academy uses the COMDT's Equal Right and Sexual Harassment Policy statement developed for the entire fleet to adhere by.

Sexual Assault

- "When men who have consumed alcohol are in a situation where they are presented with "inhibitive" and "disinhibitive" cues in a potential sexual situation, the alcohol interferes with men's ability to understand signals in their environment that pushing sexual behavior is inappropriate in a given circumstances (Gross, Bennet, Sloan, Marx, & Juergens, 2001)." (Dr. John D. Foubert's notes)

- "The more alcohol a man consumes, the more aggressive he is in a sexual situation. More serious cases of sexual assault happen when perpetrators have had 4-8 drinks when compared to less than 4 or more than 9 drinks. In addition, the more alcohol a victim consumes, the more severe the assault against her tends to be. (Abbey, Clinton-Sherrod, MacAuslan, Zawacki, & Buck, 2003)…At the same time, as the survivor's intoxication increased, she sustained fewer physical injuries – perhaps due to her not fighting back as strongly (Abby et al, 2002)." (Dr. John D. Foubert's notes)

- "When men are intoxicated, they think rape survivors are less distressed and less disgusted by their attackers than do sober men (Norris, George, Davis, Martgel, & Leonesio, 1999)." (Dr. John D. Foubert's notes)

- "Men that have been drinking have a longer "response latency" and in experimental studies and allow date rapes to continue longer than sober men (Gross, Bennet, Sloan, Marx & Juergens, 2001)." (Dr. John D. Foubert's notes)

- <mark>"Men who thought they consumed alcohol, but really didn't took longer than sober men to recognize a women's desire to stop as sexual encounter (Gross et al, 2001).</mark> (Dr. John D. Foubert's notes)

- "Men under the influence of alcohol, are more likely to overlook a women's desire for sexual contact to end (Gross et al., 2001; Marx et al., 1999) and incorrectly perceive a female as more sexually aroused when compared to men that have not consumed alcohol (Abbey et al., 2003a)." (Dr. John D. Foubert's notes)

- "Men who are more sexually coercive drink more alcohol, particularly when a sexual encounter might occur (Abby, Clinton-Sherrod, McAuslan, Zawascki, & Buck, 2003; Abbey, McAuslan, Zawacki, Clinton, & Buck, 2001; Car & Van Deusen, 2004)." (Dr. John D. Foubert's notes)

- "The more sexually coercive a man is, the more he thinks she lies about not wanting to have sex at a given moment, particularly when both have been drinking (Norris, George, Davis, Martel, & Leonesio, 1999)." (Dr. John D. Foubert's notes)

- "Sexually coercive men are more likely to seek out a woman who has been drinking than one who is sober. Non-coercive men are no more likely to seek out a drunken woman than they are a sober woman. When in a sexual situation, non-coercive men are no pushier with their sexual advances with a drunken woman than with a sober woman (Bernat, Calhoun, & Stolp, 2004)." (Dr. John D. Foubert's notes)

- "Aggressive men who consume alcohol are also more likely to believe that a women's drinking is a signal of sexual interest and incorrectly judge how willing a female is to continue sexual behaviors during intimate encounters (Zawacki et al., 2003)." (Dr. John D. Foubert's notes)

- "In a study where one half of the women consumed alcohol and all were then given a vignette to state how they would act, female participants who consumed alcohol were significantly more likely to say they would consent to initial sexual contact. When compared to sober women, they were also more likely to limit themselves to passive responsive actions (e.g., becoming paralyzed) hoping activities would end, even though they did not want to engage in sexual intercourse (Davis, George & Norris, 2004)." (Dr. John D. Foubert's notes)

- "Women under the influence of alcohol often do not actively resist unwanted initial sexual contact (Davis et al., 2004) and use only passive tactics to display a lack of consent to male aggressors (Davis et al., 2004; Masters et al., 2006)." (Dr. John D. Foubert's notes)

- "When women drink alcohol, or even have a placebo they believe to be alcohol, that they respond to stimulus vignettes with fewer mentions of both physical and verbal assertions for sexual contact to end than sober women (Masters, Norris, Stoner, & George, 2006). Fraternity men are highly resistant to asking for consent verbally. In a study when fraternity men were asked detailed questions about how they established consent, with whom, and under what circumstances, it was clear that fraternity men are decidedly opposed to asking for consent verbally given their supposition that they will appear foolish and might face rejection if they ask for consent verbally. In fact, fraternity men reported that they are least likely to ask for consent during encounters with women they have just met when compared to their established partners (Foubert, Garner & Thaxter, 2006)." (Dr. John D. Foubert's notes)

- Norwich University is very similar to the Coast Guard Academy. According to an article written by former alumni Kirby Schroeder (2003), "The Corps of Cadets consists of about 1,000 individuals, approximately 15 percent female, and virtually all between the ages of 17 and 23. It is overwhelmingly white, though 20 percent of nay own platoon was native Spanish speaking. Alcohol consumption was par for the course, though a few members of my own platoon were avowed non-drinkers. The men and women who make up the corps live on the Norwich campus in barracks rooms next to each other, attend academic classes together, and conduct all military training together. Signs on the doors of the latrines warning of a "Class-One Offense" signal the only place where the corps mandates gender segregation, but adherence to even this regulation is sometimes lax. Norwich was the nation's first military school to admit women to its Corps of Cadets, and in '97 became the first to have a female cadet as its Regimental Commander. If there is a vanguard in gender relations among military schools, Norwich is it."

- "…women, by virtue of their gender, are always at risk of becoming labeled as disruptive and confrontational and--even worse--"feminist" if they indicate that they disapprove of the things the men around them do. Instead, they learn to shake their heads in silence because the social costs of speaking up are simply too large: becoming ostracized at military school is a social death sentence for men and women alike. When the men start speaking up--when they as a class finally start saying those things which the women cannot--then the climate for change becomes hospitable." (Schroeder, 2003)

- "… understanding of the dual university-leadership structures of adult administrators and the upperclassmen who often wield vast but subtle influence. An important part of the creed of military schools holds that the interaction between more senior and more junior cadets is what models and prepares them for commissioned life in the military, but this relationship also allows cadets to resist administrative efforts to alter the nature of the corps. When the administration tells students that drinking is not permitted, the cadets

hear from upperclassmen that there is a long tradition of delicately circumventing this particular rule; when the administration tells students that sexual assault is unacceptable, they hear from juniors and seniors that having sex with passed-out girls is actually okay. In both of these cases the cadets often adopt, through a simple logic, older peers rather than administrators as the acceptable model for their own understanding of what it means to be a cadet." (Schroeder, 2003)

- Exclusive administrative use of new carrot-and-stick strategies to change such sexual assault from the top down is likely to lead to a dead end. Educational seminars and training sessions designed to initiate changes in behavior from the bottom up will hit resistance from a cadet culture which has its own deeply held masculine values and an established and efficient system for transmitting them. (Schroeder, 2003)

- The objective needs to be to turn cadets into gentlemen--gentlemen who do not engage in blind inebriation as a form of entertainment and who do not consider women to be objects of male sexual convenience. But while cadets may often ignore those regulations which conflict with the extant masculine value system, they also regularly adopt formally prescribed yet functionally useless behaviors of cadet life with enthusiasm. One of these prescriptions is actually a ritualistic pro-scription involving some red bricks. Set flush into the ground directly in front of the entrance to the 1993 Kreitzberg Library on the Norwich campus is a small collection of red bricks arranged in a square. During Rook Week, the cadres of each freshman platoon bring their charges to these bricks and explain that they are all that is left of the Old South Barracks. The cadre also explain that no cadet entering or leaving the library ever deliberately steps on these bricks, and if one watches cadets leave or enter the library at any hour of the day or night, in a group or alone, Norwich cadets always step around the bricks. There are no consequences for failing to do so, no regulation protecting the bricks, and a cadet whose foot slips is unlikely to be chastised by his peers. All that protects the bricks is the fact that Norwich cadets are not supposed to step on them--and the behavior is self-reinforcing because it has become part of the definition of what it means to be a cadet at Norwich. Respect for bricks is not the same as respect for women or respect for sexual boundaries, but the behavior suggests a crucial transferability. If the definition of a cadet can be remade to actually include such values rather than merely to render them lip service, then the incidence of sexual assault in military schools can only go down. (Schroeder, 2003)

- Coast Guard Academy (CGA) implemented a new Superintendent instruction in March of 2005 for confidential and non-confidential reporting of sexual assault victims. The instruction is specifically for Cadets and Officer Candidates.

Opinions

- There appears to be a strong correlation between alcohol and sexual assault, in some cases. Recent studies indicated that more serious assault cases occur when the perpetrator has had between 4 and 8 drinks. Additionally, both men and women who believe they have consumed alcohol exhibit some degree of impairment i.e. delay

reaction or delay response.

- Continued admission and recruitment of females are critical to a positive, diverse climate and culture at the CGA.

- Sexual harassment and assault incidents will continue to decline as the female cadet population (at the CGA) continues to grow within the Corps (exceeding critical mass). This means that male cadets' acceptance of women in the military will also increase, resulting in a positive and productive climate.

- CGA's Sexual Harassment policy appears to be an extension of the Coast Guard's Sexual Harassment policy, which is too board. Since the Academy is a unique entity, its policies should fit its own processes and individual audiences, if necessary. The Academy's policy should take priority over the organizations' policy. This will prevent the risk of blurring the message.

- Authoritarianism behavior is more likely to breed higher incidents of sexual harassment vice militarism.

- Female cadets are not trained to

Recommendations (for CGA)

- CGA should develop its own separate Sexual Harassment and Sexual Assault Policy for cadets and Officer Candidates. (Civil Right Officer (Ken Hunter) idea) The policy should be stricter, with real life examples of behavior that will not be tolerated. It should be well crafted and easy to understand for cadets. According to Wagner (1992, p 110), a well written policy may be more effective than tools for limiting an organization's legal liability.

- To create a greater emphasis both subjects, Sexual Harassment and Sexual Assault should have their own (individual) policy statements.

- Sexual Harassment and Sexual Assault policies should be part of the Blue Jackets Manual and cadet handbook (if issued).

- Female cadets should have their own separate training that teaches self-defense, alcohol awareness and it's impact on both men and women, and

- CGA needs to bring back officership training (essence of being an officer). This training will certainly boost respect between gender and among the various ethnic groups. It needs to be strategically implemented, and be self-reinforcing. Like Schroeder (2003) stated "the behavior must be self-reinforcing (like the bricks) and become part of the definition of what it means to be a cadet..." at the Coast Guard Academy.

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Appendix D   Literature Review – Alcohol

Alcohol Use and College Students

There is no denying that the irresponsible use of alcohol is a problem with college-aged students. Annually, 1,400 college students between the ages of 18 and 24 die from alcohol related unintentional injuries. Another 50,000 are injured in the same manor and 60,000 are assaulted by another student who has been drinking. One study reported that 30% of college males and 25% of college females reported having engaged in a fight while drinking. Approximately 2 million students a year drive under the influence of alcohol and 11 percent of students report that they have damaged property while under the influence.

In addition, alcohol use is often cited as a contributing factor for rape and sexual assault. Anywhere from 24-50% of women report being a victim of some form of sexual assault – and at least half of the assaults involve alcohol use by one or both of those involved.   (College men acknowledge committing acts of sexual assault, albeit at rates lower than reported by women. In one study, 25% of college men surveyed admitted committing some form of sexual assault.)

While there is a strong relationship between alcohol use/abuse and sexual assaults, that alone does necessarily not prove causality. However, the literature suggests that there are numerous factors involving the use and abuse of alcohol that make sexual assault more likely. These factors include expectations about the effect of alcohol, stereotypes about women and drinking (and alcohol as a sexual signal), peer environments that foster the use (and irresponsible use) of alcohol in conjunction with sexual activity and alcohols effect on cognition. (At least one sturdy also suggested that the casual relationship may work in the opposite direction – that individuals may drink alcohol (consciously or unconsciously) prior to committing a sexual assault to have an excuse for their behavior.

These same factors are present in the literature examining alcohols effect on aggressive behavior in general. Other factors which may also be determinative are general disposition towards aggressive behavior, drinking history, biochemistry, gender and social pressure. While there are numerous theories as to why alcohol use contributes to aggressive behavior, most involve the concept that alcohol reduces the number of psychological coping mechanisms and interferes with information processing in a manner that disrupts the ability to effectively allocate one's attention to multiple aspects of a given situation. This in turn creates a narrowing of the perceptual field and a somewhat myopic effect on an individuals attention – which results in attention being allocated only to the most salient aspects of a given situation and decreases the ability to draw meaning from less salient (but possibly important) inhibitory cues.

As such, in addition to contributing to the potential for aggressive behavior in general, alcohol use also may encourage a biased appraisal of a partner's sexual motives, impair communication about sexual intentions, enhance misperceptions of sexual intent and impair the ability to repair any misperceptions. Simply put, because of the narrowed perceptual field and inability to attend to multiple cues or indicators, an intoxicated individual who is sexually attracted to another individual may easily interpret any vaguely friendly cue as a sign of similar or mutual desire and ignore any cue that suggests otherwise. Additionally, if the individual who is not sexually attract has been drinking, that individual may interpret only the friendly cues and ignore or misinterpret contradictory cues.

This is not a new problem. Despite the perception that irresponsible alcohol use among college students have more of a problem in the past few years, in actuality the rate of heavy drinking among those aged 19-22 have shifted very little. Individuals in this age range (and especially college students) are more prone to inappropriate alcohol for a number of reasons: to cope with the stress caused by experiencing multiple transitions, as a form of self-medication to deal with emotional/psychological deficits, and because alcohol is believed to facilitate new friendships/relationships and social bonding. Alcohol use is also influenced by family history and parent's behavior, individual student personalities, expectations about alcohols and perceived norms, and social affiliations. Additionally, (with special applicability at CGA) research has shown that students at smaller institutions tend to consume greater quantities of alcohol - and it has consistently been shown that schools in the northeast portion of the United States consume more alcohol and have a higher binge drinking rate than other sections of the country.

In addressing prevention strategies, the literature focus on a range of potential solutions which address alcohol use and abuse on several fronts and emphasized that no "silver bullet" solution is capable of adequately addressing the problem. These principle areas for focus are:
<u>Individuals deemed to be at risk for abuse and irresponsible use of alcohol</u>. Statistically, students who drink the most include males, Caucasians and those involved in sports (especially significant as almost 70 of the Corps of Cadets are white males involved in sports).   In fact, one study found that both male and female students who were athletes drank more frequently and more heavily when compared with non-athletes. Another found that male leaders of athletic teams drank at higher rates that that of other team members.   Many other factors affect drinking by these college students, including biological and genetic predisposition, an individual's personal belief system, and their expectations about the use of alcohol and it usefulness a coping tool. It is recommended that students be engaged as early as possible and the screening procedures are in place to recognize and intervene with students who are at risk.

One of the strategies deemed effective at reaching individual members is a social norms marketing campaign, designed to change the perception accompanying alcohol use and benefits. Research shows that many students overestimate the amount of drinking that occurs among their piers and then in turn adapt their own behavior to fit this perceived norm.   These "social norms" marketing campaigns are designed to change student perceptions regarding alcohol – and specifically to align those perceptions with reality.   A U.S. government report "Healthy People 2010 notes that the perception that alcohol use is socially acceptable correlates with the fact that more than 80% of college age student consume alcohol prior to their 21st birthday.   Changing student perception is accomplish through the use of data – often obtained from student surveys – to refute beliefs about the general tolerance for or acceptance of irresponsible or illegal alcohol use. Several univiersites have instituted successful social norm marketing campaigns (see, for instance, UVA)

Also reported as effective was the use of brief, personalized motivation sessions. These sessions discuss negative aspects of alcohol use, positive aspects of responsible alcohol use, and an analysis of student drinking behavior and can be held rather individually or in small groups (this same type of small-group interaction has also been reported as effective in other training situations – such as for leadership and character training – by other service academies.) The University of Washing has successfully implemented a program using this process called Brief Alcohol Screening and Intervention of College Students (BASICS). Students who participated in this program significantly reduced both drinking problems and consumption rates.

<u>The Corps of Cadets in general</u>. This involves changing the culture of the campus. Suggested strategies in this area include the formation of campus groups focusing on responsible alcohol use and responsible alcohol service policies in social settings.   The research emphasized that students should be involved in the formation and implementation of programs designed to address alcohol use by students and that this would serve to promote participation and a sense of ownership.

An additional strategy calls for the increased enforcement of minimum drinking age laws.   While Coast Guard Academy students (and all Coast Guard members) are prohibited from drinking underage, the literature states that the *certainly* of consequences is more important than the severity of consequences. Inconsistent enforcement may send the message that the rules are made to be broken. Research also indicates that increased publicity regarding the enforcement of underage aided in reducing underage drinking. It is also important not to send "mixed messages" to student regarding the use of alcohol, and all aspects of academy life – including EAGLE trips and summer operational tours – should reinforce academy policies regarding underage drinking and irresponsible alcohol use. It is also important to inform both students and parents about the policies before the students even arrive on campus.

<u>The Community surrounding the Academy</u>.   Incidents involving drinking by cadets are often portrayed as an "academy problem" or a service problem." However, the research indicates that by reframing the issue as a "community problem" leaders in both arenas are more likely to come together to address the issue in a comprehensive manner.   The literature suggests that partnerships and discussions between the college and community businesses and organizations – such as bars, package stores, hotels, etc. – can be an effective tool in combating a campus drinking problem.

Potential Recommendations:

1. Institute a social norms marketing campaign to make academy cadets aware of how their classmates actually view drinking (especially irresponsible drinking practices) – as contrasted to what they perceive those views to be.

2. Develop relationships with local motels and other establishments linked to alcohol use and abuse by cadets and discuss strategies for prevention and response.

3. Institute a clear, concise policy on drinking – to include more tangible, real-life consequences including an effect on overall GPA and loss of places on promotion list.

4. Seek to identify at risk individuals and groups and conduct indivudal or groups sessions as described above.

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Appendix E   Literature Review - Millennials

What is a Millennial?

While there is some disagreement, a Millennial is typically someone who is born in or after 1982 (Howe 2000, 4). Millennials are smart, ambitious, incredibly busy, very ethnically diverse, and dominated by girls to this point (Howe 2003, ii). Millennials are America's most racially and ethnically diverse and least-Caucasion generation. One Millennial in five has at least one immigrant parent and one in ten has at least one non-citizen parent (Howe 2000, 15). While "Millennial" is their preferred term, this generation is also known as Generation Y and the Echo Boomer generation (Howe 2000, 6).

There are seven core Millennial Traits (Howe 2003, ii):
1. Special
2. Sheltered
3. Confident
4. Team-oriented
5. Conventional
6. Pressured
7. Achieving

"In general, Millennials are optimists, cooperative team players, and accept authority. They are rule-followers, the most watched-over generation in memory, smarter than most people think, believe in

the future, and see themselves as its cutting edge" (Howe 2000, 7). However, research does indicate a significant increase in the tension and anxiety about whether those in power are doing the right thing. While many Millennials are strongly connected with their parents (which traditionally made them more likely to put faith in institutions), with news of a "protracted war in Iraq, corporate corruption and environmental woes streaming into American homes every night, teens are losing faith" (Holland 2006, 34).

Medically, Millennials are facing issues by which previous generations were not affected. The rate of childhood asthma among children under the age of 4 has risen by 160% and among children aged 5 – 14, has risen by 75%. Obesity has risen from 12% to 14% for grade school children since 1960— roughly a 250% increase since the day of the Boomer children. The number of children taking gym class has dropped from 42% in 1991 to 27% in 1997 and could be a contributing factor. Finally, the number of school-aged children diagnosed with Attention Deficit Disorder (ADD) has increased from 3% to 5%. All of these afflictions have been directly and creditably linked to the more structured regimental and indoor lifestyle of today's children and teens—a lifestyle that results in less play at recess, less unsupervised exercise, and less unorganized outdoor activity (Howe 2000, 94).

Having witnessed the Oklahoma City bombings, the 9/11 attacks and the Columbine shootings, Millennials are civic minded and concerned for their own safety ("Using hip-hop… 2005, 38). They are also separated from their near Generation X counterparts in that they are huge fans of hip-hop.

Millennial Lifestyle

According to Neil Howe and William Strauss, "these days, kids have less time for what's merely fun" (2000, 171). The University of Michigan's Institute for Social Research compared time diaries for (Gen-X) children aged 3 to 12 in 1981 with like-aged (Millennial) children in 1997. Millennial kids show a 37% decline in "unstructured" free time, from 52 to 33 hours per week, including:

- Television watching is down by 2 hours.
- Free play and unorganized sports is down by 4.5 hours per week.
- Eating and household conversation is down by 1 hour, 40 minutes.
- Church is down by 1 hour, 10 minutes.
- School is up by 8 hours, 20 minutes per week.
- Household chores is up by 3 hours 30 minutes per week.
- Organized sports are up by 2 hours per week.
- Studying/reading is up by 2 hours per week.

Without a doubt, Millennials are the most technically savvy generation. Teens and Generation Y (age 18 – 28) are significantly more likely than older users to send and receive instant messages, play online games, create blogs, download music, and search for school information (Fox 2005, 2). Generation Y will spend nearly one third of their lives (23 years, two months) on the internet (Allerton 2000, 16). "Gen Y was socialized in a digital world. It is more technically literate; it is continually wired, plugged in, and connected to digitally streaming information, entertainment and contacts. It has so mastered technology that multitasking is a habit it takes into the workplace, where it tends to instant message its contacts while doing work" (Eisner 2005, 7).

Millennials also are one of the most economically flush generations. Teenagers are currently spending an estimated $153 billion a year (Bush 2004, 108). Based on 2004 NPD data, people age 24 and younger—most of the Millennial generation—spent approximately $68 billion on apparel in the 12 months ended in May—58 percent more than the $43 billion spent on it by 35- to 54-year-olds, or most of the larger Boomer cohort (Seckler 2004, 4B).

Interestingly, marketers are having difficulty advertising to this generation in that Millennials don't "trust the stores where their parents shop. Instead, they shop in stores that have been branded for them, such as The Gap. Once inside, they 'look for something more real than just buying stuff.' They rely on the brands in these stores to provide the right solution for them. These retailers become purveyors of their lifestyles. They become the brand" ((Gill, 1999) in Wolburg 2001, 41). Many marketers are using athletes as role models to target current teenage populations due to the fact that sports participation is high for both boys and girls and sports are "in" for most teenagers (Bush 2004, 115).

Millennial Management and dealing with Millennial-specific issues

Recruiting Millennials and life on campus

Howe and Strauss (2003, 43) discuss various strategies that should be employed to attract this new college-going generation. They mention how the mutual perception of specialness by college applicant and parents emphasizes the importance of "co-purchasing" today in the choice of college. Recruiting materials and tours should overtly acknowledge this trend. College brochures should show more adults than before and should highlight features that may appeal less to students than to anxious parents—feature likes close supervision and full-spectrum medical and counseling services.

The Millennials craving for safety and the shelter they've received growing up should lead colleges and universities to emphasize safety on campus. Millennials confidence should be embraced and a more positive message should be sent to Millennials: "Tell teens about the great things that will happen if they make the right choice."

> "Millennials begin with a high level of respect for institutions, but with that respect come very high expectations. They count on adults to be exemplars. An individual, professor, or administrator, who fails to live up to those expectations will lose a great deal of trust—and may find it very difficult to earn it back. Millennials grew up during a period of "zero tolerance" for youthful misbehavior, they also a period in which adults in positions of authority (in government, business, academe, the church, and elsewhere) were held far less accountable for any misbehavior of their own. Preserving academic freedom is important, but administrators who fail to remove incompetent or unprepared professors—or any faculty members who engage in sexual harassment, use drugs, or pursue fraudulent research—risk the danger of unprecedented backlash from students and parents" (Howe 2003, 68).

Millennials as workers

Gen Y workers are likely to dislike menial work, lack skills for dealing with difficult people and are impatient. "Their strong technical skills are not matched by strong soft skills such as listening, communicating, independent thinking, being a team player, and managing time" ((Pekala, 2000) in Eisner 2005, 20). However, other studies have refuted the idea that Millennials are not team players, and, in fact, emphasize their team orientation.

Millennials on the Job (Zemke 2000, 144).

Assets
Collective Action
Optimism
Tenacity
Heroic Spirit
Multitasking capabilities
Technological savvy

Liabilities
Need for supervision and structures
Inexperience, particularly with handling difficult people issues

Managers

A study by Susan Eisner revealed that compared with other generations, Gen Y tends to have less respect for rank and more respect for ability and accomplishment (2005, 20). Gen Y tends to value respect and wants to earn it ((Pekala, 2000) in Eisner 2005, 20). According to DiGilio's article:

> Some final concerns and considerations involving the rise of the Millennials in our libraries and places of work involve the ways in which they relate to people in positions of authority. This includes supervisors, management and trainers. It is important for us to know that because they have been such active participants in the running of their households. Millennials tend to respect authority without being awed by it. Thus, it is tough to tell a Millennial not to approach a senior vice president directly with a question when he or she has had the ability to email the President of the United States since first grade. This generation tends to see leadership as a participative process and will learn best from managers who engage them in the learning process rather than just lecturing. It has been notes that this group is usually not satisfied with the old command-and-control motif. For this reason, it should be no surprise that Millennials are also likely to question long-established rules and procedures. Facilitators should be prepared to handle objections easily and comfortably without sounding to officious. Remember that Millennials tend to respect authority. We have been told, all too often, that respect should be a two-way street. No where is this more evident than with this new generation (2004, 18).

In a 2004 study on managing multi-generational nursing teams, results indicated that younger generations wanted their leaders to be knowledgeable, good communicators, and also affirmative about their performance in order for them to improve their self-confidence. The younger group desired managers with good people skills who are able to motivate others. They wanted their leaders to be supportive, approachable, and receptive. They preferred managers who are team players. They also valued honestly and a positive outlook in their leaders. They did not value leaders who were visionary or risk takers (Hu 2004, 339).

Bruce Tulgan, author of "Managing Generation Y," states in an article by Gary Stern that managers who can harness young people's energy and knowledge can turn them into peak performers (2006, A06). Managers who are defensive, reluctant to change the status quo and don't want to answer their questions will likely lose them.

According to Christopher Arterberry's research, Millennials benefit from some specific management techniques (2004, 4). Some recommendations to manage Millennials:
- Build relationships. Millennials are particularly interested in relationships with authority figures, more so than the previous generation.
- Be open to suggestions.
- Collaborate whenever possible. Because of their team-oriented nature, Millennials expect to be included in the decision-making process. They're also accustomed to making collective decisions at home, as they were more involved in their upbringing than previous generations.
- Be respectful. Don't be condescending. Be honest, clear, and direct in your communication--political doublespeak doesn't get far with this group.
- Start a mentor program. Because they are high achievers, Millennials appreciate being encouraged along their career paths. To help them develop professionally, be a little creative with your existing resources.
- Millennials are self-directed learners. If you give them tools to increase their knowledge, they'd take advantage of them.
- Utilize multiple talents. Millennials want to know what they're going to do day to do and how they can directly impact the organization. They are a confident bunch and (as stated earlier) very capable of multitasking. Consequently, traditional roles may seem stifling to them.
- Remember that Millennials are very close to their parents and value their opinions. A survey by Yankelovich, the North Carolina-based pollster and consulting firm, showed that Millennials and their parents have "zapped the gap," meaning today's younger people seem unusually close to their elders (Sloat 2006, 1).

What Millennials Don't Remember (Howe 2000, 17)

1. Most students entering college this fall were born in 1985.
2. Grace Kelly, Elvis Presley, Karen Carpenter, and the E.R.A. have always been dead.
3. Kurt Cobain's death was the "day the music died."
4. Somebody named George Bush has been on every national ticket, except one, since they were born.
5. The Kennedy tragedy was a plane crash, not an assassination.
6. Huckleberry Finn has always been a "banned book."

7. A "45" is a gun, not a record with a large hole in the center.
8. They have no clue what the Beach Boys were talking about when they sang about a 409 and a Little Deuce Coupe.
9. They have probably never lost anything in shag carpeting.
10. MASH and The Muppet Show have always been re-runs.
11. Punk Rock is an activist movement, not a musical form.
12. They have always bought telephones, rather than rent them from AT&T.
13. The year they were born, AIDS was found to have killed 164 people; finding a cure for the new disease was designated a "top priority" for government-sponsored research.
14. We have always been able to reproduce DNA in the laboratory.
15. Wars begin and end quickly; peace-keeping missions go on forever.
16. There have always been ATM machines.
17. The President has always addressed the nation on the radio on Sunday.
18. We have always been able to receive television signals by direct broadcast satellite.
19. Cities have always been trying to ban the possession and sale of handguns.
20. Watergate is as relevant to their lives as the Teapot Dome scandal.
21. They have no idea that a "presidential scandal" once meant nothing more than Ronald Reagan taking President Carter's briefing book in "Debategate."
22. They have never referred to Russia and China as "the Reds."
23. Toyotas and Hondas have always been made in the United States.
24. There has always been a national holiday honoring Martin Luther King, Jr.
25. Three Mile Island is ancient history, and nuclear accidents happen in other countries.
26. Around-the-clock coverage of Congress, public affairs, weather reports and rock videos have always been available on cable.
27. Senator Phil Gramm has always been a Republican.
28. Women sailors have always been stationed on Navy and Coast Guard ships.
29. In 1982 (the year many were born), the *New York Times* announced that the "boom in video games," a fad, had come to an end.
30. Congress has been questioning computer intrusion into individuals' personal lives since they were born.
31. Bear Bryant has never coached at Alabama.
32. They have always been able to afford Calvin Klein.
33. Coors Beer has always been sold east of the Mississippi, eliminating the need for Burn Reynolds to outrun the authorities in the *Smokey and the Bandit* films.
34. They were born the same year that Ebony and Ivory lived in perfect harmony.
35. The year many were born, Dustin Hoffman wore a dress and Julie Andrews wore a tuxedo.
36. Elton John has only been heard on easy listening stations.
37. Woodstock is a bird or a reunion, not a cultural touchstone.
38. They have never heard a phone "ring."
39. They have never dressed up for a plane flight.
40. Hurrianes have always had men's and women's names.
41. Lawn darts have always been illegal.
42. "Coming out" parties celebrate more than debutantes.
43. They only know Madonna singing American Pie.
44. They neither know who Billy Joe was, nor wondered what he was doing on the Tallahatchee Bridge.
45. They never thought of Jane Fonda as "Hanoi Jane," nor associated her with any revolution other than the "Fitness Revolution" video-tape they may have found in the attic.

46. The Osmonds are talk show hosts.
47. They have never used a bottle of "White Out."
48. If they vaguely remember the night the Berlin Wall fell, they are probably not sure why it was up int eh first place.
49. "Spam" and "cookies" are not necessarily foods.
50. They feel more danger from having sex and being in school than from possible nuclear war.

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Appendix F   Literature Review – Young Adult

Young Adult Development

Chickering's theory of psychosocial development is widely recognized as the most universal student development theory. It includes 7 vectors:

Developing competence,

Managing emotions,

Moving through autonomy toward interdependence,

Developing mature interpersonal relationships,

Establishing identity,

Developing purpose and

Developing integrity.

This model applies to the traditional college student who attends college directly from high school. Each vector describes stages that students work through during their college years. Students move through the vectors sequentially but can also move through them at different rates. Progression through the stages can be affected by outside factors such as fatigue and stress. (1)

The first four vectors – developing competence, managing emotions, moving through autonomy, and developing mature relationships – are generally worked through concurrently during the freshman and sophomore years. (2) During the development of competence, the student gains confidence in their own abilities. During managing emotions, underclassmen learn appropriate ways to express their emotions and methods for controlling their feelings. It is during this stage, they learn appropriate coping skills and how to deal with the guilt and fear associated with leaving home. During the third vector, moving toward interdependence, students develop both the ability to solve problems without adult intervention and the ability to ask for help when appropriate. In developing mature relationships, they become tolerant of and learn to appreciate differences in others as well as the being able to maintain relationships without being overly dominant or dependent. (1) These four stages set the framework for and lead

into the vector of establishing identity. (2) It is important to keep this process in mind in the context of what the Coast Guard Academy attempts to do. The transformation from teenager into effective Coast Guard leader is a process that lasts for the four years they attend the academy as well as their entire career. (3) Establishing identity is necessary for the last two vectors, developing purpose and developing integrity, and takes place during the last year of college and during the first few years after graduation. (2)

Two subtasks are involved in establishing identity – a life changing experience that leads to growth and a commitment to a set of values.   The academy culture can affect the process of establishing identity by ensuring that the values that they "preach" match the values actually in practice. If a conflict exists, a person in this stage will try to resolve the conflict and then prioritize the values. (3) This type of conflict comes into play when cadets must choose between loyalty to their classmates or loyalty to the academy. Many find it difficult to turn in their classmates because of this conflict.

Loyalty to peers is typical of this age group due to the importance of peers as an individual moves away from their parents. Additionally, the academy culture strengthens this peer loyalty due to the small size of the corps and the lack of support structure or freedom outside the academy. The same institution that sets up classmates as the only support structure available to an individual cadet asks that same cadet to 'rat' out their classmates. Cadets who turn in a classmate do so at the risk of being labeled a 'tool' and being ostracized by the entire Corps. The lack of privacy in Chase Hall also plays into this problem since a cadet in trouble (either with peers or the chain of command) does not have the ability to get away and 'lick their wounds'. (4)

Leaders of an organization can help cadets resolve this conflict by ensuring that the climate is consistent with the advertised values. If differences arise, cadets will adjust their behavior to reality while still maintaining the "party line". (3) If the system rewards behavior that is not in accordance with the espoused Core Values, cadets will face difficulty in establishing their identity. Another obstacle to establishing identity at the academy may be the cadets

inability to "try on different versions of themselves" as students often do at other universities. For example, many students change majors at least once during the four or five years at a civilian college. This is almost impossible to do at the academy because to the amount of credits required for graduation, the requirement to finish in four years, and the conformity required at any military academy. (4)

An established identity is necessary for a student to move into the last vectors. Only then will an individual have the ability to develop purpose by setting a plan of action for their career and family goals. Concurrently with this vector, the individual begins to develop true integrity by bringing behavior in line with their values and beliefs. (1) It is evident from the basic adult development model that each stage is critical to the overall development of a student. If any one vector is hindered, the student will find it difficult if not impossible to develop true integrity required by a Coast Guard officer.

Sleep Deprivation in Adolescents

The short-term consequences of sleep deprivation include decreased performance and alertness, memory and cognitive impairment and increased occupational injury. In the long-term, not enough sleep may lead more serious health problems such as high blood pressure, heart attack, stroke, obesity, depression, and other mood disorders. (5)

Until recently, it was thought that adolescents needed the same amount of sleep as adults. However, recent studies show that not only do teens require more sleep than either children or adults (9.2 vs. 7.5), they also experience in their "phase-shift" in their sleep-wake cycles which causes them to fall asleep later and wake up later than adults. This requirement starts at the onset of puberty continuing into the early 20's. This tendency, combined with external schedules that require them to get up early for school, can cause a cycle of sleep deprivation.   The negative consequences include not just sleepiness, but also a decrease in self-control, emotions, and in the ability to learn. (6) (7)

This problem has caught the attention of some U.S. school districts. Administrators have moved the school start time to start later in the morning. A University of Minnesota high school reported that students were less sleepy during the day, got slight higher grades, and were less depressed. (7)

While 'cause and effect' is not clear, there does seem to be a connection between sleep deprivation and the ability to control impulses and emotions as well as make logical decisions. (7) The Army recognizes that 7 hours of sleep or less per night can lead to degraded performance. (9) Cadets average less than 6 hours of sleep per night. Over the course of four years, this chronic lack of sleep may lead to lower grades and an inability to progress through the necessary stages of adult development required for emotional maturation.

The U. S. Army has done extensive research on sleep deprivation as it applies to battle operations. The Army recognizes that lack of sleep can cause missions to fail due to poor decision-making abilities. In lab studies, people deprived of sleep for more than a week required more than three days to recover to normal capacity. The Army encourages soldiers to take naps to make up for loss of sleep whenever possible. (8)

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Web site

Web sites may be cited in running text ("On its Web site, the Evanston Public Library Board of Trustees states . . .") instead of in an in-text citation, and they are commonly omitted from a bibliography or reference list as well. The following examples show the more formal versions of the citations. If an access date is required by your publisher or discipline, include it parenthetically at the end of the citation, as in the second example below.

N: 2. University of Calgary, "Vectors of Psychosocial Development,"
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Literature Review: Climate & Culture

Introduction

Climate and culture are very interrelated terms. Each term portrays a portion of the organization's personality. Climate is more identified with the physical surroundings and demographics of an organization, whereas culture describes the set of shared attitudes, values, goals, and practices that characterizes a company or corporation. This literature review will focus on organizational culture at the Coast Guard Academy (CGA) by combining available findings and recommending possible strategies for change.

Background

Culture research indicates that an organization's culture may be changed by a process similar to this model adapted by Schein (2004):

Unfreezing → Change → Refreezing

Unfreezing refers to the motivation to change. Schein asserts that unfreezing is composed of three distinct processes:

1. There is sufficient *disconfirming data* to cause discomfort or disequilibrium.
2. This disconfirming data is connected to important goals and ideals, causing guilt and/or anxiety.
3. There is *psychological safety* – i.e., ability to solve the problem and learn something new without loss of integrity or identity.

Change may be affected by new learning (through trial and error) or by imitation of role models. After cultural change, the culture must be refrozen to retain its changes. More information about the details of the change process is available in Schein, Chapter 16.

Some of the most applicable current literature uses "school improvement process" to apply models of organizational change to existing school systems. Existing climate and cultures significantly impact the effectiveness of the school improvement process. These climate and cultural characteristics must be recognized during the planning phase, or the improvement process may have limited effect. Some cultures and climates dramatically decrease the likelihood of school improvement. On the other hand, sub-cultures can be a significant strength by offering leaders and value strengths that can be enhanced and spread throughout the organization. Sub-cultures may arise within an organization (further complicating the process) as small groups sharing values, perceptions, norms, or even ceremonies that differ from those of the wider organization.

The identification of sub-cultures requires a thorough analysis of the organization's culture. Quantitative survey instruments are widely accepted means of gathering and analyzing organizational climate data. However, culture is considered a multi-layered personality of the organization and requires more sensitive analysis to understand. Artifacts and patterns of behavior may be observed through the least sensitive observation. However, to understand the shared values, common understandings, and patterns of expectations, it is necessary to probe more deeply and into subconscious areas of the organization's members. After researchers have set aside their own pre-conceptions and values, it is possible to determine behavioral norms and values by examining the authentic responses of organization members. This may be accomplished both effectively and efficient through small-group interviews. Finally, "to get at the deepest levels of shared culture, assumptions

and beliefs, intensive individual interviews are probably the most appropriate approach", according to Lindahl.

Each organization proceeds through various stages of maturity, including formation, middle-age and maturity/decline. As the organization matures, it develops espoused values and theories-in-use. Espoused values represent what the culture thinks about itself, and may be found in the artifacts of that culture. However, theories-in-use are the way things really work and reveal the background assumptions of the organization. Scandals and disasters provide a powerful disconfirmation of the espoused values. While scandals do not by themselves cause change; if further examined, they may reveal the background assumptions and theories-in-use of an organization.

Once the culture has stabilized because of a long history of success, leaders find that changing deeply embedded assumptions requires more effort and time than simply reallocating resources, etc. Change mechanisms that become available throughout the stages of organizational maturity lose their potency to affect widespread and thorough change by themselves. Some examples of change mechanisms include: promotion of hybrids[1], technological seduction, infusion of outsiders and scandals. Turn-around may be affected by a strong leader (or change agents) using all other change mechanisms in a cohesive plan. Turn-around is considered the last mechanism available before some form of organizational destruction (which may be accomplished through merger, acquisition, or destruction and rebirth).

Findings

Artifacts which espouse the values of the U.S. Coast Guard include documents such as Pub 1 and Character in Action. These are closely matched by CGA documents like the annual Running Light and GOLD (Guide to Officer Leadership and Development) that discuss cadet values, norms and expectations along with providing a primer to life at the CGA. Schein (2004, pg. 24) urges that these and similar artifacts are written based upon espoused values of each organization, which are very similar between the two organizations. However, a deeper level of unconscious, taken-for granted beliefs are the ultimate source of values and actions. These taken-for granted beliefs are the patterns of behaviors, values and fundamental assumptions mentioned by Rousseau, and require research if they can be uncovered.

Descriptions of the CGA culture are provided through annual CGA climate surveys, PERI report, and Focus Group records conducted by the CGA Task Force. Individual Interviews were not conducted with the cadets. Results of the research conducted by PERI revealed "competitiveness" and "CYA" (short for "Cover Your A___") were the two most strongly held values of CGA cadets at the time of the study. Conversely, "Fairness," "Tradition" and "Respect for learning" were the three lowest-ranked values at the CGA. Faculty and Staff also ranked highest their values of "CYA" and "Doing more with less"; and ranked "Fairness," "Leadership," and "Teamwork" as the three least exhibited values.

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[1] Hybrid: insiders whose own assumptions are better adapted to the new external realities

Similar research into the Coast Guard's culture was not available, yet it seems likely that CGA has its own sub-culture within the culture of the Coast Guard. Focus group discussions held by the CORE have revealed that cadet groupings (e.g.-athletic teams) have their own sub-sub-culture to that of the CGA's culture. This is not the end, for sub-sub-cultures do not remain consistent across groupings (athletic teams, class/rank, etc).

CGA has held annual Climate Surveys at least since 2004 (similar surveys have been conducted dating back as far as 1991) by the Information Research Department. The Information Research department analyzes the data for findings and trends, but doesn't make recommendations. Instead, a CGA Climate Committee was convened after the results of 2005 Climate Survey were obtained by IR. The Committee was convened to analyze the Survey results and provide CGA command with recommendations, but was unable to agree about a recommendation for a strong statement of zero-tolerance against sexual assault, alcohol (and possibly other offenses, including ethnic discrimination). The committee chairperson resigned his position and the Committee simply ceased to exist. Sometime around this DEOMI was invited to analyze the 2004 and 2005 Climate Assessments and report on existing trends. The DEOMI report indicated that between these two years there was a 450% increase in the number of actual or attempted rapes/assaults on women (4 to 18 rapes), with half of those occurring at the CGA by another cadet. DEOMI further recommended that further research be conducted in the form of Focus Groups and interviews, and that these results be compared with the number of reported assaults. DEOMI recommended that the results be shared with all cadets, and that NO TOLERANCE policies should be communicated verbally and in writing to all cadets. The extent of CGA compliance with DEOMI's recommendations is not clear, but the incident of 1/c Webster Smith's sexual assaults came to CGA attention sometime during this course of events.

Opinions

The CGA is a mature organization with many and diverse sub-cultures. It is likely that sub-cultures (e.g.- football team coaches, asian minority cadets, humanities professors, etc) have their own basic assumptions and beliefs which differ from the basic assumptions of the entire Corps of Cadets. Focus Groups have revealed shared values, common understandings, and patterns of expectations for various groups of cadets. Full analysis of the focus group results is pending, but it is my opinion that the results indicate that the mature organization at CGA has not fully adapted to the presence of minorities or women.

Cadet Focus Groups indicate a Corps-wide disdain for "respect standdowns" and similar uninteresting and inconvenient training. As mentioned in "Findings", existing studies have revealed some of the deepest shared values of the CGA culture. Unless CORE intends to conduct its own interviews, these studies should be equally weighted with the CORE's findings of shared values at the CGA.

The findings show that certain shared values have transformed themselves into scandals that cannot be ignored. It seems that the Court-martial against 1/c Webster Smith presented an opportunity for unfreezing the Corps of Cadets that is now passed (Goulet,

interview). An "unfreezing" opportunity seems available to CGA, given the Superintendent's current transfer orders. The success of any possible turn-around will rest in the new Superintendent's willingness/ability to:

1. make a cohesive plan for change,
2. provide psychological safety to Academy Staff/Faculty, drawing together stove-pipes to a common vision of the CGA, and
3. use available change mechanisms (e.g.- promoting hybrids, introducing new technology, infusing outsiders and positively react to recent scandals)

Recommendations (for CGA)

This Literature Review has emphasized the importance of acknowledging existing cultures before planning any cultural changes at CGA. Some sub-culture values may hinder any culture change that CGA command plans. Conversely, sub-cultures offer positive value that can be enhanced and spread throughout the CGA culture, as well as a potential source of leaders for freezing planned change. Strengthening existing sub-culture values is far easier than discouraging/changing negative values. *The CGA Climate Optimization & Review Effort (CORE) should identify cultural aids/hindrances during its analysis of 'actual' staff/cadet values.*

The source of recent scandals is linked to shared sub-culture values and unfreezing this sub-culture is necessary for any change to occur. An unfreezing event for this mature organization requires strong disconfirming data that is linked to important goals/ideals at the CGA. The 1/c Smith trial seems to be old business, but the transfer of the current Superintendent seems to provide an opportunity for such an unfreezing event. A turn-around is only possible if faculty, staff and cadets are allowed some psychological safety. *CGA faculty, staff and cadets should be allowed to participate in the planning and execution of any CGA culture change.*

Change at the CGA should incorporate all available mechanisms, some specifics that were already discussed above include: technological seduction, promotion of hybrids and infusion of outsiders. *The CORE should provide a message to CGA that is consistent with other recent analyses (PERI, DEOMI, etc.).* A clear plan for change can help to provide psychological safety by including staff/cadets in the process. Finally, the *CORE can ease this turn-around by providing a high-level culture change model.*

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Appendix H   Literature Review - Underrepresented Groups

UNDERREPRESENTED GROUPS AT THE COAST GUARD ACADEMY

This section examines underrepresented groups at the United States Coast Guard Academy. The Coast Guard Academy is the primary source of accessions of engineers and technical Bachelor's degree holders in the Coast Guard officer corps. The Academy graduates approximately 200 young men and women each year and has a goal to graduate 70% of its students in the Science, Technology, Engineering and Math (STEM) disciplines.[2] The Academy, unlike the other four federal military academies is the only military academy that does not require a formal nomination from the President, Congress, the Superintendent of the military academy or Secretary of the Department as a prerequisite for admission.[3] An underrepresented group in this instance means women or members of a minority group within a category of federal employment and is synonymous with the definition of underrepresented groups as defined by the Office of Personnel Management.

During World War II, the modern-day Coast Guard commissioned its first minority officer, African-American Joseph C. Jenkins, as an Ensign in 1943 through its Reserve Officer program.[4] Although this was nearly a full year before the Navy commissioned its first African American officers,[5] another 19 years passed before the Coast Guard would commission its second minority member. This occurred when Kwang P. Hsu fulfilled the educational requirements of the United States Coast Guard Academy upon graduation in 1962 and the Coast Guard commissioned him an Ensign.[6]

President Harry Truman signed Executive Order 9981 in 1948 and ordered the armed services to provide equal treatment and opportunity for African-American members of the military. Under this edict, the Coast Guard Academy admitted its first African-American, Jarvis L. Wright, into the Corps of Cadets in 1955.[7] Unfortunately, Cadet Wright later resigned for medical reasons.[8] Although a minority cadet graduated in each of the years 1962 and 1963,[9] it wasn't until 1966 when Cadet Merle J. Smith became the first African-American to graduate from the Academy.[10] Cadet Smith's appointment in 1962 resulted from an observation by President John F. Kennedy of an all-white unit from the Coast Guard Academy marching in his 1961 inaugural parade. He called Secretary of the Treasury Douglas Dillon that night and ordered him to admit African-Americans

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[2] J.A. Youngman and C.J. Egelhoff, "E³: Excellence in Engineering Education," (preliminary draft report, U.S. Coast Guard Academy, New London, 2002).

[3] Robert F. Collins, *Qualifying for Admission to the Service Academies: A Student's Guide*, (New York, NY: Rosen Publishing Group, 1990)

[4] U.S. Coast Guard Historian's Office, "African Americans in Coast Guard History: A Historical Chronology," April 2001, http://www.uscg.mil/history/AFRICAN_AMERICANS_CHRONOLOGY.html/.

[5] Paul Stillwell, *The Golden Thirteen: Recollections of the First Black Naval Officer*s (Annapolis, MD: Naval Institute Press).

[6] U.S. Coast Guard Academy, "Accumulated Minority Statistics", (New London, CT: U.S. Coast Guard Academy, 2006).

[7] Office of the Secretary of Defense. *In Defense of Our Nation: A Pictorial Documentary of the Black American Male and Female Participation and Involvement in the Military Affairs of the United States of America*, Washington, DC: 1990), 274.

[8] Id.

[9] U.S. Coast Guard Academy, "Accumulated Minority Statistics", (New London, CT: U.S. Coast Guard Academy, 2006).

[10] *In Defense of Our Nation: A Pictorial Documentary of the Black American Male and Female Participation and Involvement in the Military Affairs of the United States of America*, (Washington, DC: Office of the Secretary of Defense, 1990), 274.

into the next Coast Guard Academy class. Secretary Dillon complied immediately.[11] Accompanying Cadet Smith that year was Cadet Juan T. Salas the first Hispanic to graduate from the Academy.

The history of women in the Coast Guard, while rich since the origins of the Coast Guard in 1790, is much more recent in terms of women being fully integrated into the service and the Officer Corps. Women had previously been relegated to the Reserves and were not fully integrated into the Coast Guard until 1973. Later that same year, the Coast Guard was the first of the armed services to admit women to an Officer Candidate School.[12] Public Law 94-106, signed into law in 1975, required each of the federal military academies, the United States Military Academy at West Point, the United States Naval Academy, the United States Air Force Academy, the United States Merchant Marine Academy and the United States Coast Guard Academy to admit women. The Coast Guard Academy was the first of these academies to comply.[13] The Coast Guard's first women reported for "Swab Summer" in July 1976 and the first woman, Ensign Jean M. Butler, graduated along with 13 other women in 1980.[14] The first minority woman, Ensign Monyee Smith, an Asian-American, was among the women who graduated that year followed by the first African-American, Hispanic, and Native American women, Ensigns Angela Dennis, Deborah Winnie, and Tracie Parr respectively in 1983.[15]

One of the challenges of the Coast Guard Academy is to increase and infuse diversity within the Academy structure. Three issues must be addressed to overcome this challenge: increase the enrollment of underrepresented minorities within the Corps of Cadets, increase the numbers of underrepresented minorities within the Academy faculty and staff, and finally organically embed diversity throughout the academic and military curriculums.

Since their first admissions to the Coast Guard Academy the numbers of underrepresented groups have grown although not always at the same rates. The rates for the growth of women has steadily increased over the years and women now comprise nearly 28% of the cadet population.[16] Minority representation within the Corps of Cadets has not kept pace with that of women. The percentage of minority enrollment across all races and ethnicities, by class year, remained in the single digits until well into the mid-1980's with the exception of 1978 when minority enrollment was 10%.[17] Since the mid-1980's total minority enrollment has steadily increased, peaking at 25% in 1999 and then falling to its present percentage of 18% for the class of 2010. Since 1955 to date, Asian/Pacific Islander male enrollment has been the highest with 336 sworn in, followed by Hispanic males at 312, African-American males at 302, and Native American males at 59. Female minority enrollment numbers have been significantly lower in the same categories, 141, 103, 69, and 20 respectively. Graduation rates of minority cadets follow a similar pattern for the 1955 to 2006 period with

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[11] Morris J. MacGregor, Jr. *Integration of the Armed Forces 1940-1965* (Washington, DC: Center for Military History, United States Army, 1985) 504-510.

[12] U.S. Coast Guard Historian's Office, "Women in the Coast Guard: Moments in History," April 2001, http://www.uscg.mil/hq/g-cp/history/Women%20Chronology.html/.

[13] Jeanne Holm, *Women in the Military: An Unfinished Revolution*, (Novato, CA: Presidio Press, 1993)

[14] U.S. Coast Guard Historian's Office, "Women in the Coast Guard: Moments in History," April 2001, http://www.uscg.mil/hq/g-cp/history/Women%20Chronology.html/.

[15] U.S. Coast Guard Academy, "Accumulated Minority Statistics", (New London, CT: U.S. Coast Guard Academy, 2006).

[16] United States Coast Guard Academy, "About USCGA: The Academy at a Glance," 2006, http://www.uscga.edu/about/academy_glance.aspx/.

[17] U.S. Coast Guard Academy, "Accumulated Minority Statistics", (New London, CT: U.S. Coast Guard Academy, 2006).

Asian/Pacific Islander males leading with 175 graduates, Hispanic males at 143, African-American males at 116, and Native American males at 34. Minority women also graduated at similar rates, 63, 42, 21, and 8 respectively. In only 9 of the 47-year history of minorities attending the Coast Guard Academy did the percentage of total minority graduates exceed 10%; in eight of the 47 years no minority graduated the Academy.[18]

The Coast Guard Academy uses several techniques to improve its minority enrollment profile. The most visible is the use of feeder programs such as the Naval Academy Preparatory School (NAPS) and others through the Coast Guard Recruiting Initiative for the Twenty-First Century (CGRIT). Through CGRIT, the Academy may offer to pay a prospective student's tuition for one year at a preparatory school. Contingent on the successful completion, such students may apply for Academy admission and if accepted, enroll. CGRIT students attend either the Marion Military Academy or the New Mexico Military Institute.[19] The Academy's minority population has improved through the use of such programs. In the ten years between 1984 and 1994, 31 percent of the minority students who graduated from the Academy also graduated from NAPS. This program offers a second chance to students who upon high school graduation do not meet the minimum criteria for acceptance into the Coast Guard Academy.[20] In 2002, the Academy also did extensive study of the best practices in recruiting and persistent minority underrepresention in engineering.[21] This study found that while other U.S. Service Academies produce about 12% underrepresented minorities in engineering, the Coast Guard Academy produces about 5%.[22]

Once enrolled in the Coast Guard Academy, women and minorities face challenges. In a 1992 survey of the Coast Guard Academy, data indicated that women found gender discrimination in their day-to-day environment. They cited isolated incidents such as of occasional sexual harassment, jokes and/or slurs about gender, and also systemic problems such as awareness that they live and work in an environment in which they are never quite sure when and how they would have to prove to themselves and others that they were truly Coast Guard material.[23] The survey found that women cadets were more likely than males to report stress-related symptoms for themselves or for their friends, such as excessive drinking among other symptoms.[24] The CORE team surveys, focus groups, and research found that not much has changed from 1992. While CORE surveys and focus groups did not ask the same questions as the 1992 survey, responses from cadets indicated that excessive drinking is still prevalent among cadets.[25]

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[18] Id.

[19] Commandant Instruction 5354.6A, Administering the Coast Guard Recruiting Initiative into the Twenty-First Century to the U.S. Coast Guard Academy, March 25, 1997.

[20] *Coast Guard, Cost for the Naval Academy Preparatory School and Profile of Military Enrollment. Report to the Congressional Committees.* (Washington, DC: General Accounting Office, 1994.)

[21] J.A. Youngman and C.J. Egelhoff, "Best Practices in Recruiting and Persistence of Underrrepresented Minorities in Engineering: A 2002 Snapshot," (lecture, 33rd ASEE/IEEE Frontiers in Education Conference, Boulder, CO, November 5-8, 2003.

[22] J.A. Youngman and C.J. Egelhoff, "E³: Excellence in Engineering Education," (preliminary draft report, U.S. Coast Guard Academy, New London, 2002).

[23] *Culture and Climate Assessment of the U.S. Coast Guard Academy*, (Princeton, NJ: Princeton Economic Research, Inc., 1992.)

[24] Id.

[25] Cadet Focus Groups, November 14-20, 2006.

Minorities in 1992 reported that they heard jokes and slurs about their heritage and experienced pressures related to their race or ethnicity. Similar to the data on women, minorities reported stress symptoms indicative of evidence of a differential environment for the minority and non-minority parts of the Coast Guard family.[26] The 1992 study stated that "[I]t takes time for policies of integration and diversity to succeed because such changes involve fundamental changes in values as well as behavior."[27] The study went on to suggest that [Coast Guard Academy] "[l]eaders can encourage or deter the speed of change and acceptance; when leaders clearly define socially desirable and appropriate behavior, discriminatory behavior is less likely."[28] 14 years later, minority cadets still report their environment stressful from comments from non-minorities questioning minority cadets' qualifications to be students at the Coast Guard Academy due to non-minorities' mistaken beliefs that racial quotas are the reasons for minority admissions.[29] Today, minority cadets continue to state that they are subjected to jokes and slurs based on their minority status by fellow cadets[30] and in some instances by faculty in the guise of "academic freedom."[31] These comments have caused minority cadets to feel disenfranchised or marginalized. It is just as important today and perhaps even more so as it was stated in 1992, that leaders at all levels must continue to maintain an atmosphere at the [Coast Guard Academy] that promotes not only acceptance but appreciation of newer groups.[32]

Underrepresented groups at the Coast Guard Academy also include members of the faculty. The Academy has three types of faculty members, Civilian, Permanent Commissioned Teaching Staff (PCTS), and Rotating Military. [33] The civilian faculty members, both tenure track and temporary, serve in a manner equivalent to their counterparts at other public and private institutions. The PCTS is a specialized population of active-duty Coast Guard officers who serve at the Academy for the duration of their military careers. Rotating Military Faculty are funded at the Master's Degree level by the Coast Guard in their related specialty of choice, then teach at the Academy for four years and return to conventional military duties thereafter.[34]

This blend of personnel creates a professionally-diverse faculty that serves the cadets intellectually, militarily, and professionally.[35] A diverse faculty must not only be professionally diverse but must also contain demographic diversity of personnel. This diversity refers to the active presence and participation of people within an organization, who differ by race, ethnicity, gender, religious beliefs, national origin, age, sexual orientation, physical ability, and socio-economic status. The Coast

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[26] *Culture and Climate Assessment of the U.S. Coast Guard Academy*, (Princeton, NJ: Princeton Economic Research, Inc., 1992.)

[27] Id.

[28] Id.

[29] The Coast Guard Academy, as are all educational institutions using public funds, is prohibited from using racial quotas in determining admissions.

[30] Cadet Focus Groups, November 14-20, 2006.

[31]

[32] *Culture and Climate Assessment of the U.S. Coast Guard Academy*, (Princeton, NJ: Princeton Economic Research, Inc., 1992.)

[33] R. Sanders, CDR USCG and A. Farias, "Serving Our Underrepresented Minorities by Championing a Diverse Faculty: A case Study of the Department of Science," (panel discussion, HACU Conference, San Antonio, TX, November 5-8, 2003.

[34] Id.

[35] Id.

Guard Academy's faculty diversity make-up may be best defined as a homogeneous culture that is essentially 'white,' Christian, heterosexual, and male.

For example, the Academy's Science Department has 19 tenured, PCTS, and rotating military faculty members which include four women, one African-American, and one Latina.[36] In addition, the Academy has three women and one African-American currently serving as temporary faculty. Overall, of the Academy's 113 permanent and temporary faculty members, 24% are women, 7% African-American and 3% Latina.[37] Underrepresentation within the faculty of minority members may contribute to an unhealthy racial climate at the Academy and further exacerbate the beliefs among underrepresented minority cadets of disenfranchisement and marginalization. Most research indicates that issues of isolation, absence of other underrepresented minority faculty and students, and the lack of mentors contribute to underrepresented minority faculty members' perception of a less-than-welcoming environment on predominantly white campuses.[38]

Research studies have shown that in order to increase underrepresented minority enrollment, institutions must work at strategically increasing both student and faculty populations simultaneously.[39] Thus, not only must the Academy continue its efforts to increase underrepresented group enrollment, it must also increase its structural diversity by increasing the number of underrepresented groups within its faculty and staff. While the Academy, has made great strides in increasing the percentage of women cadets to match or exceed that of its women faculty, it still has some work to do to increase the numbers of African-American and Latina faculty to match the numbers of minority cadets and thus further attract quality underrepresented candidates for admission.

Diversity initiatives must be organically embedded throughout the Coast Guard Academy's military and academic curriculum. This will require reevaluating the core curriculum with the end goal being 'developing leaders of character.' The CORE's surveys, focus groups and research indicates that misalignment exists between the various departments at the Academy regarding. The Academy will need to reach consensus among its various stakeholders (Academics, Athletics, Commandant of Cadets, etc.) on the value of critical thinking and developing the 'people skills' within the cadets that are necessary for leadership in a diverse organization and society. Both of these skill sets are paramount and will require a reevaluation of the current model of cadet development that transcends a viewpoint through a lens crafted and perpetuated by the Academy's current homogeneously dominated culture.

Creating and sustaining a diverse educational setting at the Coast Guard Academy will involve significant challenges, but achieving academic excellence and developing leaders of character will require an institutional commitment to diversity. Attaining the educational benefits of diversity requires respectful engagement in settings that challenge our comfort levels and expands our knowledge base of other people, other values, and other perspectives. Cadets educated in diverse educational settings have a greater capacity to deal with complexity and are more attuned to the challenges and rewards that living and leading in a diverse Coast Guard and society demand.

[36] Id.

[37] Id.

[38] National Science Foundation: Report of the Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development. *Land of Plenty: Diversity as America's Competitive Edge in Science, Engineering and Technology*, (Washington, DC: September, 2000.)

[39] J.A. Youngman and C.J. Egelhoff, "E³: Excellence in Engineering Education," (preliminary draft report, U.S. Coast Guard Academy, New London, 2002).

Appendix I   Document Review - Women in the Coast Guard Study

CGA Task Force Document review
Women in the Coast Guard Study
1990 Servicewide Study

Review by: (CAPT Thomas)
Review date: 11/21

Type of Document: (study)

Executive Summary:

The Chief of Staff of the CG chartered this study to study utilization of women in the CG. More than 2600 members were interviewed. Over 20 areas of interest were investigated, including History, Force Composition, Recruiting, Retention, Schooling, Training, Promotion, Advancement, Collocation, Berthing/Housing, Isolated duty, Pregnancy, Medical, Child Care, Husband/Wife Advisory Team, Single Parents, Sexual Harassment, Fraternization, Uniforms, Realignment, Geographic Stability, and Women's Policy.

Most of the findings and recommendations of the report focused on enlisted women and some officer concerns. There are a few relevant statistics regarding the Academy.

Of note, "recently purchased 110' and renovated 210' cutters which were not made to accommodate women, were a special source of sensitivity. "Cost and manning considerations drove these decisions but many have taken this to be indicators of lack of commitment to afloat opportunity and career development for women."

Relevant recommendations:
- ✓ Develop a plan to achieve and sustain 20% female CGA graduates by 2000
- ✓ Parallel existing recruiting programs with ones directed toward women.
- ✓ Ask the CGAuxiliary to help in recruiting.
- ✓ CG collect data why members leave the service; track the results for long term trends.
- ✓ CGA Faculty, staff and administration should be held accountable for behavior which supports or engenders sexual harassment.
- ✓ Provide more female role models at CGA in leadership positions.
- ✓ Academy admin and staff should be at least 10% female by 2000.
- ✓ Examine computation of class standing and peer review system to ensure they are not biased against women.
- ✓ Study women's high attrition and determine methods to eliminate sexual harassment.
- ✓ Take immediate steps to reduce sexual harassment.
- ✓ Sanitize and train incidents of sexual harassment and fraternization violations.

Relevant statistics/data:

At the time of the study, four percent of the officers were women. Greater than 60 percent of women officers were commissioned at CGA; grade point averages for women and men were comparable however women did not fare well in military, subjective evaluations at the time of the study. The Academy exhibited signs of being a "male institution." "This, coupled with the feeling among some of the men that it is acceptable to reject women, can create an environment in which sexual harassment can be expected to flourish. While not sanctioned, sexual harassment is a significant problem at the Academy. Over a ten year period, attrition rates for women were higher than for men, and the difference between men and women is statistically higher than at any other service academy."[40]

Service wide data: >50% women said harassment was a problem and reported having been subjected to various behaviors.

About half felt that fraternization was widespread, and half of that number viewed it as a problem. Commanders and supervisors noted that "inappropriate personal relationships" were explained in detail but there was no similar detailing about what fraternization was…thus a wide spectrum of the definitions were discussed and enforced.

Analysis:
Can remark on the content of this study in general and some of the specifics about the Academy data, however, the Princeton Study (1991) provides more direct comparative value.

The recent conversion of the 110' to 123' with the Deepwater project did not include accommodations for mixed gender crews. Similar reasons were anecdotally provided.

This study does, however, provide a benchmark to reflect on the continued progress of women at CGA…harassment, military and academic grades.

CORE should positively affirm which items have successfully been met and which ones we have to make further progress on.l

Bibliographic Information:
1990 Women in the Coast Guard Study

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[40] *Women in the Coast Guard Study*, pp ES 2-3

Appendix J   Document Review - Minority Women Officer Retention Study

CGA Task Force Document review
Minority Women Officer Retention Study
1999

Review by: (CAPT Thomas)
Review date: 11/21

Type of Document: (study)

Executive Summary:

The Coast Guard Director of Human Resources (G-W) charterd the Minority Women
Officer Retention Study to develop recommendations for changes to Coast Guard policies
and programs that will enhance the retention of minority women officers.

Major recommendations:
- Increase acceptance, retention and graduated rates for minority women attending
  CGA.
- Improve the supervisor, subordinate relationship and work environment for minority
  women…provide formal/informal mentoring, performance feedback and successful
  career counseling as male peers.

Relevant statistics/data:

Minority women officers were retained at higher rates than their peers, in general, from FY
91-FY 00. There was, though, a decline in general from around 96 % to 93%. The total
force experienced a similar decline for that same period.

The number of minority women had been steadily increasing from 1991 to 2000

	FY90	FY91	FY92	FY93	FY94	FY95	FY96	FY97	FY98	FY99	FY00
Asian	12	13	16	18	23	22	28	35	34	37	41
Nat Am	2	2	2	3	5	7	6	7	7	9	10
Hispanic	3	9	9	13	17	22	22	27	31	31	37
Af Am	7	9	11	16	18	21	31	36	39	45	49

The large majority of minority women accessed through OCS but OCS has one of the
highest attrition rates over a 30 year career.

The Academy remained the primary accession program for officers who choose to remain
after 20 years. "If the organization desires to have minority women at the highest levels
within the organizations, they must access them through the Academy."

Analysis:

The data in the study looks at the officer workforce. Relevant data to this study includes that minority women persistence is still below the average woman persistence. On average, women persistence for FY01-05 was 67.13%, however, female minority cadets persistence is still below the average female performance:

Average minority: 48.13%
Indian: 30%
Asian 60%
Black 44%
Hispanic 58.6%

The recommendations from the study appear that the Academy still has work to do regarding persistence. Acceptance information typically is tracked from either gender or ethnic background, but not both. Further data mining is required to see how the admissions department has done regarding improving minority women at the Academy.

Bibliographic Information:
Executive Summary, Minority Women Officer Retention Study 1999

Appendix K   Document Review - Service Academy Sexual Assault and Sexual Harassment

CGA Task Force Document review
SERVICE ACADEMY 2005 SEXUAL HARASSMENT AND ASSAULT SURVEY

Review by: CAPT Thomas
Review date: 9-26

Type of Document: Survey
Core or Strand: Strand
Strand Blue: Academics, Military, Athletics, Civic
Strand Gold: Leadership, Character Development, Cultural, Governance

Executive Summary:

DoD conducted a comprehensive survey to the three major service Academies in April 2005 that focused primarily on sexual assault and harassment and is considered a baseline document. It measured five categories of unwanted, gender-related behaviors that include:
Sexual assault
Crude/Offensive behavior (Sexual harassment)
Unwanted sexual attention (sexual harassment)
Sexual coercion (sexual harassment)
Sexist behavior.
It also included measuring related training to these topics.

Relevant statistics/data:

ACADEMY	SEX	Assaulted	Sexist Behavior	On Grounds	Included Alcohol	Reported	Trained
USMA	F	6%	96%	74%	34%	41%	98%
USMA	M	1%	55%				99%
	By another cadet	97%					
USNA	F	5%	93%	45%	62%	40%	95%
USNA	M	1%	50%				97%
	By another cadet	83%					
USAFA	F	4%	82%	64%	27%	44%	99%
USAFA	M	1%	49%				99%
	By another cadet	88%					

ACADEMY	SEX	Knew how to report	Training Effective	Assault Progress: Same	Assault Progress: Less	Harassment Progress: Same	Harassmnt Progress: Less
USMA	F	90%	61%	52%	34%	60%	30%
USMA	M	98%	58%	45%	49%	48%	48%
USNA	F	91%	65%	45%	53%	48%	48%
USNA	M	96%	59%	34%	64%	38%	59%
USAFA	F	93%	54%	18%	81%	22%	76%
USAFA	M	99%	56%	12%	87%	14%	85%

Analysis:

Of most noteworthiness:

- Approximately 5% of the female cadets at all service academies experienced a sexual assault, and the predominance of these assaults (88%) were by a fellow cadet.

Comment: *Need to normalize our data against their population sizes*

- Sexist behavior was experienced by most female cadets (around 89%) and at least half the male cadets as well.

Comment: *Need to examine our data, normalized*

- Results were inconsistent regarding whether alcohol played a factor at all service academies, but was a significant factor at the Naval Academy.

Comment: *Compare against our data from 20 Oct survey*

- The Air Force Academy training programs reportedly were less "effective" than the other services. However, USAFA cadets (both male and female) did overwhelmingly believe that sexual assault and harassment was significantly less than previously. Generally, the other academies believed their behavior was about the same.

Bibliographic Information:
Report of the Defense Task Force on Sexual Harassment and Violence at the Military Service Academies, June 2005

CORE CGA Faculty/Staff Survey

Instructions:The Comprehensive Climate and Culture Optimization Review Effort (C³ORE) requests your participation in this survey to help us assess the general climate and culture at the academy. Your honest input is incredibly valuable to our efforts and all of your responses will remain anonymous. Based on this survey's results and other gathered data, we will form focus group questions and follow up with the faculty, staff, and corps of cadets. If you are interested in learning more about our team and mission or contacting us, please visit http://www.uscg.mil/contact.shtm and scroll toward the bottom of the page. Thank you for your time!

Your gender?

⦿ Male   ◯ Female

Are you Hispanic or Latino? (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race).

◯ Yes   ◯ No

Your racial background?

☐ White

☐ African American / Black

☐ American Indian or Alaska Native

☐ Asian

☐ Native Hawaiian or other Pacific Islander

Length of time at CGA:

☐ Less than 4 years

☐ 4 - 7 years

☐ More than 7 years

Department

☐ Superintendent

☐ Academic

☐ Admissions

☐ Cadet

☐ Athletics

☐ Other

Role at CGA

☐ Rotating Military

☐ Permanent Commissioned Teaching Staff

☐ Civilian

☐ Temporary or Part Time

Next

Climate Assessment

Definitions

Sexual Harassment: A form of sex discrimination that involves unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) such conduct interferes with an individual's performance or creates an intimidating, hostile, or offensive environment, or (2) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person job, pay or career, or (3) submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person.

Sexual Assault: Causing another person to engage in a sexual activity by threatening or

placing that person in fear; or engaging in a sexual act if that person is incapable of declining participation in, or communicating unwillingness to engage in, that sexual act.

Have you received training in the Coast Guard Academy's sexual assault policies?

☐ Yes

☐ No

How confident do you feel in your ability to follow the correct processes/procedures should a cadet report a sexual assault to you?

☐ Very Confident

☐ Confident

☐ Somewhat Confident

☐ Not very Confident

☐ Not at All Confident

How many encounters have you had in which a cadet reported one of the following situations to you?

	0	1	2	3	More than 3
Sexual Harassment	☐	☐	☐	☐	☐
Sexual Assault	☐	☐	☐	☐	☐
Racial Discrimination	☐	☐	☐	☐	☐

Do you think restricted reporting at CGA has been effective in increasing the number of reported assaults?

☐ Very Effective

☐ Somewhat Effective

☐ Neither Effective nor Inefective

☐ Somewhat Ineffective

☐ Very Ineffective

☐ No Basis to Judge

Please give your qualitative opinion as to the effect of restricted reporting at the Coast Guard Academy.

☐ Very positive

☐ Positive

☐ Neutral

☐ Negative

☐ Very Negative

☐ No Basis to Judge

To what extent do you think the faculty/staff from your department work toward the development of Coast Guard Academy Cadets with respect to the following:

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Leadership	☐	☐	☐	☐	☐	☐
Coast Guard Core Values (Honor, Respect, Devotion to Duty)	☐	☐	☐	☐	☐	☐

Which department do you believe is doing the best job

	Superintendent	Academic	Admissions	Cadet	Athletics
Instilling Coast Guard Core Values within the cadet corps.	☐	☐	☐	☐	☐
Developing leadership traits within the cadet corps.	☐	☐	☐	☐	☐

To what extent do you think the Coast Guard Academy cadet conduct themselves in accordance with the spirit of Coast Guard policies, regulations, and core values with respect to the following:

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Sexual Assault	☐	☐	☐	☐	☐	☐
Sexual Harassment	☐	☐	☐	☐	☐	☐
Alcohol Use/Abuse	☐	☐	☐	☐	☐	☐
Underage Drinking	☐	☐	☐	☐	☐	☐
Racial Discrimination	☐	☐	☐	☐	☐	☐
Gender Discrimination	☐	☐	☐	☐	☐	☐
Engaging in Prohibited Relationships	☐	☐	☐	☐	☐	☐

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Viewing Pornography or Other Sexually Graphic Content	☐	☐	☐	☐	☐	☐
Engaging in Irresponsible Sexual Behavior (promiscuity, unprotected sex, etc.)	☐	☐	☐	☐	☐	☐

To what extent do you think the current Academy Senior Leadership (Superintendent, Asst. Supt., Commandant of Cadets, Dean, Director of Athletics, Director of Admissions, Director of the LDC, CO of EAGLE, Command Master Chief, etc.) create an environment at the Academy that promotes Coast Guard core values by successfully doing the following:

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Demonstrating good examples of sound moral character	☐	☐	☐	☐	☐	☐
Holding cadets accountable for their conduct	☐	☐	☐	☐	☐	☐
Promoting and safeguarding the welfare of subordinates	☐	☐	☐	☐	☐	☐
Treating cadets fairly regardless of gender	☐	☐	☐	☐	☐	☐
Treating cadets fairly regardless of ethnicity	☐	☐	☐	☐	☐	☐
Creating an environement in which sexual harassment is not tolerated	☐	☐	☐	☐	☐	☐
Providing an appropriate level of privacy to those who have experienced sexual assault	☐	☐	☐	☐	☐	☐
Having pride in their individual duties	☐	☐	☐	☐	☐	☐
Feeling proud of the Coast Guard Academy	☐	☐	☐	☐	☐	☐

To what extent do you think the current faculty and staff create an environment at the Academy that promotes Coast Guard core values by successfully doing the following:

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Demonstrating good examples of sound moral character	⊙	⊙	⊙	⊙	⊙	⊙
Holding cadets accountable for their conduct	⊙	⊙	⊙	⊙	⊙	⊙
Promoting and safeguarding the welfare of subordinates	⊙	⊙	⊙	⊙	⊙	⊙
Treating cadets fairly regardless of gender	⊙	⊙	⊙	⊙	⊙	⊙
Treating cadets fairly regardless of ethnicity	⊙	⊙	⊙	⊙	⊙	⊙
Creating an environement in which sexual harassment is not tolerated	⊙	⊙	⊙	⊙	⊙	⊙
Providing an appropriate level of privacy to those who have experienced sexual assault	⊙	⊙	⊙	⊙	⊙	⊙
Having pride in their individual duties	⊙	⊙	⊙	⊙	⊙	⊙
Feeling proud of the Coast Guard Academy	⊙	⊙	⊙	⊙	⊙	⊙

Submit

Cadet Human Relations and Climate Survey

First, the Coast Guard feels so strongly about these topics that we have sent you personal e-mails, commissioned a task force, and spent scores of manhours preparing to receive your opinions and information.

Second, this survey is somewhat lengthy. Please be prepared to spend approximately 45-60 minutes taking it. Please remember, the Academy and the Coast Guard are planning future actions based, in large part, on your responses. This is your best opportunity to speak your mind. Take it by the horns.

Third and lastly, this survey is anonymous. While we ask some demographic questions, we do not ask for your ACAD_ID and will not actively search you out for your candid, honest responses. _We can not link any particular responses to any particular persons._ If you want the command to contact you to get further information or to get later clarification on items, you must actively tell us that at the end of the survey.

Demographics

What is your graduating Class Year?

- ○ 2007
- ○ 2008
- ○ 2009
- ○ 2010

Your gender?

- ○ Male
- ○ Female

Are you Hispanic or Latino? (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race).

○ Yes   ○ No

Your racial background? *Please check all that apply.*

☐ White
☐ African American / Black
☐ American Indian or Alaska Native
☐ Asian
☐ Native Hawaiian or other Pacific Islander

Sexual Harassment / Assault

Do you understand the following?

	Fully Understand	Partially Understand	Do Not Understand	No Basis to Judge
The difference between sexual harassment and sexual assault	○	○	○	○
The difference between restricted and non-restricted reporting of sexual assaults	○	○	○	○
The role of CASA in reporting sexual assaults	○	○	○	○
The function of the Cadet HR Network	○	○	○	○
How to avoid situations that might increase the risk of sexual assault	○	○	○	○
Reporting options for a sexual assault	○	○	○	○
How to obtain medical care following a sexual assault	○	○	○	○

	Fully Understand	Partially Understand	Do Not Understand	No Basis to Judge
How to obtain counseling following a sexual assault	○	○	○	○
The services CGA's legal office can provide to a victim of sexual assault	○	○	○	○

	Zero	One	Two	Three	Four or more
The general responsibilities of law enforcement and criminal investigative agencies in response to sexual assaults	○	○	○	○	○
The role of the chain of command in handling sexual assaults	○	○	○	○	○
Where to go if you need additional information on the areas above	○	○	○	○	○
The extent and degree of confidentiality provided to the victim of sexual assault	○	○	○	○	○
The civilian channels for reporting sexual assault, if you do not use the Academy resources	○	○	○	○	○

In the last 12 months (upperclass) or since reporting to the CGA (4/c), how many times have you received training associated with:

Please indicate how well you know the formal procedures you can go through if you have been the victim of:

	I have no knowledge	Some knowledge	Moderate knowledge	I believe I know most of it	I believe I have complete knowledge
Understanding what sexual harassment is	○	○	○	○	○
The procedure a cadet uses to deal with sexual harassment	○	○	○	○	○
The procedure a cadet uses to deal with sexual assault	○	○	○	○	○

Please indicate how confident you are that these procedures would work.

	I have no confidence	Very little confidence	Some confidence	A great deal of confidence	Complete confidence
Sexual Harassment	○	○	○	○	○
Sexual Assault	○	○	○	○	○

Sexual Harassment / Assault

In your opinion, how effective was the training you received in actually reducing/preventing behaviors which might be seen as sexual harassment?

○ Very effective
○ Moderately effective
○ unsure, no basis to judge
○ Slightly effective
○ Not at all effective
○ Does not apply, I have not had sexual harassment prevention training

In your opinion, how effective was the training you received in actually reducing/preventing incidents of sexual assault?

○ Very effective
○ Moderately effective
○ Unsure, no basis to judge
○ Slightly effective
○ Not at all effective
○ Does not apply, I have not had sexual assault prevention training

Internal

Would you be willing to report a personal experience of sexual assault to the following authorities, individuals, or organizations? *Please select all the resources you would consider using.*

☐ Academy Center for Counseling and Development
☐ Academy Chaplain
☐ Academy Helpline
☐ Academy Medical Personnel
☐ Academy Legal Office
☐ Academy Staff Member
☐ Academy Victim Advocates
☐ Cadet Chain of Command

☐ CGA or Military Police
☐ Coach
☐ Company Officer/ Company Chief
☐ Criminal Investigative Organizations (e.g., CGIS)
☐ Equal Opportunity (EO) Office
☐ Faculty Member
☐ Peer Resource (e.g., CASA, Cadet HR Network)

External

☐ Civilian Assault/Crisis Centers/Hotline/Helpline
☐ Civilian Clergy
☐ Civilian Law Enforcement Agency
☐ Parent, Family Member, Friend, or Boyfriend/Girlfriend
☐ Sponsor Family Member
☐ Nobody
☐ Other (please specify) [   ]

Sexual Harassment / Assault Behavior

(from EEO Act) Sexual Harassment: Unwelcome conduct of a sexual nature including gestures, comments, and inappropriate touching that violates a person's dignity. By definition, this includes sexual assault.

(from SUPTINST 1754.1B) Sexual Assault: Causing another person to engage in a sexual activity by threatening or placing that person in fear; or engaging in a sexual act if that person is incapable of declining participation in, or communicating unwillingness to engage in, that sexual act. This includes any unwanted sexual contact occurring with an intent to abuse, humiliate, harass, or degrade that person.

In the last 12 months (upperclass) or since reporting to the CGA (4/c), have you been subjected to sexual harassment or sexual assault?

○ Yes

○ No

Sexual Harassment / Assault Behavior

In the last 12 months (upperclass) or since reporting to the CGA (4/c), how many times have you been subjected to any of the following behaviors? *Mark one answer in each cell.*

	From another cadet					From a faculty member					From a staff member					From a CG unit shipmate					From a civilian (not related to USCG)				
	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+
Unwanted whistles, sexual remarks, looks or gestures.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Unwanted letters, phone calls, visits, e-mails, or materials of a sexual nature.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Unwanted, deliberate touching, leaning over, cornering, or pinching.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

	From another cadet					From a faculty member					From a staff member					From a CG unit shipmate					From a civilian (not related to USCG)				
	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+
Unwanted pressure for dates or sexual favors.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Actual or attempted rape or assault including date rape.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Where did these events occur? *Please check all that apply.*

☐ In Chase Hall
☐ On Base (not in Chase Hall)
☐ Aboard another USCG Unit

If you were a victim of the harassment or assault listed below and used the formal procedures, did it help you deal with the problem?

☐ Off Base at a CGA sponsored Event
☐ On Leave/Liberty - No USCG Association.
☐ Other -

	Not applicable to me	It did not help me at all	It helped me a little	It helped but could have helped more	It helped me a lot	It completely solved my problem
Sexual Harassment	○	○	○	○	○	○
Sexual Assault	○	○	○	○	○	○

Did these incidents occur while the perpetrator(s) was under the influence of alcohol or drugs?

○ Yes, all of the incidents
○ Yes, some of the incidents
○ No, but there had been drinking
○ No drinking and no drugs.

Did these incidents occur while you were under the influence of alcohol or drugs?

○ Yes, all of the incidents
○ Yes, some of the incidents
○ No, but there had been drinking
○ No drinking and no drugs.

To what extent did you consider the following factors when determining to report or not report the incident(s)?

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Not aware of reporting procedures	○	○	○	○	○	○
It was not important enough to report	○	○	○	○	○	○
I handled it myself	○	○	○	○	○	○
I thought I could deal with it myself	○	○	○	○	○	○

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
I thought people would not believe me	○	○	○	○	○	○
Feared ostracism, harassment, or ridicule by peers	○	○	○	○	○	○
Feared loss of friends	○	○	○	○	○	○
I did not want people gossiping about the assault	○	○	○	○	○	○
Shame/embarrassment	○	○	○	○	○	○
I wanted to fit in	○	○	○	○	○	○
I did not want my parents/family to find out	○	○	○	○	○	○
I did not want my boyfriend/girlfriend to find out	○	○	○	○	○	○

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
The perpetrator threatened me with some form of retaliation.	○	○	○	○	○	○
Someone else threatened me with some form of retaliation.	○	○	○	○	○	○
Not threatened with retaliation, but feared some form of retaliation by the perpetrator	○	○	○	○	○	○
Not threatened with retaliation, but feared some form of retaliation by someone else	○	○	○	○	○	○
I thought I would be blamed for the assault	○	○	○	○	○	○
I thought I would be labeled a troublemaker	○	○	○	○	○	○
Feared other repercussions/reprisal	○	○	○	○	○	○
Negatively pressured by someone in position of authority	○	○	○	○	○	○
I thought nothing would be done	○	○	○	○	○	○
Feared I or others would be punished for infractions/violations (such as underage drinking)	○	○	○	○	○	○
I did not feel the Chain of Command could solve my problems	○	○	○	○	○	○
Other (please specify below)	○	○	○	○	○	○

◄ ►

Sexual Harassment / Assault Behavior

	Very much under emphasized	Under emphasized	Correctly addressed	Over emphasized	Very much over emphasized
Concern about sexual harassment at the Coast Guard Academy is	○	○	○	○	○
Concern about sexual assault at the Coast Guard Academy is	○	○	○	○	○

Please give your opinion on each of the following questions.

	Not At All	Small Extent	Moderate Extent	Large Extent	A Very Great Extent	No Basis to Judge
To what extent do you think sexual harassment occurs at the Coast Guard Academy?	○	○	○	○	○	○
To what extent do you think sexual assault occurs at the Coast Guard Academy?	○	○	○	○	○	○

How likely is it that any of the following would happen as a result of sexual harassment charges being brought against an individual at the Coast Guard Academy, and what is the basis for your opinion?

	No Basis to Judge	Not at All Likely	Somewhat Likely	Moderately Likely	Very Likely	I heard it happen	I saw it	I learned it in class	It happened to me
A fair investigation would take place.	○	○	○	○	○	□	□	□	□
Harassment by the accused would stop.	○	○	○	○	○	□	□	□	□
Harassers would be punished.	○	○	○	○	○	□	□	□	□

Based on the behavior you have observed, to what extent are cadets willing to . . . *Mark one answer in each row.*

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
The alleged perpetrator's (accused) career would be ruined.	○	○	○	○	☐	☐
The victim's (accuser's) career would be ruined.	○	○	○	○	☐	☐
The accuser would be labeled a troublemaker.	○	○	○	○	☐	☐
The accuser would be shunned by colleagues/peers.	○	○	○	○	☐	☐

To what extent do you think . . . *Mark one answer in each row.*

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Confront other cadets who engage in sexual harassment, including inappropriate comments and actions?	○	○	○	○	○	○
Report other cadets who continue to engage in sexual harassment after having been previously confronted?	○	○	○	○	○	○
Report other cadets who commit sexual assault?	○	○	○	○	○	○

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Cadets allow personal loyalties to affect reporting of sexual assault?	○	○	○	○	○	○
Cadets do not report sexual assault out of concern they or others will be punished for infractions, such as fraternization or underage drinking?	○	○	○	○	○	○
Cadets falsely claim sexual harassment or sexual assault to exonerate themselves from other misconduct?	○	○	○	○	○	○
Cadets treat all cadets with respect and dignity, regardless of gender?	○	○	○	○	○	○
Men get lesser punishment than women who commit the same offenses?	○	○	○	○	○	○

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Incidents of sexual harassment are reported?	○	○	○	○	○	○
People reported to have sexually harassed others are investigated and held appropriately accountable?	○	○	○	○	○	○
Cadets feel comfortable reporting sensitive issues such as discrimination, harassment, or sexual assault to Academy staff?	○	○	○	○	○	○

Sexual Harassment / Assault Behavior

To what extent do you think . . . .

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Cadets engage in consensual sexual relations with other cadets without being in a committed relationship	○	○	○	○	○	○

At CGA, to what extent do you think that current cadet leaders . . . . *Mark one answer in each row.*

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Create a climate in which sexual harassment is not tolerated	○	○	○	○	○	○
Create a climate in which cadets are encouraged to report sexual harassment	○	○	○	○	○	○
Create a climate in which sexual assault is not tolerated	○	○	○	○	○	○
Create a climate in which cadets are encouraged to report a sexual assault	○	○	○	○	○	○
Ensure those who have reported sexual harassment or assault are treated with dignity and respect	○	○	○	○	○	○
Provide an appropriate level of privacy to those who have experienced sexual assault	○	○	○	○	○	○

At the Academy, to what extent do you think current staff directly in charge of your unit (e.g., Co Officers and Chiefs) . . . *Mark one answer in each row.*

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Create a climate in which sexual harassment is not tolerated?	o	o	o	o	o	o
Create a climate in which cadets are encouraged to report sexual harassment?	o	o	o	o	o	o
Create a climate in which sexual assault is not tolerated?	o	o	o	o	o	o
Create a climate in which cadets are encouraged to report sexual assault?	o	o	o	o	o	o
Ensure those who have reported sexual harassment/ assault are treated with dignity and respect?	o	o	o	o	o	o
Provide an appropriate level of privacy to those who have experienced sexual assault?	o	o	o	o	o	o
Provide adequate information to caders about policies, procedures, and consequences of sexual assault?	o	o	o	o	o	o

To what extent do you think the current Academy Senior Leadership (e.g., Superintendent, Asst. Superintendent, Commandant of Cadet, Dean) . . . *Mark one answer in each row.*

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Create a climate in which sexual harassment is not tolerated?	o	o	o	o	o	o
Create a climate in which sexual assault is not tolerated?	o	o	o	o	o	o
Provide an appropriate level of privacy to those who have experienced sexual assault	o	o	o	o	o	o

To what extent do you think the current academic faculty. . . . . *Mark one answer in each row.*

	Very Large	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to

	Extent					Judge	
Create a climate in which sexual harassment is not tolerated?	○	○	○	○	○	○	○
Create a climate in which sexual assault is not tolerated?	○	○	○	○	○	○	○
Provide an appropriate level of privacy to those who have experienced sexual assault	○	○	○	○	○	○	○

Gender Based Issues

In the last 12 months (upperclass) or since reporting to the CGA (4/c), how many times have you received training associated with:

	Zero	One	Two	Three	Four or more
Understanding what gender discrimination is	○	○	○	○	○
The procedure a cadet uses to deal with gender discrimination	○	○	○	○	○

Please indicate how well you know the formal procedures you can go through if you have been the victim of:

	I have no knowledge	Some knowledge	Moderate knowledge	I believe I know most of it	I believe I have complete knowledge
Gender Harassment	○	○	○	○	○
Gender Discrimination	○	○	○	○	○

Please indicate how confident you are that these procedures would work.

	I have no confidence	Very little confidence	Some confidence	A great deal of confidence	Complete confidence
Gender Harassment	○	○	○	○	○

Of the following, to whom at the Academy are you most likely to go for help if you had a problem or issue with a member of the opposite gender?

Gender Discrimination	○	○	○	○	○	○

- ○ No one at the Academy
- ○ Company officer
- ○ Company chief
- ○ Academic advisor or Faculty member
- ○ Coach
- ○ Fellow cadet

- ○ Counselor
- ○ Human Relations Officer
- ○ Chaplain
- ○ CASA
- ○ Someone else at the Academy

Gender Based Issues

(from EEO Act) Harassment: Conduct that violates a person's dignity and that is associated with that person's sex, ethnic origin, religion or other belief, or disability.

(from EEO Act) Discrimination: When an individual is disadvantaged by being treated less favorably than someone else is being, has been, or would have been treated in a comparable situation, to include the application of provisions, criteria, or practices that are apparently neutral but in practice are particularly disadvantageous and if such treatment is associated with the person's sex, ethnic origin, religion or belief, or disability.

In the last 12 months (upperclass) or since reporting to the CGA (4/c), have you been subjected to gender discrimination or harassment?

- ○ Yes
- ○ No

Gender Discrimination

In the last 12 months (upperclass) or since reporting to the CGA (4/c), how many times have you been subjected to any of the following behaviors? *Mark one answer in each cell.*

	From another cadet					From a faculty member					From a staff member					From a CG unit shipmate					From a civilian (not related to USCG)				
	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+
Verbal jokes or slurs regarding your gender.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Additional pressure or demands made on you which you felt was due to your gender.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Individuals or groups referred to people of your gender in insulting or offensive terms?	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

	From another cadet					From a faculty member					From a staff member					From a CG unit shipmate					From a civilian (not related to USCG)				
	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+
Individuals or groups treated you "differently" because of your gender (e.g., mistreated, slighted, or ignored you)?	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Individuals or groups made offensive sexist remarks (e.g., suggesting that people of your gender are not suited for the kind of work you do)?	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Individuals or groups put you down or were condescending to you because of your gender?	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Where did these events occur? *Please check all that apply.*

☐ In Chase Hall
☐ On Base (not in Chase Hall)
☐ Aboard another USCG Unit
☐ Off Base at a CGA sponsored Event
☐ On Leave/Liberty - No USCG Association
☐ Other - [   ]

If you were a victim of gender discrimination or harassment and used the formal reporting procedures, did it help you deal with the problem?

○ Not applicable to me
○ It did not help me at all
○ It helped me a little
○ It helped but could have helped more
○ It helped me a lot
○ It completely solved my problem

Did these incidents occur while <u>the perpetrator(s)</u> was under the influence of alcohol or drugs?

○ Yes, all of the incidents
○ Yes, some of the incidents
○ No, but there had been drinking
○ No drinking and no drugs.

Did these incidents occur while <u>you</u> were under the influence of alcohol or drugs?

○ Yes, all of the incidents
○ Yes, some of the incidents
○ No, but there had been drinking
○ No drinking and no drugs.

Gender Based Issues

How likely is it that any of the following would happen as a result of charges of gender discrimination being brought against an individual at the Coast Guard Academy, and what is the basis for your opinion?

	No Basis for Judgment	Not at All Likely	Somewhat Likely	Moderately Likely	Very Likely	I heard it happen	I saw it	I learned it in class	It happened to me
A fair investigation would take place.	o	o	o	o	o	□	□	□	□
Discrimination/ Harassment by the accused would stop.	o	o	o	o	o	□	□	□	□
Discriminators/ Harassers would be punished.	o	o	o	o	o	□	□	□	□
The alleged perpetrator's (accused) career would be ruined.	o	o	o	o	o	□	□	□	□
The victim's (accuser's) career would be ruined.	o	o	o	o	o	□	□	□	□
The accuser would be labeled a troublemaker.	o	o	o	o	o	□	□	□	□
The accuser would be shunned by colleagues/peers.	o	o	o	o	o	□	□	□	□

In the last 12 months (upperclass) or since reporting to the CGA (4/c), did any of the following happen to you? If it did, do you believe your gender was a factor?

	No/Does not apply	Yes, but my gender was NOT a factor	Yes, and my gender was a factor
My last peer evaluation contained unjustified negative comments.	o	o	o
I was held to a higher performance standard than others.	o	o	o
I received lower grades than I deserved in my classes.	o	o	o
My academic advisor did not mentor/advise me on career development.	o	o	o

	No/Does not apply	Yes, but my gender was NOT a factor	Yes, and my gender was a factor
I was unable to get straight answers about my academic performance.	○	○	○
I was unable to get straight answers about my military performance.	○	○	○
I was made to feel unwelcome by businesses or people in the local community.	○	○	○
I did not get appropriate medical attention at the CGA Clinic.	○	○	○
I was excluded by my peers from social activities.	○	○	○
I was watched more closely than others were by members of the CGA Police Force.	○	○	○
I was punished for something that others did without being punished.	○	○	○
I was afraid to leave the CGA because of the social climate in the local community.	○	○	○
Other negative experiences related to your status as a cadet or association with the CGA.	○	○	○

Gender Based Issues

In your opinion, how has the treatment of women cadets changed since you have been at the CGA?

- ○ Worsened significantly
- ○ Worsened slightly
- ○ No change
- ○ Improved slightly
- ○ Improved significantly

In general, how well are men and women cadets at the Coast Guard Academy expected to perform?

- ○ Both groups are expected to do the same.
- ○ Men are expected to do more than women.

Cadet Human Relations and Climate Survey

○ Women are expected to do more than men.

Regarding women cadets . . . .

○ They have fully earned their positions within the leadership structure.
○ For the most part they have earned their positions, but some have had preferential treatment.
○ They have achieved their positions within the leadership structure through preferential treatment.

To what extent do you think better qualified men get passed over for leadership positions because it would look better for equal opportunity for a woman to have the position?

○ Very Large Extent
○ Large Extent
○ Moderate Extent
○ Small Extent
○ Not at All
○ No Basis to Judge

Indicate your agreement with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	No Basis to Judge
Women are as likely as men to get the training they need to advance in the Coast Guard.	○	○	○	○	○	○
Women are capable of making as much of a contribution as men in their service to the Coast Guard.	○	○	○	○	○	○

To what extent do you think the following groups treat cadets fairly regardless of gender?

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Current Cadet leaders	○	○	○	○	○	○
Current staff directly in charge of your unit (e.g., Co Officers and Chiefs)	○	○	○	○	○	○

| Current academy leadership (e.g., Superintendent, Asst. Superintendent, Commandant of Cadet, Dean) | ○ | ○ | ○ | ○ | ○ |
| Current academic faculty | ○ | ○ | ○ | ○ | ○ |

Race Based Issues

In the last 12 months (upperclass) or since reporting to the CGA (4/c), how many times, if at all, have you, received training associated with:

	Zero	One	Two	Three	Four or more
Understanding what cultural and ethnic diversity is	○	○	○	○	○
The procedure a cadet uses to deal with racial discrimination	○	○	○	○	○

Please indicate how well you know the formal procedures you can go through if you have been the victim of:

	I have no knowledge	Some knowledge	Moderate knowledge	I believe I know most of it	I believe I have complete knowledge
Racial/Ethnic Harassment	○	○	○	○	○
Racial/Ethnic Discrimination	○	○	○	○	○

Please indicate how confident you are that these procedures would work.

	I have no confidence	Very little confidence	Some confidence	A great deal of confidence	Complete confidence
Racial/Ethnic Harassment	○	○	○	○	○
Racial/Ethnic Discrimination	○	○	○	○	○

Of the following, to whom <u>at the Academy</u> are you most likely to go for help if you had the problems listed below? (select one)

	No one at the Academy	Company officer	Company chief	Academic advisor or Faculty member	Coach	Fellow cadet	Counselor	Human Relations Officer	Chaplain	Someone else at the Academy
A problem or issue with a member of <u>another</u> ethnic/racial group	○	○	○	○	○	○	○	○	○	○
A problem or issue with a member of <u>your</u> ethnic/racial group	○	○	○	○	○	○	○	○	○	○

Race Based Issues

(from EEO Act) Harassment: Conduct that violates a person's dignity and that is associated with that person's sex, ethnic origin, religion or other belief, or disability.

(from EEO Act) Discrimination: When an individual is disadvantaged by being treated less favorably than someone else is being, has been, or would have been treated in a comparable situation, to include the application of provisions, criteria, or practices that are apparently neutral but in practice are particularly disadvantageous and if such treatment is associated with the person's sex, ethnic origin, religion or belief, or disability.

In the last 12 months (upperclass) or since reporting to the CGA (4/c), have you been subjected to racial/ethnic discrimination or harassment?

  ○ Yes
  ○ No

Racial Discrimination

In the last 12 months (upperclass) or since reporting to the CGA (4/c), how many times have you been subjected to any of the following behaviors? *Mark one answer in each cell.*

	From another cadet					From a faculty member					From a staff member					From a CG unit shipmate					From a civilian (not related to USCG)				
	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+	0	1	2	3	4+
Verbal jokes or slurs regarding your race or ethnic identification.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Additional pressure or demands made on you that you felt was due to your race or ethnic identification.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Individuals or groups made you feel threatened with retaliation if you did not go along with things that were racially/ethnically offensive to you.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Individuals or groups physically threatened or intimidated you because of your race/ethnicity.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Individuals or groups assaulted you physically because of your race/ethnicity.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Individuals or groups referred to people of your race or ethnicity in insulting or offensive terms?	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

	0 1 2 3 4+	0 1 2 3 4+	0 1 2 3 4+	0 1 2 3 4+	0 1 2 3 4+
Individuals or groups treated you "differently" because of your race or ethnicity (e.g., mistreated, slighted, or ignored you)?	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
Individuals or groups made offensive racist remarks (e.g., suggesting that people of your race are not suited for the kind of work you do)?	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
Individuals or groups put you down or were condescending to you because of your race or ethnicity?	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

Where did these events occur? *Please check all that apply.*

- ☐ In Chase Hall
- ☐ On Base (not in Chase Hall)
- ☐ Aboard another USCG Unit
- ☐ Off Base at a CGA sponsored Event
- ☐ On Leave/Liberty - No USCG Association.
- ☐ Other - _____

If you were a victim of the harassment or discrimination listed below and used the formal procedures, did it help you deal with the problem?

	Not applicable to me	It did not help me at all	It helped me a little	It helped but could have helped more	It helped me a lot	It completely solved my problem
Racial/Ethnic Harassment	○	○	○	○	○	○
Racial/Ethnic Discrimination	○	○	○	○	○	○

Did these incidents occur while the perpetrator(s) was under the influence of alcohol or drugs?

- ○ Yes, all of the incidents

○ Yes, some of the incidents
○ No, but there had been drinking
○ No drinking and no drugs.

Did these incidents occur while you were under the influence of alcohol or drugs?

○ Yes, all of the incidents
○ Yes, some of the incidents
○ No, but there had been drinking
○ No drinking and no drugs.

Race Based Issues

How likely is it that any of the following would happen as a result of charges of racial or ethnic discrimination or harassment being brought against an individual at the Coast Guard Academy, and what is the basis for your opinion?

	No Basis to Judge	Not at All Likely	Somewhat Likely	Moderately Likely	Likely	Very Likely	I heard it	I saw it	I learned it in class	It happened to me
A fair investigation would take place.	○	○	○	○	○	○	☐	☐	☐	☐
Discrimination/ Harassment by the accused would stop.	○	○	○	○	○	○	☐	☐	☐	☐
Discriminators/ Harassers would be punished.	○	○	○	○	○	○	☐	☐	☐	☐
The alleged perpetrator's (accused) career would be ruined.	○	○	○	○	○	○	☐	☐	☐	☐
The victim's (accuser's) career would be ruined.	○	○	○	○	○	○	☐	☐	☐	☐
The accuser would be labeled a troublemaker.	○	○	○	○	○	○	☐	☐	☐	☐
The accuser would be shunned by colleagues/peers.	○	○	○	○	○	○	☐	☐	☐	☐

In the last 12 months (upperclass) or since reporting to the CGA (4/c), did any of the following happen to you? If it did, do you believe your race or ethnicity

was a factor?

	No/Does not apply	Yes, but my race/ethnicity was NOT a factor	Yes, and my race/ethnicity was a factor
My last peer evaluation contained unjustified negative comments.	○	○	○
I was held to a higher performance standard than others.	○	○	○
I received lower grades than I deserved in my classes.	○	○	○
My academic advisor did not mentor/advise me on career development.	○	○	○
I was unable to get straight answers about my academic performance.	○	○	○
I was unable to get straight answers about my military performance.	○	○	○
I was made to feel unwelcome by businesses or people in the local community.	○	○	○

	No/Does not apply	Yes, but my race/ethnicity was NOT a factor	Yes, and my race/ethnicity was a factor
I did not get appropriate medical attention at the CGA Clinic.	○	○	○
I was excluded by my peers from social activities.	○	○	○
I was watched more closely than others were by members of the CGA Police Force.	○	○	○
I was punished for something that others did without being punished.	○	○	○
I was afraid to leave the CGA because of the social climate in the local community.	○	○	○
Other negative experiences related to your status as a cadet or association with the CGA.	○	○	○

Regarding racial and ethnic minority cadets . . .

○ They have fully earned their leadership positions at the Academy.
○ For the most part they have earned their leadership positions, but some have had preferential treatment.
○ They have achieved their leadership positions at the Academy through preferential treatment.

Indicate your agreement with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	No Basis to Judge
Racial and ethnic minorities are as likely as members of the majority to get the training they need to advance in the Coast Guard.	o	o	o	o	o	o
Racial and ethnic minorities are as capable of making as much of a contribution as members of the majority in their service to the Coast Guard.	o	o	o	o	o	o

Compared to right before you entered CGA, do you have more or fewer close friends who are of a race/ethnicity different than yours?

o More now
o About the same
o Fewer now

Race Based Issues

Based on the behavior you have observed, to what extent are <u>cadets</u> willing to . . . *Mark one answer in each row.*

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Confront other cadets who engage in racial/ethnic harassment, including inappropriate comments and actions?	o	o	o	o	o	o
Report other cadets who continue to engage in racial/ethnic harassment after having been previously confronted?	o	o	o	o	o	o
Report other cadets who commit racial/ethnic assault?	o	o	o	o	o	o

To what extent do you think . . . . *Mark one answer in each row.*

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Cadets allow personal loyalties to affect reporting of racial/ethnic assault?	○	○	○	○	○	○
Cadets do not report racial/ethnic assault out of concern they or others will be punished for infractions, such as fraternization or underage drinking?	○	○	○	○	○	○
Cadets falsely claim racial/ethnic harassment or racial/ethnic assault to exonerate themselves from other misconduct?	○	○	○	○	○	○
Cadets treat all cadets with respect and dignity, regardless of racial/ethnicity?	○	○	○	○	○	○
Majority cadets get lesser punishment than minorities who commit the same offenses?	○	○	○	○	○	○
People who racially/ethnically harass others get away with it?	○	○	○	○	○	○
Cadets feel comfortable reporting sensitive issues such as racial/ethnic discrimination, harassment, or assault to Academy staff?	○	○	○	○	○	○
Better qualified majority cadets get passed over for leadership positions because it would look better for equal opportunity for a minority cadet to have the position?	○	○	○	○	○	○

To what extent do you think the following groups treat cadet fairly regardless of race or ethnicity?

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Current Cadet leaders	○	○	○	○	○	○
Current staff directly in charge of your unit (e.g., Co Officers and Chiefs)	○	○	○	○	○	○
Current academy leadership (e.g., Superintendent, Asst. Superintendent, Commandant of Cadet, Dean)	○	○	○	○	○	○

Current academic faculty	○	○	○	○	○	○

Race Based Issues

At CGA, to what extent do you think that current cadet leaders . . . . *Mark one answer in each row.*

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Create a climate in which racial/ethnic harassment is not tolerated	○	○	○	○	○	○
Create a climate in which cadets are encouraged to report racial/ethnic harassment	○	○	○	○	○	○
Create a climate in which racial/ethnic assault is not tolerated	○	○	○	○	○	○
Create a climate in which cadets are encouraged to report a racial/ethnic assault	○	○	○	○	○	○
Ensure those who have reported racial/ethnic harassment or assault are treated with dignity and respect	○	○	○	○	○	○
Provide an appropriate level of privacy to those who have experienced racial/ethnic assault	○	○	○	○	○	○

At the Academy, to what extent do you think current staff directly in charge of your unit (e.g., Co Officers and Chiefs) . . . *Mark one answer in each row.*

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Create a climate in which racial/ethnic harassment is not tolerated?	○	○	○	○	○	○
Create a climate in which cadets are encouraged to report racial/ethnic harassment?	○	○	○	○	○	○

To what extent do you think the current Academy Senior Leadership (e.g., Superintendent, Asst. Superintendent, Commandant of Cadet, Dean) . . . . *Mark one answer in each row.*

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Create a climate in which racial/ethnic assault is not tolerated?	○	○	○	○	○	○
Create a climate in which cadets are encouraged to report racial/ethnic assault?	○	○	○	○	○	○
Ensure those who have reported racial/ethnic harassment or assault are treated with dignity and respect?	○	○	○	○	○	○
Provide an appropriate level of privacy to those who have experienced racial/ethnic assault?	○	○	○	○	○	○
Provide adequate information to cadets about policies, procedures, and consequences of racial/ethnic assault?	○	○	○	○	○	○

To what extent do you think the current academic faculty . . . . *Mark one answer in each row.*

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Create a climate in which racial/ethnic harassment is not tolerated?	○	○	○	○	○	○
Create a climate in which racial/ethnic harassment is not tolerated?	○	○	○	○	○	○
Create a climate in which racial/ethnic assault is not tolerated?	○	○	○	○	○	○
Provide an appropriate level of privacy to those who	○	○	○	○	○	○

have experienced racial/ethnic assault.

Cultural Climate

Of the following, to whom at the Academy are you most likely to go for help if you had the problems listed below? (select one)

	No one at the Academy	Company officer	Company chief	Academic Advisor or Faculty member	Coach	Fellow cadet	Counselor	Human Relations Officer	Chaplain	Someone else at the Academy
Not understanding some aspect of your course work	○	○	○	○	○	○	○	○	○	○
A problem with remaining at the Academy, i.e., seriously thinking about resigning.	○	○	○	○	○	○	○	○	○	○
A problem with your career choices	○	○	○	○	○	○	○	○	○	○

Indicate how fairly you believe each of the listed subjects is administered, using the following scale:

	Not fair at all	Somewhat fair	Moderately fair	Quite fair	Extremely fair	No Basis to Judge
Selection for leadership positions	○	○	○	○	○	○
Leave and Liberty	○	○	○	○	○	○
Discipline & nonjudicial punishments (demerits, etc.)	○	○	○	○	○	○
Overall, how fairly do you feel the Coast Guard Academy treats cadets?	○	○	○	○	○	○

To what extent do you feel that the following are true in your experience at the Academy?

	Almost No Extent	A Limited Extent	A Moderate Extent	A Considerable Extent	A Great Extent
I "fit in," that is, I feel truly a part of what is going on at the Academy	○	○	○	○	○
I feel fully involved in the life of the Academy	○	○	○	○	○

Cultural Climate

Please indicate how safe you feel during the day and night in the following situations.

	Day					Night/Overnight				
	Not at All	Somewhat Safe	Moderately Safe	Safe	Extremely Safe	Not at All	Somewhat Safe	Moderately Safe	Safe	Extremely Safe
I feel that Chase Hall is a safe environment during the . . .	○	○	○	○	○	○	○	○	○	○
I feel safe participating in on base activities (outside Chase Hall) during the . . .	○	○	○	○	○	○	○	○	○	○
I feel safe participating in off base CGA sponsored activities during the . . .	○	○	○	○	○	○	○	○	○	○
I feel safe on liberty during the . . .	○	○	○	○	○	○	○	○	○	○

Please answer to what extent each of the following statements is accurate.

	Almost No Extent	A Limited Extent	A Moderate Extent	A Considerable Extent	A Great Extent	No Basis to

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	No Basis to Judge
A friendly atmosphere prevails within my division (or command cadre for those not in a division).	○	○	○	○	○	○
In general, CGA has clear goals and objectives for cadets.	○	○	○	○	○	○
CGA provides opportunities for individual growth and development.	○	○	○	○	○	○
In general, cadets are proud of belonging to CGA.	○	○	○	○	○	○
I am confident that I will be successful in my future career as a Coast Guard Officer.	○	○	○	○	○	○
In general, cadets at CGA trust each other.	○	○	○	○	○	○

Based on your experience, to what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	No Basis to Judge
Cadets adhere to the Honor Concept, even if they know they won't get caught violating it.	○	○	○	○	○	○
Cadets adhere to significant Academy rules and regulations, even if they know they won't get caught violating them	○	○	○	○	○	○
Cadets hold other cadets accountable to the Honor Concept.	○	○	○	○	○	○
Honesty in all things is expected and reinforced here.	○	○	○	○	○	○
I am morally obligated to abide by the oath I took to support and defend the Constitution of the United States, regardless of the consequences to me.	○	○	○	○	○	○
I have felt pressure from others to compromise moral standards because of loyalty to friends/peers.	○	○	○	○	○	○

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	No Basis to Judge
I have felt pressure from others to compromise moral standards in order to meet						

academic or training objectives.

Circumstances determine whether it is right or wrong for a cadet to compromise his or her moral standards.

I am committed to living by moral standards that exceed those of society at large.

I demonstrate the same high moral and ethical character both on and off duty.

As a cadet, it is important for me to meet the same exemplary conduct and leadership standards required of a commissioned officer.

My commitment to living by exemplary conduct and leadership standards has been reinforced by attending the Academy

Cultural Climate

Based on the behaviors you have observed, how often do _cadets_ . . . *Mark one answer in each row.*

	Never	Occasionally	Often	Very Often	No Basis to Judge
Report other cadets for underage drinking.	o	o	o	o	o
Engage in binge drinking/drinking to excess	o	o	o	o	o
Engage in consensual sexual relations with other cadets in Chase Hall	o	o	o	o	o
Engage in consensual sexual relations with other cadets on base (outside Chase Hall)	o	o	o	o	o
Engage in consensual sexual relations with other cadets off base	o	o	o	o	o

To what extent do you agree or disagree with the following statements? The following behaviors would disrupt good order and discipline:

Strongly Agree	Agree	Neither Agree Disagree	Disagree	Strongly Disagree	No Basis

	Disagree	nor Disagree	Agree	to Judge
Violating the Honor Concept.				
Not reporting Honor Concept violations.				
Favoritism based on gender.				
Engaging in prohibited relationships/fraternization.				
Cadets dating each other at the same Academy.				
Consensual sex between cadets on Academy grounds.				
Consensual sex between cadets off Academy grounds.				
Illegal or underage drinking at all.				
Excessive use of alcohol/drunkenness at any age.				
Illegal drug use or the abuse of prescription drugs.				
Viewing pornography or other sexually graphic content (images or movies)				

Cultural Climate

To what extent do you think the following groups demonstrate good examples of sound moral character?

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Current cadet leaders						
Current staff directly in charge of your unit (e.g., Co Officers and Chiefs)						
Current academy leadership (e.g., Superintendent, Asst. Superintendent, Commandant of Cadet, Dean)						
Current academic faculty						

Cadet Human Relations and Climate Survey

To what extent do you think the following groups hold cadets accountable for their conduct?

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Current cadet leaders	○	○	○	○	○	○
Current staff directly in charge of your unit (e.g., Co Officers and Chiefs)	○	○	○	○	○	○
Current academy leadership (e.g., Superintendent, Asst. Superintendent, Commandant of Cadet, Dean)	○	○	○	○	○	○
Current academic faculty	○	○	○	○	○	○

To what extent do you think the following groups promote and safeguard the welfare of subordinates?

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	No Basis to Judge
Current cadet leaders	○	○	○	○	○	○
Current staff directly in charge of your unit (e.g., Co Officers and Chiefs)	○	○	○	○	○	○
Current academy leadership (e.g., Superintendent, Asst. Superintendent, Commandant of Cadet, Dean)	○	○	○	○	○	○
Current academic faculty	○	○	○	○	○	○

Comments

In the space below please make any comments you wish about the survey or about discrimination or harassment at CGA.

Submit

Appendix N Survey Instruments – Supervisor Survey for Field Unit Junior Officers

Part One: Knowledge Instructions					
Please rate the Dimensions using the following scales:					
	1	2	3	4	5
Supervisor's expectation of knowledge upon arrival from accession point:	Officer would not be expected to demonstrate knowledge	Rarely expected to demonstrate knowledge correctly.	Sometimes expected to demonstrate knowledge correctly	Frequently expected to demonstrate knowledge correctly	Always expected to demonstrate knowledge correctly.
Actual JO accuracy of knowledge:	Officer has had the opportunity but did not/could not demonstrate knowledge	Rarely demonstrates knowledge correctly.	Sometimes demonstrates this knowledge on occasion or from time to time.	Frequently demonstrates knowledge correctly.	Always demonstrates knowledge correctly, at every opportunity

Definition			
Knowledge: the degree to which this officer is expected to demonstrate and demonstrates this knowledge through speech, behavior, or application. If there has been no opportunity for the officer to demonstrate this knowledge or for subordinates to observe, then mark the "N/A" box. If the officer has had the opportunity to demonstrate the knowledge but did not, or could not, then mark block one.			
Knowledge	Supervisor expectations of Junior Officer's knowledge upon arrival from accession point.	Has the Officer had the opportunity to demonstrate knowledge of…	Actual accuracy of knowledge

Dimension 1

1. Leadership and Management theories and tools	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Decision making tools and techniques	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Impact of own behavior on others	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
4. Communication theories and tools	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

5. Problem solving tools and techniques	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Dimension 2

1. Value of diversity	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Coast Guard Core values	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Sexual Harassment Policy	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
4. Substance Abuse Policy	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
5. Ethics standards of conduct	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
6. Inappropriate relationships and Fraternization Policy	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
7. Civil Rights Policy	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
8. Military customs and courtesies	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
9. Coast Guard Mission	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
10. Hazing Policy	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
11. Service, Command and subordinate expectations of the officer	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
12. Stress management tools and techniques	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
13. Elements of a healthy lifestyle	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Dimension 3

1. Personal support programs (i.e. Work Life)	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Identifying symptoms of stress	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Definitions of appropriate risks	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Part Two: Skills Instructions					
Please rate the Dimensions using the following scales:					
	1	2	3	4	5
CO/Supervisor's expectation of JO skill level upon arrival from assession point:	Expects there is a Very Low Skill Level	Expects there is a Low Skill Level	Expects there is a Moderate Skill Level	Expects there is a High Skill Level	Expects there is a Very High Skill Level
Actual skill level:	Very Low Skill Level	Low Skill Level	Moderate Skill Level	High Skill Level	Very High Skill Level

Definition			
Skills: the expected JO skill level in each skill and the actual JO skill level in each skills listed.			
Skills	CO or Supervisor expectations of Junior Officers' skill upon arrival from accession point.	Has the Officer had the opportunity to demonstrate the following skills?	If yes, actual skill level…

Dimension 1

Skills													
1. Working effectively within a team.	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Risk Assessment	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Decision-making	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
4. Listening	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
5. Analytical thinking	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Dimension 2

Skills													
1. Managing diverse workforce	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Looking out for others welfare in order to meet the needs of the service	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Empowering (create an environment where subordinates choose empowerment)	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
4. Mentoring (as mentee or mentor)	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
5. Resolving conflict	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
6. Developing subordinates	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
7. Counseling others	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Dimension 3

Skills													
1. Managing stress	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Self-assessment	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Acknowledging and using feedback	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Part Three: Attitude Instructions					
Please rate the optimals using the following scales:					
	1	2	3	4	5
CO/Supervisor's expectation of Junior Officers' attitude upon arrival from accession point:	Officer would not be expected to make the correct choices	Rarely expected to make the correct choices	Sometimes expected to make the correct choices	Frequently expected to make the correct choices	Always expected to make the correct choices
JOs' demonstration of attitude by making correct choices:	Officer has had the opportunity but Never makes correct choices	Rarely makes correct choices.	Sometimes makes the correct choices	Frequently makes the correct choices	Always makes the correct choices

Definition			
Attitude: the degree to which this officer is expected to demonstrate and demonstrates a particular attitude by making correct choices			
Attitudes (Chooses to….)	CO or Supervisor expectations of Junior Officer's attitude upon arrival from accession point.	Has the Officer had the opportunity to make choices related to:	If yes, given an opportunity…

Dimension 1

1. Be a life-long learner	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Use alcohol responsibly	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Exercise regularly	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
4. Be a positive role model	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Dimension 2

1. Make appropriate decisions/choices in absence guidance	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Recognize own strengths and weaknesses	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Use good judgment	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
4. Maintain situational awareness	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
5. Display integrity	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
6. Be ethical	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

7. Display a strong work ethic	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
8. Be loyal to Command, unit and Coast Guard	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
9. Hold others and self accountable	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
10. Have a positive attitude	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
11. Demonstrate Coast Guard core values	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
12. Follow Coast Guard rules and regulations	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
13. Value diversity	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
14. Use chain of command appropriately	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
15. Serve the public	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
16. Accept responsibility	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
17. Look out for the well-being of others	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
18. Be mature	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
19. Ask appropriate questions	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
20. Be approachable	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
21. Accept feedback	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
22. Value being a member of the Coast Guard	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
23. Demonstrate initiative	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
24. Be self-disciplined	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
25. Be open-minded	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
26. Treat all shipmates with respect	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
27. Appropriate sexual behavior	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
28. Choose proper eating habits	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Additional questions

1. Do you believe the following are valid Leadership characteristics that junior officers should strive for?
   - Being a positive role model
   - Holding others/self accountable
   - Using the Chain of Command
   - Following Coast Guard Rules and Regulations

Have you seen problems with JOs knowledge, skills, ability or attitudes when striving to meet the above characteristics? How were they resolved?

2. Do you believe the following are valid characteristics that junior officers should strive for?
   - Displaying integrity
   - Being Ethical
   - Being loyal
   - Demonstrating core values
   - Being mature

Have you seen problems with JOs knowledge, skills, ability or attitudes when striving to meet the above characteristics? How were they resolved?

3. Do you believe the following are valid Cultural characteristics that junior officers should strive for?
   - Displaying a strong work ethic
   - Having a positive attitude
   - Being a positive role model
   - Understanding the value of diversity
   - Serving the public

Have you seen problems with JOs knowledge, skills, ability or attitudes when striving to meet the above characteristics? How were they resolved?

4. What area, if any, do you wish the task force to be sure to understand or consider during the course of our work?

Definition
Knowledge: the degree to which this officer is expected to demonstrate and demonstrates this knowledge through speech, behavior, or application. If there has been no opportunity for the officer to demonstrate this knowledge or for subordinates to observe, then mark the "N/A" box. If the officer has had the opportunity to demonstrate the knowledge but did not, or could not, then mark block one.

Part One: Knowledge Instructions					
Please rate the Dimensions using the following scales:					
	1	2	3	4	5
Supervisor's expectation of knowledge upon arrival from accession point:	Officer would not be expected to demonstrate knowledge	Rarely expected to demonstrate knowledge correctly.	Sometimes expected to demonstrate knowledge correctly	Frequently expected to demonstrate knowledge correctly	Always expected to demonstrate knowledge correctly.
Actual JO accuracy of knowledge:	Officer has had the opportunity but did not/could not demonstrate knowledge	Rarely demonstrates knowledge correctly.	Sometimes demonstrates this knowledge on occasion or from time to time.	Frequently demonstrates knowledge correctly.	Always demonstrates knowledge correctly, at every opportunity
Knowledge		Supervisor expectations of Junior Officer's knowledge upon arrival from accession point.	Has the Officer had the opportunity to demonstrate knowledge of…	Actual accuracy of knowledge	

Dimension 1

1. Leadership and Management theories and tools	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Decision making tools and techniques	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Impact of own behavior on others	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
4. Communication theories and tools	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

5. Problem solving tools and techniques	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Dimension 2

1. Value of diversity	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Coast Guard Core values	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Sexual Harassment Policy	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
4. Substance Abuse Policy	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
5. Ethics standards of conduct	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
6. Inappropriate relationships and Fraternization Policy	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
7. Civil Rights Policy	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
8. Military customs and courtesies	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
9. Coast Guard Mission	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
10. Hazing Policy	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
11. Service, Command and subordinate expectations of the officer	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
12. Stress management tools and techniques	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
13. Elements of a healthy lifestyle	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Dimension 3

1. Personal support programs (i.e. Work Life)	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Identifying symptoms of stress	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Definitions of appropriate risks	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Part Two: Skills Instructions					
Please rate the Dimensions using the following scales:					
	1	2	3	4	5
CO/Supervisor's expectation of JO skill level upon arrival from assession point:	Expects there is a Very Low Skill Level	Expects there is a Low Skill Level	Expects there is a Moderate Skill Level	Expects there is a High Skill Level	Expects there is a Very High Skill Level
Actual skill level:	Very Low Skill Level	Low Skill Level	Moderate Skill Level	High Skill Level	Very High Skill Level

Definition			
Skills: the expected JO skill level in each skill and the actual JO skill level in each skills listed.			
Skills	CO or Supervisor expectations of Junior Officers' skill upon arrival from accession point.	Has the Officer had the opportunity to demonstrate the following skills?	If yes, actual skill level…

Dimension 1

1. Working effectively within a team.	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Risk Assessment	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Decision-making	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
4. Listening	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
5. Analytical thinking	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Dimension 2

1. Managing diverse workforce	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Looking out for others welfare in order to meet the needs of the service	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Empowering (create an environment where subordinates choose empowerment)	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
4. Mentoring (as mentee or mentor)	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
5. Resolving conflict	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
6. Developing subordinates	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
7. Counseling others	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Dimension 3

1. Managing stress	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Self-assessment	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Acknowledging and using feedback	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Part Three: Attitude Instructions					
Please rate the optimals using the following scales:					
	1	2	3	4	5
CO/Supervisor's expectation of Junior Officers' attitude upon arrival from accession point:	Officer would not be expected to make the correct choices	Rarely expected to make the correct choices	Sometimes expected to make the correct choices	Frequently expected to make the correct choices	Always expected to make the correct choices
JOs' demonstration of attitude by making correct choices:	Officer has had the opportunity but Never makes correct choices	Rarely makes correct choices.	Sometimes makes the correct choices	Frequently makes correct choices	Always makes the correct choices

Definition			
Attitude: the degree to which this officer is expected to demonstrate and demonstrates a particular attitude by making correct choices			
Attitudes (Chooses to….)	CO or Supervisor expectations of Junior Officer's attitude upon arrival from accession point.	Has the Officer had the opportunity to make choices related to:	If yes, given an opportunity…

Dimension 1

1. Be a life-long learner	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Use alcohol responsibly	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Exercise regularly	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
4. Be a positive role model	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Dimension 2

1. Make appropriate decisions/choices in absence guidance	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
2. Recognize own strengths and weaknesses	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
3. Use good judgment	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
4. Maintain situational awareness	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
5. Display integrity	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
6. Be ethical	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

7. Display a strong work ethic	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
8. Be loyal to Command, unit and Coast Guard	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
9. Hold others and self accountable	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
10. Have a positive attitude	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
11. Demonstrate Coast Guard core values	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
12. Follow Coast Guard rules and regulations	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
13. Value diversity	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
14. Use chain of command appropriately	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
15. Serve the public	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
16. Accept responsibility	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
17. Look out for the well-being of others	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
18. Be mature	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
19. Ask appropriate questions	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
20. Be approachable	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
21. Accept feedback	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
22. Value being a member of the Coast Guard	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
23. Demonstrate initiative	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
24. Be self-disciplined	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
25. Be open-minded	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
26. Treat all shipmates with respect	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
27. Appropriate sexual behavior	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5
28. Choose proper eating habits	1	2	3	4	5	Yes	No	N/A	1	2	3	4	5

Additional questions

2. Do you believe the following are valid Leadership characteristics that junior officers should strive for?
   - Being a positive role model
   - Holding others/self accountable
   - Using the Chain of Command
   - Following Coast Guard Rules and Regulations

Have you seen problems with JOs knowledge, skills, ability or attitudes when striving to meet the above characteristics? How were they resolved?

5. Do you believe the following are valid characteristics that junior officers should strive for?
   - Displaying integrity
   - Being Ethical
   - Being loyal
   - Demonstrating core values
   - Being mature

Have you seen problems with JOs knowledge, skills, ability or attitudes when striving to meet the above characteristics? How were they resolved?

6. Do you believe the following are valid Cultural characteristics that junior officers should strive for?
   - Displaying a strong work ethic
   - Having a positive attitude
   - Being a positive role model
   - Understanding the value of diversity
   - Serving the public

Have you seen problems with JOs knowledge, skills, ability or attitudes when striving to meet the above characteristics? How were they resolved?

7. What area, if any, do you wish the task force to be sure to understand or consider during the course of our work?

Appendix P   Survey Instruments - Demographics Page for Field Unit Surveys

Instructions: All: please fill out "Unit Information." If you are a "Junior Officer" fill out the "Junior Officer information." If you are the Junior Officer's supervisor, fill out the "Supervisor Information." If you are the Junior Officer's direct subordinate, fill out the "Direct Subordinate Information."

Unit Information

1. To what type of unit are you assigned?	

Afloat:
  WAGB
  WHEC
  WMEC270
  WMEC (other)
	Ashore:
	  Sector Response
	  Sector Prevention
	  District
	  ISC
	  Activities
	  Other

Junior Officer Information

1. What is your commissioning source?
    USCGA
    OCS
    Direct Commissioning Program
	4. Are you prior service?
	    Yes
	    No		

2. How many people do you supervise
    None
    One
    Two
    Three
    Four or more
	5. If Yes,
	what Service?
	    USCG
	    USMC
	    USA
	    USN
	    USAF
		How many years?
		  1 year
		  2 years
		  3 years
		  4 years
		  5 or more years
			Officer
			Enlisted

3. How long have you been at your unit?
    Less than 4 months
    4 – 12 months
    13 – 24 months
    24 – 36 months
    More than 36 months
	6. Gender
	    Male
	    Female
		Race
		  White
		  African-American
		  Hispanic
		  Asian
		  Native
			Age:
			
			_____

	American
	Other

Supervisor Information

7. What is your position?	8. What is your rank/civilian pay grade?	9. Number of Junior Officers supervised:	10. Source of their commissioning:

Commanding Officer
   Executive Officer
   Operations Officer
   Engineering Officer
   First Lieutenant
   Department Head
Other _____
	O1 GS-8
	   O2 GS-9
	   O3 GS-10
	   O4 GS-11
	   O5 GS-12
	   O6 GS-13
	          GS-14
	          GS-15
		1
		   2
		   3
		   4 or more
			All CGA
			   All OCS
			   All Direct Commissioning
			____ from CGA
			____ from OCS
			____ Directly commissioned

Direct Subordinate Information

11. What is your rank?

E4	W2
E5	W3
E6	W4
E7	Civilian
E8	
E9	

12. Time onboard current unit?
   Less than 4 months
   4 – 12 months
   13 – 24 months
   24 – 36 months
   More than 36 months

13. Time working for Junior Officer?
   Less than 4 months
   4 – 12 months
   13 – 24 months
   More than 36 months

Appendix Q   Survey Instruments – Service Academy Focus Group Questions for Faculty/Staff

Coast Guard Academy Comprehensive, Climate, and Culture Optimization Review Effort
(C³ORE)
Academy Staff/Faculty Questions

1. How do you measure success in developing leaders of character? What metrics do you use? (i.e. do you conduct any field surveys of newly-graduated Junior Officers?) When/how often do you measure? How do you interpret or use the data? What changes have you made as a result?

2. How do you integrate the development of character across the curriculum/campus? How do you check for consistency in the application of standards in this regard?

3. How does your Academy create a totality of effort in balancing cadets' academics, military training, athletics and character development? What have been some of your challenges? What "lessons learned" would you pass on to others?

4. What processes/procedures are in place to protect and prioritize cadet time and attention? Is there a final decision maker to resolve conflict? Who monitors the overall time pressures on the Corps?

5. Do you utilize enlisted members to enhance your training programs at your Academy? If so, how do you think they contribute?

6. What do you believe are the three biggest leadership, character or cultural strengths of today's incoming freshman cadets/midshipman? Has this changed in the last 10 years and if so, why?

7. What do you believe are the biggest leadership, character or cultural weaknesses of today's incoming freshman cadets/midshipman? Has this changed in the last 10 years and if so, why?

8. What do you believe are the three biggest leadership, character or cultural strengths of today's junior officer corps/graduation cadets/midshipman? Has this changed in the last 10 years and if so, why? Is there a distinction between service academy and non-Academy graduates in this dimension?

9. What do you believe are the biggest leadership, character or cultural weaknesses of today's junior officer corps/graduation cadets/midshipman? Has this changed in the last 10 years and if so, why? Is there a distinction between Service Academy and non-Academy graduates in this dimension?

10. What strategic guidance do you provide at the Academy, particularly focused on cadet/midshipmen leadership, character development and culture? What strategic

guidance do you receive from your chain of command? How do you measure cadet/midshipman achievements in these individual elements?

11. Drinking among college-age students continues to be a problem in universities and service academies throughout the United States. How is your Academy addressing this issue? Do you have any "best practices" you could share?

12. How does your Academy address the impact of external influences on your cadets/midshipman (i.e. www.myspace.com, continuous cell phone connectivity, etc.)?

13. What do you believe to be the root causes of sexual assault that takes place on any of the Service Academy's grounds between two cadets? Do you have any recommendations that might assist our team? How do you feel these recommendations would be helpful in reducing sexual assault?

14. What changes have you made as a result of the Service Academy 2005 Sexual Harassment and Assault Survey?

15. We're searching for "best practices" for incorporating corps values into our faculty/staff evaluation system. Do you have any recommendations?

16. What areas, if any, do you suggest our task force seek to understand or consider during the course of our work?

Appendix R   Survey Instruments – Service Academy Focus Group Questions for Cadets/Midshipmen

Coast Guard Academy Comprehensive, Climate, and Culture Optimization Review Effort (C³ORE)

Academy Cadet Questions

1. Do you believe your academy is preparing you to become a leader of character? Do you feel like the Academy is consistent in its policies?

2. Do you believe the Academy creates a totality of effort in balancing your academics, military training, athletics and character development? Do you believe your life is focused too much or too little in one area or is well-balanced?

3. Have you pursued help or mentoring from enlisted members? If so, how did they contribute toward your development as a leader of character?

4. What do you believe are the three biggest leadership, character or cultural strengths of today's junior officer corps/graduation cadets/midshipman?

5. What do you believe are the biggest leadership, character or cultural weaknesses of today's junior officer corps/graduation cadets/midshipman?

6. What strategic guidance are you given at the Academy, particularly focused on cadet/midshipmen leadership, character development and culture? Do you feel as though your achievements are recognized in these individual elements?

7. What do you believe to be the root causes of sexual assault that takes place on any of the Service Academy's grounds between two cadets? Do you have any recommendations that might assist our team? How do you think these recommendations would be helpful in reducing sexual assault?

8. Have you noticed any changes made as a result of the Service Academy 2005 Sexual Harassment and Assault Survey? Do you think these changes have made your life better at the Academy? What, if any, changes would you recommend?

9. Has your Academy made recent changes to alcohol polices? Do you agree with these changes and have you seen any impact? Do you feel that is important for you to be able to consume alcohol during your free time?

10. What area, if any, do you wish our task force to be sure to understand or consider during the course of our work?

Appendix S   Survey Instruments –CGA Cadet Focus Group Questions

1. GOVERNANCE - The focus of the CGA should be on what is important- "keeping the main thing the main thing." What do you believe is the "main thing?"

2. GOVERNANCE - Since you arrived at CGA, have your experiences here changed your perception of the main thing?
   How?

3. GOVERNANCE - What policies, programs, experiences, activities or people have been particularly helpful toward achieving "the main thing?"

4. CHARACTER DEVELOPMENT -Two reasons that newly graduated Junior Officer's fail are:

   a. Alcohol incidents
   b. Inappropriate sexual relations

Why do you think this is?
 What do you think could be done at the CGA to help newly graduated cadets avoid these pitfalls?

5. CHARACTER DEVELOPMENT - In the past five years, the number of Class One alcohol incidents matched the number of Class One Sexual Misconduct incidents to the following degrees:
1/c   12%
2/c   79%
3/c   43%
4/c   38%
In your experience, what circumstances contribute to these numbers?

6. CLIMATE -The recent Climate Survey indicated that 50% of cadets don't feel comfortable reporting racial/ethnic discrimination and 23% would not report sexual harassment or assault to CGA staff. In your opinion why?

7. CLIMATE - How effective are the policies at the CGA enforced which contribute to a bias-free environment promoting inclusion, diversity, and trust in the organization?

Why?

8. CLIMATE - In Chase Hall it says "He who lives here reveres honor, honors duty." This speaks of honor and devotion to duty; how is the core value of respect instilled at the CGA?

9. TRAINING - Rank order the following CGA programs (Academics, Athletics, Military Training) as they contribute to your development as a leader of character. Explain your top choice.

10. LEADERSHIP -Field surveys on the leadership ability of newly commissioned officers most frequently mention the attributes of accountability and initiative.
a.   How are these attributes emphasized here at the academy?
b.   What class/person/program/event do you believe has detracted from your development as a leader? Why?

11. LEADERSHIP - In our survey, we found that cadets are more likely to confide in their Company Chiefs than Company Officers. Why?

12. COMMENTS

Appendix T   Millennial Chart

	Special	Sheltered	Confident	Team-Oriented	Conventional	Pressured	Achieving
Recruiting	Recruiting material should show more adults than before (for anxious parents). The institutions traditions, high standards and involvement in national life should be emphasized.	Emphasize safety and security of Academy.	Provide positive reinforcement about potential applicants "making the right decision." Describe the Academy as "a great place where great people go."	The Academy should take advantage of the Millennial tendencies toward "followership" and uniformity. Millennials are bothered by preferential admissions quotas or formulas based on race. Due to greater cost issues of other colleges, emphasize low cost of CGA.	Applicants have mixed feelings on individualism and may regard essay questions on applications as a sham. Applicants are more conventional as a whole.	Recruitment materials can incorporate themes of getting away from over-protective parents and that CGA will help cadets acquire values, habits and skills.	Academy should tout its competitive, student activities; in addition, perspective students demand digital technology.
Campus	Take the team approach and include parents through newsletters, etc. Incorporate greater opportunities for greater privacy in barracks.	Highlight CG security on Academy. Health Services activities and now play a greater role than ever and should provide both physical and mental support to students.	Cadets will tend to engage in Academy ceremonies and activities that reinforce a sense of collective destiny.	Emphasize group work and volunteer community Service. While race distinction is down, cadets will place greater focus on income or wealth. Those who don't fit in suffer extraordinarily.	Cadets are willing to accept authority but adult leaders and Academy role models should be exemplary. Cadets will follow rules if rules do not involve double standards.	Campus should incorporate "chill zones" which are quiet, out-of-the-way places for students to relax; should also provide extracurricular activities.	Cadets interested in extracurricular activities in facilities with cutting-edge technology—music halls, theaters, art studios, etc.
Classroom	Provide a great deal of feedback and structure with constant quizzing and practice. Incorporate small projects and an emphasis on core skills mastery.	Cadets will tend (more than ever) to complain of "unfair" grades; consequently, professors will face greater scrutiny from cadets and parents.	Cadets will tend to conformity and avoid issue debate. They will face difficulty taking intellectual risks.	Teaching techniques should combine teamwork and technology. Have cadets perform independent assignments that require integration of results into some final collaborative output. Ethnic studies will be of interest as well as application of technology to social problems (i.e. global warning).	Cadets may tend to bristle at professor condescension, or who lay claim to a greater personal authenticity or who cans set aside old crusades that cadets may view as irrelevant.	Cadets may not be clear in definition of cheating due to their lack of distinction between cheating and "information morphing." Cheating needs to be clearly defined.	Cadet math and science skills are rising, but old skills such as library research will still need to be learned.

Table X: Millennials at the Coast Guard Academy from a Recruiting, Campus Life and Classroom perspective. (Source: Howe, Neil and William Strauss, Millennials Go To College. Life Course Associates, 2003. pp.68)

Governance Root Cause Analysis

Optimal	Actuals	Source	Gaps	Skills/Knowledge Root Causes	Solutions	Motivational Root Causes	Solutions	Environmental Root Causes	Solutions	Incentive Root Causes	Solutions	Potential Best Practices/Solutions
G1. The Academy clearly understands its mission and performs that mission consistent with the needs of the Nation and the Service.	Both COMDTINST 1500 (draft) and "Commandant's Strategic Guidance for the Coast Guard Academy" exist to provide strategic guidance and expectations for the Coast Guard Academy.	COMDTINST 1500 (draft); interview faculty/staff	G1-1 Many faculty/staff are unfamiliar with the prevailing document for strategic guidance or are unaware of whether or not it exists.			1) HQ relies on CGA to draft its own strategic guidance rather than providing guidance to CGA.	1a) CG-00 develops/promulgates a single, strategic document for CGA that is consistently implemented through CG-1. (G1-1)	1) Communication breaks and lack of application of the strategic guidance.	1) CG gives all employees basic and ongoing orientation on strategic direction. (job aides, training, etc) (G1-1)	1) There is a minimal tie to government performance standards to implement strategic guidance and conduct appropriate measurement.	1a) Craft PD's to align with strategic intent. (G1-1)	
	CG-1 components neither actively nor consistently provide strategic guidance to CGA.	CG HQ Senior Focus Group									1b) CGA administration holds all employees accountable for implementing the strategic intent. (G1-1)	
	Board of Trustees and Board of Visitors add little strategic value.	Staff interviews	G1-2 Board of Trustees and Board of Visitors are not being used to full potential of CGA.				1B) Enable BOT as a guidance and auditing mechanism of COMDT's strategic guidance for CGA. (G1-2) 1C) Engage Board of Visitors to obtain insight into and offer outside perceptive on CGA programs. (G1-2)	2) Insufficient strategic planning process to implement and assess the requirements of strategic guidance.	2) CG-1/CGA/BOT institutes systemic strategic planning process periodically reviewed by CGA. (G1-2)			
	CG ORGMAN, CG-1 ORG Chart, CG regulations do not provide clear understanding of CGA hierarchy.	Applicable publications	G1-3 Current publications out of date and provide differing guidance concerning CGA Chain of Command.					CG-1 not taking the lead in providing guidance to CGA resulting in publications being out-of-date or inaccurate.	Update and align CG publications to accurately depict hierarchy and Chain of Command. (G1-3)			

	The number of African American students sworn in at CGA is declining: 22, 19, 10, 10, 6 and 3 respectively in graduating classes 2000-2009.	Accession Data	G1-4 The precipitously declining rate of some minority students, particularly African American students, recruited and graduating from CGA works counter to future of the nation for a diverse and fully representative Coast Guard.	Prospective minority cadets often lack basic knowledge about the Coast Guard and its missions (Staff interview)	1a) Expand efforts to accurately target the eligible population with goal to increase "critical mass." 1b) Incorporate external partnership programs and potential industry partners with CGA strategic plan to access untapped minority populations. (e.g. Math Engineering Science and Achievement (MESA, National Science Foundation, etc.) (G1-4)	1) Cadets have limited exposure to minority faculty/staff role models (7% minority make-up of staff). 2) Minority populations have not reached critical mass at CGA. 3) Minority students experience difficulty obtaining some personal needs, such as hair cuts, in New London.	1a) Drive to Critical Mass through strategic hiring by increasing number of minorities on the faculty/staff. 1b) Realign the Director of Diversity position so that the advisory role is vertically integrated: incorporate as key elements and oversight of faculty hiring committees to jumpstart institutionalization of diversity projects and holistically infuse CGA with strategic diversity plan. (G1-4) 1b) Incorporate continuing education opportunities for faculty and staff on diversity issues and the minority experience. (G1-4)	Competing demands for declining pool of African-American students. The number of African-American high school graduates who are academically ready for an academy experience, eligible, and interested in military service is estimated at only 640 young people per year. (IR Staff).	1a) Assess and implement best practices of other institutions that are attracting minorities. 1b) Expand the pool of qualified minority candidates by incentivizing the acquisition of qualifications required for cadets and faculty/staff. 1c) Enter into partnership programs with industry partners to access untapped minority populations. (e.g. Math Engineering Science and Achievement (MESA), National Science Foundation, etc.). (G1-4)		Consider best practices of other institutions that are attracting minorities. Jim put stuff in.
	For the CGA classes of '03 through '09 the number of Asian and Hispanic students sworn in remained consistent (or increased) while the number of African American students sworn in decreased.	Accession Data									
	Coast Guard Academy's faculty and staff are made up of 10% minority representation.	Institutional Research Data									

	Cadet core consists of 13.5% minority representation.	Institutional Research Data						
	Female cadets make up 28% of the corps, down from 33%.	Institutional Research Data						
	The female faculty/staff make up approximately 28% of the total faculty/staff.**	Institutional Research Data						
	The persistence of African American students through the 1/c year at the Coast Guard Academy is declining.**	Accumulated Minority Statistics/Under-represented Groups Literature Review**						
	Female persistence (retention through graduation) through the 1/C year has increased each year for the past five years. (Actual) CGA re-vamped C-GRIT program and changed proportion of participating historically African American colleges and universities (HBCU's).	Accession Data						

Root Cause Analysis

| G2. The Academy's strategic guidance, organizational structure, decision-making processes and policies support institutional effectiveness. | A cadet's Military Precedence List standing is based on a weighting of 70% academic, 25% military, and 5% Physical Fitness Exam results. (Actual) CGA re-vamped C-GRIT program and changed proportion of participating historically African American colleges | Cadet Regulations | G2-1 The Academy's policies are oriented to academics and as such shift cadets' primary focus away from developing as officers and leaders of character (and core values). | | 1) Academic departments undergo external institutional assessments from accreditation boards. 2) There are no internal institutional assessments in place to measure or evaluate the stated goals of the CGA. | 1) CG-1 Conducts officership development program periodic review of all CG officer accession points to ensure they are consistent with the needs of the service, CG-1 strategic direction and academic accreditation objectives. 2) Enable BOT to serve as a guidance and auditing mechanism of COMDT's strategic guidance for CGA. (G2-1) | 1) Faculty retention is higher among the academic staff then the Commandant of Cadets. 2) CGA has drafted and circulated but has not implemented an overarching cadet leadership/character development program. 3) CG-1 provides no formal direction to CGA in assessment of the development of junior officers. | 1) Provide better continuity for military program staff. (e.g. - provost, deputy assistant sup, civilianize Comdt of cadets) (G2-1) 2) Develop and fully implement leadership program across organization to ensure cadet character development from recruiting to end of obligated service. (academics, military, athletics, admissions, etc) (G2-1) 3) CG-1 provide guidance to CGA in developing integrated assessment system applicable to both the academy as an institution and cadets, consistent with the needs of the service and strategic direction. (G2-1) | 1) CGA provides no incentive for faculty or staff to focus on officership or building leaders of character in the classroom. | 1a) Craft PD's to align with cadet character development program. (G2-1) 1b) CGA administration holds all employees accountable to implement cadet development program through evaluations and other incentives. (G2-1) | |
| | A majority of cadets answered "what is 'the main thing' at the Coast Guard Academy ?" that it was to produce Coast Guard leaders or leaders of character (the minority responded it was academics). A majority (59%) answered that their experience at the academy had changed that perception since they arrived. Cited primary reasons for the change are (1) leadership experience & opportunities (especially swab summer, 2/c leadership cadre, 1/c | Cadet Focus Group (sample size 216)-- Governance Question 1 & 2 | | | | | | | | | |

leadership positions, summer programs & Coast Guard units) and; (2) focus on academics (MPL weighting and a greater likelihood of dismissal for academics than an honor violation). (Actual) Academic departments do not focus in a systematic way on developing leaders of character.											
CGA does not assess programs to measure their effectiveness in producing leaders of character.	Staff interviews and literature review										
The stated goal of CGA is for 70% STEM Graduates.	E3 - Excellence in Engineering Education. (DRAFT)										
Cadets believe that the admissions process does not emphasize the character element when selecting potential incoming cadets.	Cadet Focus Group	G2-2 Cadet understanding of CGA recruiting and admission processes and policies impedes efforts to create a Coast Guard environment in which diversity is valued and respected and leads to feelings of marginalization.	Faculty/staff lack full understanding of admissions processes/policies and communicate/reinforce misinformation to cadets. (Faculty/staff volunteer for admissions review process, however, the same staff members who volunteer perennially.)	1a) Provide training on the admissions process to all staff/faculty. (G2-2)1b) Assign different people to review admissions process. (G2-2)1c) Require mandatory participation. (G2-2)	Admissions is a complicated process that's not easily explained in full context.	Admissions should use additional methods which successfully, accurately, and consistently communicate admissions policies to faculty, staff, cadets, and parents. (G2-2)					
Within 189 comments from focus groups, 42 were negative comments toward admissions process and perceive	Cadet Focus Groups										

d quota systems.										
Cadets generally do not understand the admission policy and believe that quotas exist driven by affirmative action.	Staff and Faculty Focus Groups									
2, 4. In the 2005 qualitative data, cadets mentioned the quota for minorities at the academy and are troubled by their belief that race plays a part in who gets into CGA.	DEOMI U.S. Coast Guard Human Relations Climate Survey Findings and Recommendations (dated 7 August 2006)									
2. Sports help attract strong women who are smart, focused and ready for the rigors of CGA and favorably affects retention.	Staff Interview, Accession Data									
2. The perception of a weakened admissions process hampers esprit de corps.	Unstructured Cadet HR Climate Survey Data									
Faculty/Staff Personnel Descriptions do not provide accountability and do not clearly emphasize the goal of developing leaders and officers of character	Civilian Faculty Position Description sample.	G2-3 The organizational structure and/or policies do not support appropriate participation and instill a holistic responsibility for developing leaders/officers of character	Many civilian faculty/staff lack knowledge about the operational Coast Guard.	CGA faculty and staff provided opportunity to attend resident Civilian Orientation Course. All are given copy of course on CD-ROM. 1a) Set minimu			1) The CGA Organizational Manual information on Core Values is out of date.	1) Update CGA ORG Manual. Assign a cross-representative group to accomplish this. (G2-3)	1) Faculty/staff do not expect nor seek rewards and recognition for participation in extracurricular activities during which time they could reinforce behaviors which develop leaders/officers of character.	Ownership - 1a) set clear expectations across-the-board for enforcing rules/regs/ which foster character development. 1b) Reward incentives to faculty/staff for efforts which developm

	.		among both the civilian and military faculty/staff members.		m CG knowledge standards for staff - Encourage new staff to attend resident civilian orientation course and all staff complete provided CG=ROM. (G2-3) 1b) Increase field involvement of civilian faculty/staff PTCS to refresh CG knowledge. (G2-3)					2) The justification for some policies (e.g. Military Precedence List) have "always been that way" and not a systematic review process.	ent character through evaluations and appropriate rewards. (G2-3) 2) Conduct immediate review of MPL and follow-on reviews as part of annual CG-1/CGA strategic review. (G2-3)
	Consistently few faculty members volunteer to serve as role models and participate in cadet activities and events (e.g. Monday night football)	Faculty and Staff Focus Groups									
	No adequately functioning system to review and address competition for cadets' time.	Faculty and Staff Focus Groups									
	Faculty/Staff often lack awareness of and support for cadets schedules for room inspections, stand downs, etc.	Faculty and Staff Focus Groups	G2-4 Cadets perceive a lack of consistency in adults priorities for their time.					1) No adequately functioning system to review and address competition for cadets' time.	1a) Control and configuration board - strategic, systematic review and annual review to cover day to day adjustments. (G2-4) 1b) Assign overall process owner. (G2-4)	Inconsistent value on regulations and policies by some department/individual members at CGA because of the impacts of those policies/regs on their OWN department.	Ownership - 1 set clear expectations across-the-board for the enforcement of rules/regs/ to ensure character development. 2) Reward faculty/staff for character development through evaluations and other appropriate means. (G2-4)
	The Millennial Generation values structure in their daily lives.	Millennial Generation Lit Review									
	CGA lacks adequately functioning systems to review and address the struggle for cadets' time.	Faculty and Staff Focus Groups									

Root Cause Analysis

	Faculty and staff focus groups reveled the perception that "no one is taking a strategic view." Most felt that the Coast Guard Academy is reactionary and stove-piped.	Faculty and Staff Focus groups								
	Cadets believe that one of the reasons alcohol incidents and inappropriate interpersonal relationships occur because policy guidelines are not always enforced and not everyone is consistently held accountable.	Cadet Focus Groups	G2-5 Cadets perceive a lack of consistency in how CGA enforces regulations.				1) Slow/poor communication of conduct case results from the administration to the cadets reinforces a perception of inconsistent enforcement; e.g. lack of updated Good Order and Discipline reports listed on Commandant of Cadet's website.**) 2) The "Class I: Description of Offenses" listed in the Cadet Regulations does not state a consistent set of punishments/ guidelines for cadet adjudication.	1) Good order and discipline updated, better advertised, and published consistently. (G2-5) 2a) Integrate Good order and discipline into cadet daily lives. (G2-5) 2b) Align with CG good order and discipline. (G2-5) 2c) Develop consistent set of punishment guidelines for cadet class 1 offenses modeled after UCMJ-like minimum/maximum punishments (depending on class). (G2-5)		
	Academic literature states that the certainty of consequences is more important than the severity. Inconsistent enforcement may send the message that "rules are made to be broken."	Alcohol Literature Review								
	1/c Cadet performance reports were updated and implemented in Spring 2006. These performance reports do not	Cadet Evaluation Report	G2-6 1/c Cadet Performance Reports do not explicitly evaluate how a cadet is performing with regard to Coast Guard Core	Lack of sufficient data points. (Did not investigate further why 1/c performance reports differ from underclass in specificity in calling out Core Values.	Evaluate first class performance report for opportunity.					

	explicitly evaluate cadet performance against Coast Guard Core Values.		Values.							
	Female persistence (retention through graduation) through the 1/C year has increased each year for the past five. The persistence of African American students through the 1/c year at the Coast Guard Academy is declining. **	Accession Data Accumulated Minority Statistics/Under-represented Groups Literature Review**	G1-4 The precipitously declining rate of some minority students, particularly African American students, recruited and graduating from CGA works counter to future of the nation for a diverse and fully representative Coast Guard.			Female cadets have appropriate relative ratio of mentors in faculty/staff whereas minorities (African American specifically) do not.	Realign the Director of Diversity position so that the current advisory role is vertically integrated: incorporate as key elements e.g. CEO program, curriculum review, and oversight of faculty hiring committees to jumpstart institutionalization of diversity projects and holistically infuse CGA with strategic diversity plan. (G2-7)	1) CGA's vision for diversity is too narrow to effectively socialize all stakeholders (not everyone buys in). 2) Support for under represented minority cadets' specific needs is difficult due to low numbers.	1) Reach consensus across various stakeholders on reevaluating the cadet leadership development model in order to best prepare cadets to be leaders in a diverse military and society. Then implement solutions (G2-7) 2a) Revamp curriculum and pedagogy to better align with best practices in STEM field and target impediments to minority and women performance with end goal to develop diverse leaders of character. (G2-7) 2b) Align with STEM best practices to look at cadet population "as diverse" requiring a diverse approach in order to incorporate varied learning styles and techniques into curriculum. (G2-7)		

	Faculty and staff and summer programs where mentioned as the two most helpful drivers (37%) in moving the cadets towards "the main thing."	Cadet Focus Group--Governance Question 3 (sample size 316)	(No perceived gap)									
G3. All constituencies involved in the governance of the Academy are fully aligned with, participate, and continually collaborate in support of the mission.	Faculty and staff focus groups reveled the perception that "no one is taking a strategic view." Most felt that the Coast Guard Academy is reactionary and stove-piped. / Faculty/Staff often lack awareness of and support for cadets schedules for room inspections, stand downs, etc. / No adequately functioning system to review and address competition for cadets' time.	Faculty and Staff Focus groups/Unstructured Cadet HR Climate Survey Data / Staff Focus Group (Engineering Dept 02 Nov 06) / Faculty and Staff Focus Groups	G3-1 A lack of alignment and collaboration among faculty, staff and the administration lead to inconsistent and unclear messages to cadets.	Many civilian faculty/staff lack knowledge about the operational Coast Guard.	1a) Set minimum CG knowledge standards for CG staff. - new faculty orientation course, Ensure new staff attend civilian orientation course. (G3-1)1b) Increase field involvement of civilian faculty/staff PTCS to refresh CG knowledge. (G3-1)	Individual faculty/staff members don't trust that members of other departments have cadets' best interests at heart.	1a) Provide shared vision of factors relevant to cadet's best interest, these should be developed in accordance with overall strategic guidance. (G3-1)1b) Consider team building to promote trust amongst faculty and staff. (G3-1) 1c)Default to cross membership on all boards with understanding that engenders trust and understanding of other's worlds of work. (G3-1)	Lack of adequately functioning system to review and address the struggle for cadets' time. Lack of understanding as to how altering the cadets' schedule impacts other members of the faculty/staff and their programs.	1a) Control and configuration board - strategic, systematic review and annual review to cover day to day adjustments. (G3-1)1b) Assign overall process owner. (G3-1)	1) Some departments/individual members at CGA do not value policies and regulations because of the impacts of those policies/regs on their OWN department. 2) Lack of interaction between faculty/staff members over broad cadet issues (e.g. there is no longer a faculty member on the Cadet Conduct Board). Some faculty/staff view favor intercollegiate athletics over club sports and this favoritism is reflected in facility (i.e. playing fields) availability and assignment.	1a) Ownership-set clear expectations across-the-board for the enforcement of rules/regs/ to ensure character development. (G3-1)1b) Reward faculty/staff for character development through evaluations and appropriate rewards. (G3-1)2a) Default to cross membership on all boards with understanding that engenders trust and understanding of other's worlds of work. (G3-1)2b) Consider team building a regular activity to promote trust amongst faculty and staff. (G3-1)	

	Observation	Data Source	Gap	Cause	Recommendation 1	Recommendation 2	Recommendation 3	Recommendation 4	Recommendation 5	Recommendation 6	
	The CG Leadership Development Center that resides on CGA grounds in New London is not directly or meaningfully involved in the cadet leadership development program	Staff interviews and literature review	With minor exception, the CGA suboptimizes service expertise in leadership development and misses a key opportunity for alignment with the CG.	Some faculty/staff do not realize the capability that resides with a functional LDC or Leadership Institute.	Force opportunities to examine capabilities and explore synergies. (G3-2)	1) Perception by some faculty/staff members that the LDC leadership development capability is inferior to that of the service academy. 2) Not all faculty/staff aware of Leadership Institute capabilities and value.	1a) Align all with mission to produce leaders of character. (G3-2) 1b) Infuse cadet leadership courses with LDC instructors and vice-versa to promote better understanding and mission connection. (G3-2) 2) Ensure CG faculty/staff have throrough understanding of Leadership Institute and it's capabilities. (G3-2)	LDC Director reports to the Superintendent of the Service Academy but does not directly contribute to cadet programs but is directly responsible for OCS programs.	Involve LDC Director and Leadership Institute Chief in all CGA programs as deemed appropriate by senior CG leadership. (G3-2)	Faculty/staff guidance or incentive from higher authority to integrate the LDC with cadet leadership development.	a) CG-00 or CG-1 provide top-down direction to cross-pollinate leadership development programs. (G3-2) b) Superintendent provide direction to LDC Director as to who maintains responsibility for cadet leadership development. (G3-2) C) Superintendent partner with Leadership Institute Chief in enhancing cadet leadership development programs. (G3-2)	
	The CG Leadership Institute that resides on CGA grounds is not a strategic compenent in the cadet leadership development program.	Staff interviews and literature review										
	Faculty and staff and summer programs were mentioned as the two most helpful drivers (37%) in keeping cadets focused on core values.	Cadet Focus Group-- Governance Question 3 (sample size 316)	(No perceived gap)									
	The "Corps leading the Corps" concept was confusing and not well-understood throughout the faculty/staff.	Staff Focus Group (Engineering Dept 02 Nov 06), Staff Focus Group (26 Oct 06)	G3-3 The overall policies and programs for cadet leadership and character development are not well communicated to and/or understood by the staff/faculty.	Corps leading the Corps is not clearly defined or understood by a wide variety of audiences.	Clearly articulate the concept and practice of Corps leading the Corps with the various audiences to stimulate an informed debate.(G3-3)			Develop and promulgate to faculty/staff a new strategic communication plan.	Validate or invalidate "Corps leading Corps" concept. If validated, define, promulgate, implement, and advertise policy. If invalid, develop new concept for leading Corps of Cadets. (G3-3)			
	Communication between the Coast Guard Academy command and faculty is "limited with regards to cadet	Staff interview										

discipline issues."												
G4. A talented and diverse board, administration, staff and faculty understand and fulfill their respective roles to develop officers and leaders of character.	Faculty and staff and summer programs where mentioned as the two most helpful drivers (37%) in moving the cadets towards "the main thing."	Cadet Focus Group-- Governance Question 3 (sample size 316)	(No perceived gap)									
	Cadets believe that one reason alcohol incidents and inappropriate interpersonal relationships occur is because of inconsistent enforcement of regulations and accountability.	Cadet Focus Groups	G4-1 Some inconsistent application and enforcement of cadet regulations and policies exists among the faculty and staff.			Faculty/staff have different leadership styles which may contribute to cadets' perception of inconsistent enforcement. There is a perception among the faculty/staff that enforcement of regulations is owned by the Commandant of Cadets staff.	1a) Ensure CG faculty/staff have thorough understanding of cadet punishment system and their attendant responsibility. (G4-1) (Different leadership styles are encouraged as long as they are in alignment with outcomes and CG Core Values.) 1b) CGA administration holds all employees accountable to implement strategic intent. (G4-1)	The "Class I: Description of Offenses" listed in the Cadet Regulations does not state a consistent set of punishments/ guidelines for cadet adjudication. The complexity and extent of regulations make them difficult to enforce.	1) Simplify Cadet regulations where possible - at a minimum all faculty/staff are responsible for cadet adherence to Core Values. (G4-1) 2a) integrate Good order and discipline into cadet daily lives. (G4-1) 2b) Align with CG good order and discipline. (G4-1) 2c) UCMJ-like minimum maximum punishments (depending on class) (G4-1)	Faculty/Staff Personnel Descriptions do not clearly emphasize the role and responsibility of all faculty and staff to participate in developing leaders and officers of character.	Craft PD's to align with strategic intent. (G4-1)	
	Faculty/Staff Personnel Descriptions do not clearly emphasize the role and responsibility of all faculty and staff to participate in developing leaders and officers of character.	Civilian Faculty Position Description sample.										

	Coast Guard Academy's faculty and staff are made up of 7% minority representation.	Institutional Research Data	G4-2 The Coast Guard Academy faculty/staff diversity is not representative of the Coast Guard or the nation.				There is a low turnover of permanent faculty members. The Coast Guard (OPM and HQ program managers) and the CGA departments are not working together holistically to meet the institutional diversity needs of CGA. There is a small pool of qualified minority civilian instructors and hundreds of universities are competing for these professors.	1a) Capitalize on opportunity to diversify faculty upon retirement of civilian permanent faculty and PCTS. (G4-2)1b) Increase allotment of CEO slots with oversight given to director of diversity to allow for strategic grooming of newer faculty until tenure track positions become available. (G4-2)	There is no "sense of urgency" at CGA to remedy this problem. CGA is restricted by its resources and has difficulty competing for the small group of qualified minority instructors.	1a) Review current CGA civilian hiring instructions to ensure current hiring practices align with goals of strategically diversifying the faculty and staff. (G4-2)1b) Realign the Director of Diversity position so that the current advisory role is vertically integrated: incorporate as key elements e.g. CEO program, specific division line items (i.e. Travel), and oversight of faculty hiring committees to jumpstart institutionalization of diversity projects and holistically infuse CGA with strategic diversity plan. (G4-2)	
	Company chiefs are perceived as mentors, role models, sounding boards and respected for their experience in the fleet.	Cadet Focus Groups	G4-3 Company chiefs are more effective at fulfilling their roles of developing officers than Company Officers.	Company Chiefs and Company Officers have limited guidance defining their roles and responsibilities.	1a) Craft clear roles and responsibilities for Company Chiefs and Company Officers consistent with strategic direction. (G4-3)1b) Consider shift work to make either CO or CC available to cadets during		1) Company officers and Chiefs play different roles at CGA. Company Officers typically are viewed as disciplinarians by cadets. Company chiefs have more experience in the field than Company Officers and are more respected by cadets for that experience. 2) Cadets interaction with Company Officers is limited. The ratio of cadets to company officer (100 -	1) Craft clear roles and responsibilities for Company Chiefs and Company Officers consistent with strategic direction. (G4-3) 2) Increase the number of billets for Company Officers and Company Chiefs to increase the trainer to trainee ratio. (G4-3)	1) Company Officers have less time than Company Chiefs to interact with cadets partially due to their role in the CGA chain of command and their additional primary/collateral duties. 2) Cadets have a diffused chain of command in which they can seek assistance/advice from other members at CGA including	1) Consider creative scheduling options to maximize CO or CC availability to cadets during cadet waking hours. (G4-3) 2) No solution necessary.	West Point, USNA development of tac officers.
	Company Officers are not respected and are often perceived as marginally competent and concerned more	Cadet Focus Groups									

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Root Cause Analysis

with self than cadets.					cadet waking hours. (G4-3)			120 : 1) is much more than academic advisors (30 : 1).			EAP counselor, chaplains, etc..	
	3, 4. The "Corps leading the Corps" concept was confusing and not well-understood throughout the faculty/staff.	Staff Focus Group (Engineering Dept 02 Nov 06), Staff Focus Group (26 Oct 06)	G4-4 There is not across-the-board individual ownership among faculty/staff members to develop cadets into leaders of character.			Most members of the faculty/staff believe CGA is an "engineering school." Non-engineer faculty/staff receive negative comments from other faculty/staff and cadets that make them feel like "second-class citizens."	1a) CG-1 institutes periodic external assessment of officership development programs within all CG officer accession points consistent with the needs of the service and strategic direction.. This review should specifically review the need for a certain number STEM graduates consistent with the needs of the service. (G4-4) 1b) CGA provide shared vision of what is cadet's best interest in accordance with overall strategic guidance. Consider team building to promote trust amongst faculty and staff. Default to cross membership on all boards with understanding that engenders trust and understanding of other's worlds of work. (G4-4)	There is not a fully-implemented overarching cadet leadership/character development program. Strategic new policy or policy changes communication plan to faculty/staff?	Develop and fully implement leadership program across all aspects of organization structure to ensure cadet character development from recruiting to end of obligated service. (academics, military, athletics, admissions, etc) (G4-4)	1) Non-appropriated funded employees do not consistently receive CGA core value training. 2) There is no communication of an expectation and there are no ramifications for faculty/staff's participation (or lack thereof) in extracurricular activities.	1) Establish and train to minimum criteria for orientation of NAFA employees. (G4-4) 1a) Craft PD's to align with strategic intent. (G4-4) 2) set clear expectations across-the-board for the enforcement of rules/regs/ to ensure character development. 1b) CGA administration holds all employees accountable to implement cadet development program. Reward faculty/staff for character development through evaluations and appropriate rewards. (G4-4)	
	There is a small group of faculty and staff consistently volunteering to serve as role models and participate in cadet activities and events (e.g. Monday night football)	Staff Focus Group (Engineering Dept 03 Nov 06), Staff Focus Group (24 Oct 06)										
	Cadet schedules for room inspections, stand downs, etc., and any changes to them are often not known or necessarily supported by faculty/staff.	Staff Focus Group (Engineering Dept 02 Nov 06)										
	The stated goal of CGA is for 70% of all grads to be STEM Graduates.	E3 - Excellence in Engineering Education. (DRAFT)										

Leadership and Training Root Cause Analysis

Optimal	Actual	Source	Quote	Quote Source	Gap	Skills/Knowledge Root Causes	Solutions	Motivational Root Causes	Solutions	Environmental Root Causes	Solutions	Incentive Root Causes	Solutions	Best Practices
1) Leadership Development at the Coast Guard Academy is tied to the Coast Guard's strategic guidance, leadership competencies and Core Values, and facilitates among the cadets a deep understanding of the commissioning oath and the obligation to protect and defend the Constitution.	4, 5. A leadership development program has been conceptually developed (Guide for Officer and Leadership Development or 'GOLD'), but it is unclear exactly what model is currently being practiced.	GOLD; Faculty and staff focus groups, interviews, and briefings; cadet interviews.			L1-1 No one fully understands what leadership development program is currently in place at the Coast Guard Academy.	1) Leadership development is complex. There is no promulgated leadership program in place at the CGA. (Development of a leadership program that encompasses the 28 leadership competencies is complex. Officership is a fine art; a "deep understanding" is not arrived at in a day.) Leadership development (@ CGA) is a shared responsibility requiring buy-in from faculty/staff. L1-1	1a) Set minimum CGA program knowledge standards for CGA staff. - incorporate in new faculty orientation course. L1-1 1b) Institute, develop and promulgate simplified cadet leadership model in alignment with regular CG and draft GOLD framework. Align with mission to produce leaders of character. L1-1	Academy (as a whole) shows no sense of urgency to effectively, comprehensively and holistically implement GOLD.	1a) Create an environment which empowers individuals to align with and support a functional strategic plan. L1-1 1b) Educate faculty and staff on need to reevaluate the cadet leadership development model. L1-1	Competing interests are a major contributor to complex stovepiping at CGA.	1a) Educate faculty and staff on need to reevaluate the cadet leadership development model. L1-1 1b) Develop and fully implement leadership program across all aspects of organziation structure to ensure cadet character development from recruiting to end of obligated service. (academics, military, athletics, admissions, etc). L1-1	Academy administration shows an inability to gain consensus on a strategy/model (e.g.- GOLD). Academy has insufficient incentive as given them by a higher authority to implement GOLD. Also, desired training outcomes are ill-defined by higher authority (for Sectors).	1) CG-1 institutes periodic external assessment of officership development programs within all CG officer accession points consistent with the needs of the service and strategic direction. L1-1	USMA recently established superintendent as owner of leadership development program. L1-1
	1. Leadership development program not be well understood by the Corps of Cadets.	Cadet interviews.												
	1, 6. The demerit system is strictly negative in nature and aligns only with other accession program	Cadet focus groups												

	s; "There is no bagging in the fleet." Cape May's system includes instantaneous positive rewards as well as negative.										
	CGA has decided not to send cadets to Sectors in the summer because "their world of work is too ill defined".	Staff Focus Group									
	Discussion of LDC and Institute for Leadership										
	1, 4. In the GOLD program presented to the Task Force, the concepts of "respect for others" and "diversity management" only appear at the 4/c, 3/c, and 1/c level - with no coverage at the 2/c level.	GOLD			GOLD (although not finalized) lacks emphasis on respect and value of diversity. Don't think this is relevant until GOLD is promulgated.							
	(any more comments on GOLD?? Positive or negative actuals on GOLD - if that is the proposed Leaders										

	hip Development model at the Academy?) (If not - more actuals/ articulable staments on current leadership development model?)													
	1, 3, 4. The definition of respect in core values appears to focus primarily on diversity management.	PUB 1												
	1, 8. Some cadet believe the military training program instills pride in the service. (numbers?)	Cadet Focus Group (T1)			No perceived gap.									
	3. 5. Cadets view interaction with Company CPOs - with respect to Core Values and other aspects of leadership development - as more reflective of the "real" Coast Guard.	Cadet Focus Groups			L1-2 While cadets state that they respect the Company Chiefs and believe that they reflect the Coast Guard core values, they do not believe company officers consistently model Coast Guard Core Values and leadership competencies. (Compare to Gap in Optimal #2)	Cadets aren't mature enough to appreciate COs disciplinary roles. Cadets don't have a meaningful understanding of core values through their interaction with the Company Officers (i.e.-misrepresent accountability as disloyalty).	1a) Review CGA ORGMAN and Company Officer/ Chief handbook definitions of the roles of Company Officers and Company Chiefs; ensure clear roles and responsiblities for Company Chiefs and Company Officers is consistent with strategic direction. L1-2 1b) Ensure	Cadets disparage COs as strongly motivated by factors other than the opportunity to work with cadets.	Increase cadet contact time with Company Officers with specific intent of bolstering the mentor role. L1-2	1) Ratio of COs to cadets is 1:120. Cadets' schedule limits cadets exposure to COs. 2) COs are not encouraged by current culture to demonstrate the full range of leadership tools because of their role as disciplinarians.	1a) Increase the number of billets for Company Officers and Company Chiefs to increase the trainer to trainee ratio. L1-2 1b) Consider creative scheduling optoins to maximize CO or CC availability to cadets during cadet waking hours. L1-2 2) Craft clear	COs lack incentive to spend meaningful time with cadets (in a variety of activities) because of competing demands on their professional and personal time.	Review and minimize Company Officer collateral duties to allow focus on developmental/ mentoring role. L1-2	1a) Set clear expectations for cadet's adherence to Core Values. L1-2 1b) Reward cadets for adherence to Core Values through evaluations and appropriate rewards. Ensure all cadet performance reports address and define demonstration of Core Values. L1-2 1c) Create an environment that challanges cadets' understanding and acceptance and embracing of Core Values. L1-2

						cadets have clear understanding of Company Officer roles and responsibilities. L1-2				roles and responsiblities for Company Chiefs and Company Officers consistent with current strategic direction. L1-2		
	3, 5, 9. Company CPOs are perceived as experienced, talented role models who embody CG Core Values. Nearly 1/4 of the comments by those surveyed gave positive comments to CPO accessibility, experience and in mentorship.	Cadet Focus Gruops (L1)										
	5, 9. Company CPO are perceived as experienced, talented role model who embody CG Core Values.	Cadet Focus Groups (L1)										

	1, 3, 5, 9. Company CPOs viewed by cadets as approachable mentors who foster sense of respect toward enlisted members.											
	Half the comments during cadet focus groups on leadership dealt with negative perceptions of their company officers.	Cadet Focus Groups										
	5, 9. Cadet perceptions of Company Officers contribute to a climate of distrust in Command in Chase Hall.	Cadet Focus Groups, field surveys (L1)										
	1, 3, 5, 9. Cadets interaction with Company Officers does not promote/foster adherence/acceptance of core values. Core values have taken on a negative connotation because of application.	Cadet Focus Groups (L1)										

	5, 9. Cadet interaction with Company Officers is not viewed by cadets as positive. Cadets feel COs are frequently unapproachable, marginally competent, and more concerned with self than Cadets. Respect is neither fostered nor earned.	Cadet Focus Groups (L1)									
	1, 3, 4. The definition of respect in core values appears to focus primarily on diversity management.	PUB 1									
	Current CGA ORGMAN states the Company Oficers are not in the chain of command. However, Company Officers were recently reinserted into the chain of command.										
	The responsiblities for Company Officers and Company Chiefs are well-defined in the ORGMAN but										

	doesn't define their role within the chain of command.													
2) The Coast Guard Academy identifies and builds on incoming cadet character and values to produce an officer fully prepared to be an apprentice leader and mentor, ready to contribute to a diverse workforce and the Coast Guard's mission effectiveess.	2. The application and admissions process was changed (for the Class of 2011) to include the ability to gather and assess more information regarding the character of CGA applicants. (has only application changed or has whole process changed to evaluate character?)	Director of Admissions, Cadet focus groups	2. "4 years at a place can not change the way someone thinks, feels or believes, it can only teach a skill. The Academy needs to realize this and focus more on being a tech type school instead of all the character crap. "	Cadet Focus Groups	L2-1 It's unclear how well the admissions process assesses character. (While some changes have been made to the admission process to assess character, a limited number of available means are currently being utilized (viz.-personal interviews of applicants are not conducted).)	1) No measurable moral judgment baseline involved in the application/ selection process. 2) The Academy still hasn't assessed the effects of previous changes to the admissions process.	1) Insert measurable moral judgment baseline in application/selection process. L2-1 2) CG-1 provide guidance to CGA to develop integrated assessment system applicable to both the academy as an institution and cadets, consistent with the needs of the service and strategic direction. L2-1			1) Admissions division has resource constraints limiting their ability to accomplish interviews for every applicant. 2) Organizational mis-alignment between Officer Candidate and Cadet recruiting. 3) There is no incentive for recruiters to steer promising high school students to the CGA.	1a) CG-1 leverage existing active duty resources to interview all conditional appointees. L2-1 1b) CG-1 provide additional resources to bring conditional appointees to CGA for interview. L2-1 2) CG-1/CGPC review officer recruiting procedures for consistency. L2-1 3) CG-1 Educate recruiters on service need to direct promising HS students to CGA application process. L2-1	Admissions priorities include a series of independent requirements that don't appear united. Hiring applicants of character is not the primary (unifying) goal of admissions program.	Unify the criteria for CGA applicants around character in alignment with the academy's strategic intent. (Requires development strategic intent - related to governance optimal). L2-1	LOC for CG members recruiting someone. L2-1
	2. CGA does not require a personal interview prior to acceptance. All other CG officer accession programs include a personal interview	CG processes												

2. 4/c program does not ask for "pre CG value" discussions in order to build on existing character/values	Gold												
Admissions decisions to the CGA are based on a weighting of 30% SAT/ACT, 30% class rank, 40% subjective analysis. (This may not adequately emphasize character and core values of applicants). **(confirm that this info is releasable)**	Admissions process												
1, 3, 4. Academy graduates had performance gaps from what supervisors expected in several critical areas, including knowledge and application of core values, sexual harassment policy, inappropriate relationships and fraternization policy, looking out for others,	Field Surveys	1. "When I let someone down, I want to do a better job for them next time. When I get bagged or held "accountable" I just get more and more cynical towards this place."		L2-2 While 90% of the academy graduates were rated as average or better, they still failed to meet the expectations of their supervisors in critical areas, and the failure was most pronounced in the area of Core Values.	The Academy's Leader Development program is ineffective in regards to Core Values.	1a) Ensure the embodiment of Core Values is an integral part of the CG officer development system. L2-2 1b) Develop a crucible-type exercise which directly challenges cadets in a meaningful way. L2-2	Trainings (mostly classroom-based) don't link tangibly to USCG (operational-based).	1a) Emphasize experiential learning to augment and reinforce classroom training. L2-2 1b) Link experiential learning to relevant Coast Guard operations. L2-2	USCG puts a tremendous amount of responsibility on very junior officers. Societal ills have changed (become more complex) during last 20 years. Millenials' learning style does not always match CGA's training methods. The maturation process is stunted by cadet life.	1a) Set clear expectations for cadets' embodiment of Core Values. L2-2 1b) Create an environment that challenges cadets' understanding and acceptance and embracing of Core Values. L2-2	Trainings are not graded and performance feedback is minimal.	1a) Ensure all cadet performance reports address and define demonstration of Core Values. L2-2 1b) Reward cadets for adherence to Core Values through evaluations and appropriate recognition. L2-2 1c) Provide greater emphasis on Core Values as part

	alcohol use, integrity, work ethic and accepting feedback.										of the MPL. L2-2	
	1. The level of responsibility between being a 1/c cadet and being a JO is too stark of a contrast.	Level III data										
	1. 90% or more supervisors believe JOS performing at/above average level in leadership	Level III Supervisor Data										

	1, 3, 5, 9. Cadets interaction with Company Officers does not promote/foster adherence/acceptance of core values. Core values have taken on a negative connotation because of application.	Cadet Focus Groups (L1)			L2-3 Based on cadet perceptions, Chief Petty Offiers provide better role models and do a better job of preparing cadets to be leaders and mentors. (Compare against Gap from Optimal #1)	Chiefs are more seasoned by following and practicing leadership later in their careers. They have acquired and use intuition in making confident judgments. CCTI process teaches humility and will ask for direction when necessary.	Increase cadet interaction with and exposure to Company Officers with specific intent of bolstering the mentor role and changing the cadets' perception of Company Officers. L2-3	Geographic stability (and not a desire to work with cadets) is a strong motivation for some to become company chiefs.	1a) CG-1 recruit and advertise the Company Chief Billet in order to attract quality chiefs who are motivated to work with cadets. L2-3 1b) Increase pool of potential chiefs by opening up billet to E9's. L2-3	1) Ratio of COs to cadets is 1:120. 2) Chiefs take a parent-like approach. 3) Chiefs are not in the chain of command.	1a) Increase the number of billets for Company Officers and Company Chiefs to increase the trainer to trainee ratio. L2-3 1b) Assign Assistant Company Officers. L2-3 2a) Encourage Company Officers to use the full range of leadership and mentoring techniques in developing cadets. L2-3 2b) Craft clear roles and responsiblities for Company Chiefs and Company Officers consistent with current strategic direction. L2-3	Cadet perceive that chiefs are more approachable to cadets at all ranks (4/c through 1/c).	1a) Increase cadet interaction with and exposure to Company Officers with specific intent of bolstering the mentor role and changing the cadets' perception of Company Officers. L2-3 1b) Review and minimize Company Officer collateral duties to allow focus on developmental/ mentoring role. L2-3	
	1, 5, 9. Some Jos are unprepared to ask the Chief for help.	Field interviews												
	1, 5, 9. Cadets believe that CPOs in Chase Hall provide positive, accessible role models for	Cadet Focus Groups (L1)												

	Cadets													
	1, 3, 5, 9. Company CPOs viewed by cadets as approachable mentors who foster sense of respect toward enlisted members.													
	Cadets precieve that Company Officers are absent most of the cadet activities (inspections, training, etc.)	Exchange Cadet Focus Group												
	5. Those stating a reason for leaving the Academy most frequently pointed to the Administration, company officers, platoon officers not holding cadets accountable, equal treatment and core value interactions.	Exit surveys												

	1, 8. Sense of what cadets need to know for service comes from military training, but the military training program is weak.	Cadet Focus Groups (T1)			L2-4 Academy over-reliance on classroom military training is not as well suited for developing future leaders. (Cadets recognize the importance of and even desire military training, they have disdain for general classroom military training as practiced at the academy - with the singular exception of summer (field) training programs, which they almost unanimously praise.)	Cadet military training periods are 0700 - 0800 and 1900 - 2000; also 0800 - 1100 on Saturdays (frequently excused for athletics, academic field trips, musical events, religious retreats, etc.). This gives the mistaken impression that military training has low priority at CGA.	1a) Emphasize experiential learning to augment and reinforce classroom training. L2-41b) Link experential learning to relevant Coast Guard operations. L2-4	Cadets are motivated by serving public and building significant relationships (in/outside of USCG). Military training is not readily associated with preparing for their near future responsibilities.	Link experential learning to relevant Coast Guard operations. L2-4	Training instructors are unmotivating, not skilled in instruction and frequently unprepared for the subject matter. Why are LDC instructors not teaching cadets? LDC instructors could (conceivably) teach military training without complicating CGA accreditation.	1a) Involve LDC Director and Leadership Institute Chief in all CGA programs as deemed appropriate by senior CG leadership. L2-41b) Superintendent makes strategic use of LDC for cadet leadership development. L2-4	Cadets see a direct association between summer assignments and their purpose in the USCG. On the other hand, classroom training frequently lacks context in cadets' lives.	1a) Emphasize experiential learning to augment and reinforce classroom training. L2-41b) Link experential learning to relevant Coast Guard operations. L2-4
	1. Cadets state that military training, partciulrly summer programs (as opposed to academics and athletics) is where they develop pride in the Coast Guard.	Cadet Focus Groups (L1 and T1)											
	1, 4, 5. Graduates were most influenced by summer operations, classes, mentors and leadership opportunities. Numerous cadets remarked that summer programs were essential to their develop	Level III JO data											

	ment.										
	1, 5. Cadets prepared for leading other cadets but not enlisted members	JO Level 3 (notes pg 5)									
	1, 5. While the requirement for strict adherence to Chase Hall regulations is to foster excellence, precision, and attention to detail, this concept is often/largely misunderstood by cadets.	Cadet Focus Groups									
	1, 5. Many cadets express that military training and academics should be considered co-equal forms of leadership preparation, however they believe that military training at the Academy is weak and often a waste of their time.	Cadet Focus Group (T1)									

Root Cause Analysis

	1. Cadets consistently stated that military classroom training sessions, particularly the 0700 lectures, were ineffective;	Cadet Focus Groups												
	1, 5. Graduates felt they were not fully prepared to lead a diverse workforce that came from various backgrounds and educational experiences.	Field interviews and cadet interviews.			L2-5 Cadets are not prepared to lead a diverse Coast Guard workforce.	Like most college campuses, cadet demographics are more narrow than that in the USCG. Therefore, cadets' leadership experiences may be insufficient preparation for leading a diverse workforce.	1a) Drive to Critical Mass through strategic hiring by increasing number of minorities on the faculty/staff. L2-5 1b) Realign the Director of Diversity position so that the current advisory role is vertically integrated: incorporate as key elements e.g. CEO program, specific division line items (i.e. Travel), and oversight of faculty hiring committees to jumpstart institutionalization of diversity projects and holistically infuse CGA with strategic diversity plan. L2-5	CGA administration lack urgency to increase staff diversity. Faculty/Staff may not communicate the value of leading a diverse workforce.	1a) Review current CGA civilian hiring instructions to ensure current hiring practices align with goals of strategically diversifying the faculty and staff. L2-5 1b) Realign the Director of Diversity position so that the current advisory role is vertically integrated: incorporate as key elements e.g. CEO program, specific division line items (i.e. Travel), and oversight of faculty hiring committees to jumpstart institutionalization of diversity projects and holistically infuse CGA with	CGA staff is not as diverse as USCG or Cadet Corps. Union rules may complicate any change of CGA demographics.	Capitalize on opportunity to diversify faculty upon retirement of civilian permanent faculty and PCTS. e.g. Increase allotment of CEO slots with oversight given to director of diversity to allow for strategic grooming of newer faculty until tenure track postions become available. L2-5	Cadets lack incentive to lead (associate with) diverse persons. Community service is a small portion of the CO evaluation (very small portion of MPA).	Conduct immediate review of MPL and follow-on reviews as part of annual CG-1/CGA strategic review. L2-5	
	1, 7. Some of the minority and women cadets noted in their surveys that, in general, the Academy is not accepting of creativity or differences.	Cadet Focus Groups												
	7% of the faculty are minority (in terms of race and ethnicity). In the Corps of Cadets, 14% are minority and 28% are women.	CGA IR Statistics												
	24% of the Coast Guard work force (military)	10 November 2006 CG Monthly Diversity Report												

	are minority and 11.9% are female.								strategic diversity plan. L2-5					
	Definition of respect appears to deal mainly with diversity management	PUB 1												
	1, 5. Cadets feel that their peers can remain hidden and focus on their own academic standing, yet graduate at top of the CGA class and have first pick of assignments.	JO Level 3 (notes pg 11), cadet focus groups			L2-6 1) Because of MPA weighting, most cadets are self-regulating towards academics to the point that it impacts their attention to other programs which are primarily designed to develop leaders of character who fulfill the Coast Guards broader leadership needs and objectives. 2) There is no systematic process in place at the Academy to assess whether the MPA objectives and weightings appropriately meet Coast Guard mission effectiveness needs.	Officership/ Leadership is not viewed as an academic discipline.	1a) CGA faculty and staff provided opportunity to attend resident Civilian Orientation Course. All are given copy of course on CD-ROM. L2-61b) Set minimum CG knowledge standards for CG staff - Encourage new staff attend resident civilian orientation course and all staff complete provided CD-ROM. L2-61c) Increase field involvement of civiliian faculty/staff PTCS to refresh CG knowledge. L2-61d) Develop/implement CGA specific orientation for all new faculty/staff (e.g. use LDC to develop SLIPS-style course) L2-6	No strategic guidance involving MPA, and HQ has not requested to know if current MPA weightings help CGA accomplish its missions.	Conduct immediate review of MPL and follow-on reviews as part of annual CG-1/CGA strategic review. L2-6	Academic rigor is an essential part of the historical definition of an American service academy. "Because it's always been that way." Accreditation requirements drive the focus of CGA to weigh academics more significantly into cadets' MPA.	1a) CG-1 institutes periodic external assessment of officership development programs within all CG officer accession points consistent with the needs of the service and strategic direction .. This review should provide balance to academic accreditation. L2-61b) CG-1 review the accreditation requirement to ensure alignment with overall strategic objectives and needs of the service. Consider partnership with other service academies in the development of an military-academy accreditation program. L2-61c) CGA	Cultural stove-pipe exists which prevents academic faculty participation in cadet officership development.	1a) Set clear expectations across-the-board for the enforcement of rules/regs/to ensure character development. L2-61b) CGA administration holds all faculty and staff accountable to implement cadet development program. Reward faculty/staff for character development through evaluations and appropriate rewards. L2-6	
	Cadets believe that military training teaches officers what they need in order to succeed in the Coast Guard.	JO Level 3 (notes pg 11), cadet focus groups												
	Cadet believe that military training and academics should be more equal at CGA to giver better chances to those who lead well as opposed to those who are good on paper (grade-wise). They also believe	JO Level 3 (notes pg 11), cadet focus groups												

	that some peers can pass a written test on leadership, but can't lead and that book smarts do not equate to common sense.									partner with other service academies in development of holistic and integrated officership program. L2-6		
	1. The cadet's Military Precedence Average (MPA) is weighted at 70% academics, 25% military (conduct, company officer eval, performance reports, professional competency) and 5% physical education.	Cadet regs										
	1, 5. CGA Academics promote critical thinking and using one's intelligence to figure out solutions beyond just following orders.	Cadet Focus Groups (T1)										
	The MPA weighting is the primary driver of cadet's allocation of their own time and energy.	Cadet Focus Groups										
	Cadet eval system has minimal measures on characte	Cadet eval sheets revised 03/06										

	r/values (evaluate/confirm)													
3) The officer and enlisted leaders at the Coast Guard Academy serve as role models that cadets choose to emulate.	5, 9. Cadets do not perceive the Company Officers as leadership role models to be emulated. Cadets feel Company Officers are frequently unapproachable, marginally competent, and more concerned with self than Cadets. Cadets perceive that company officers are single-issue focused (on discipline and enforcement of regulations), vice seeing a multi-faceted leader.	Cadet Focus Groups (L1)	Perhaps the reason on my deck isn't shiny is because I'm too busy helping the 4/c with indoc, drill down, academics and what not. But does my Company Officer see that? No, he only sees the trivial …		L3-1 Cadets generally do not look to Company Officers for mentoring.	Cadets aren't mature enough to appreciate COs disciplinary roles. Cadets don't have a meaningful understanding of core values through their interaction with the Company Officers (i.e.- misrepresent accountability as disloyalty).	1a) Challenge accumulated skills and knowledge at various stages of academy experience. Ensure Company Officers are key players in experience to provide meaningful team building experience and increase espirit de corps. L3-1 1b) Ensure cadets have clear understanding of Company Officer roles and responsibilities. L3-1	Cadets disparage COs as strongly motivated by factors other than the opportunity to work with cadets. COs are not required to (although may) be mentors in GOLD.	Increase cadet interaction with and exposure to Company Officers with specific intent of bolstering the mentor role and changing the cadets' perception of Company Officers. L3-1	1a) Ratio of COs to cadets is 1:120. 1b) Cadets' schedule limits cadets exposure to COs. 1c) COs' role doesn't give them opportunity to demonstrate their professional expertise to cadets.	1) Increase the number of billets for Company Officers and Company Chiefs to increase the trainer to trainee ratio. L3-1 2) Implement creative scheduling options to maximize CO or CC availability to cadets during cadet waking hours. L3-1 3) Encourage Company Officers to use the full range of leadership and mentoring techniques in developing cadets. L3-1	COs lack incentive to spend meaningful time with cadets (in a variety of activities) because of competing demands on their professional and personal time.	1a) Review and minimize Company Officer collateral duties to allow focus on developmental/ mentoring role. L3-1 1b) Assign Assistant Company Officers. L3-1	

| | 5, 9. Cadet perceive Company Officers as fleet-failures. Cadets distrust their command in Chase Hall and believe company officers are poor role models. | Cadet focus groups, field surveys (L1) | I feel that the Academy as a whole detracts from my development as a leader because the command belitles us. They try to control you as a leader and don't let you do your own personal style. "Company officers are poor examples of officers and serve no other purpose than to take what little bit of enjoyment we have here." | | | | | | | |

	1, 3, 5, 9. Cadets' interaction with Company Officers does not promote /foster adherence/acceptance of core values. Respect is not fostered /earned by Company Officers. Core values have taken on a negative connotation because of an overuse when discussing minor infractions of cadet regulations.	Cadet Focus Groups (L1)	What detraction has occurred, has been caused by observations of officers who make poor leadership decisions and do not act as role models.									
	Cadets considering resigning would approach, 50% of cadets would approach another cadet. Only 3% would approach a company officer and only 15% would aproach a company chief.	2006 Climate Survey (PG. 352)										
	Cadets looking for assistance with career choices would approach - 29% said another cadet, 11% said a company officer and 18% said a	2006 Climate Survey (PG. 350)										

	company chief.												
	9. Company officers/chiefs generally have fallen into "good cop/bad cop" roles;												
	3, 5, 9. Company CPOs are perceived as experienced, talented role model who embody CG Core Values. Nearly 1/4 of all comments by the corps of cadets gave positive comments to CPO; accessibility, experience and in mentorship.	Cadet Focus Group (L1)			L3-2 No perceived gap.	Chiefs are more seasoned by following and practicing leadership later in their careers. They have acquired and use intuition in making confident judgments. CCTI process teaches humility and will ask for direction when necessary.		Geographic stability (and not a desire to work with cadets) is a strong motivation for some to become company chiefs.	CG-1 recruit and advertise the Company Chief Billet in order to attract quality chiefs who are motivated to work with cadets. L3-2	Ratio of COs to cadets is 1:120. Chiefs take a parent-like approach. Chiefs are not in the chain of command.	1a) CG-1 continue to invest in Company Chief program. L3-2 1b) Increase pool of potential chiefs by opening up billet to E9's. L3-2	Cadet perceive that chiefs are more approachable to cadets at all ranks (4/c through 1/c).	1a) Increase cadet interaction with and exposure to Company Officers with specific intent of bolstering the mentor role and changing the cadets' perception of Company Officers. L3-2 1b) Review and minimize Company Officer collateral duties to allow focus on developmental/mentoring role. L3-2	Get the word out at CPO Academy, Gold Badge Conferences. L3-2
	1, 3, 5, 9. Company CPOs viewed by cadets as approachable mentors who foster sense of respect toward enlisted members.	Cadet Focus Group (L1)											
	1, 5, 9. Some Junior Officer are	Field interviews											

	unprepared to ask their Chief Petty Officer for help.												
	3, 5. Volunteer coaches do not attend faculty training	Faculty Interviews			L3-3 Volunteer coaches are detached from CGA programs.	Staff @ CGA have limited in-service (professional development) opportunities.				No CGA requirement for volunteers to attend core values trainings.	Establish and train to minimum criteria. L3-3	Little incentive for volunteers to attend trainings.	1a) Set clear expectations across-the-board for the enforcement of rules/regs/to ensure character development. L3-3 1b) Hold all volunteers accountable -- condition of continued service. L3-3
4) The Coast Guard Academy instills a sense of and nurtures appropriate risk taking and facilitates learning from mistakes.	7. Cadet interaction with Company Officers does not facilitate learning from mistakes. Many Cadets feel that they cannot/will not approach CO for fear of immediate punitive response.	Cadet Focus Groups			L4-1 CGA (especially in Cadet Development Branch) focus on punishment inhibits cadets from exercising professional initiative.	Cadets don't fully understand risk/reward principles.	Create opportunities to promote understanding of risk/reward and accountability. L4-1	Millenials are risk-averse (as a group). Exisiting developmental model was built for a different generation.	1a) Adapt the current cadet development model to the current generation. L4-1 1b) Conduct periodic generational needs assessment as part of strategic alignment review. L4-1	1) Cadets may not be sufficiently mature to look beyond the immediate (and personal) consequences of their decisions. 2) The MPL reinforces these immature tendencies.	1a) Create experiential challenges to test every cadet in order to enable maturity. L4-1 1b) Provide increased opportunities to exhibit responsible behavior so that character is revealed early in the developmental process. (Earlier granting of priviligdes) L4-1 2) Conduct immediate review of MPL through the lens of service needs and follow-on reviews	1) There are no incentives for risks that are taken in the face of cadet peer pressure. 2) Cadets express discomfort in discussing personal views/positions which may disagree with a professor's views.	1a) Increase cadet exposure and contact in order to emphasis decision making in regards to right and wrong. L4-1 1b) Build trust between cadets and the administration and attack the sources of cynacism towards policies and rules. L4-1 2) Deliberately explore controversial ideas in a collegial debate environment within the

												as part of annual CG-1/CGA strategic review. L4-1		classroom. L4-1	
	7. Around a quarter of all comments regarding initiative by cadets said they lacked initiative opportunities at CGA.	Cadet Focus Groups	"They're always saying if you want something changed to route a memo…but it seems like they are not open for change."												
	1, 7. Processes to make change sometimes lack the proper resources;	Cadet Focus Groups	"I can't even find a sample memo, how can you change anything when they don't give you the resources."												

	7. JOs lack personal leadership: try (with a few exceptions) to fly under the radar scope and get by, rather than leaning forward and taking some initiative /calculated risks to effect change in their divisions /depts.	Supervisor Level 3 (notes pg 14)										
	When asked which program - athletics, academics, or military - contributed most to their development as a leader of character, 59% said athletics, 25% said academics, and 22% said military.	Cadet Focus Groups										
	5, 7. Athletics allow cadets to try out different leadership styles.	Cadet Focus Groups	"It's definitely a place where you can see what works for one person may not for another."									

5) Officer and leader development is infused and supported in all activities, including the classroom, the athletic field and the barracks; and provides productive interaction with the enlisted, civilian and officer work forces.	4, 5. A draft Leadership Development Program has been conceptually developed (GOLD), but it is unclear what is currently being practiced.	GOLD			L5-1 Leadership development elements are present in academics. However, it is not clear whether any standards or requirements exist that institutionalize these elements.	1) Cadets are not clear on the role of civilians in the military.	1a) Ensure the embodiment of Core Values is an integral part of the CG officer development system across all segments of the academy. L5-1 1b) Educate cadets on the value of a diverse workforce and differing ideas/opinions and the concept of respect for all persons, regardless of rank or position. L5-1 1c) Provide exposure in context for civilian contribution to organization. (RDML Parker notes) L5-1	Academy (as a whole) shows no sense of urgency to effectively, comprehensively and holistically implent GOLD.	CG-1 institutes periodic external assessment of officership development programs within all CG officer accession points consistent with the needs of the service and strategic direction. This review should provide balance to academic accreditation. L5-1	1) No strategic intent to infuse core values through the professional development of tenured faculty. 2) Competing interests result in complex stovepiping at CGA. 3) The military culture does not sufficiently acknowledge/ value the experience and expertise garnered outside of the Coast Guard.	1) CG-00 develops/promolgates a one-source, strategic direction for CGA that is consistently implemented through CG-1. L5-1 2a) Educate faculty and staff on need for a robust cadet leadership development program. L5-1 2b) Develop, align and fully implement a cadet leadership program across all aspects of organization structure to ensure cadet character development from recruiting to end of obligated service. (academics, military, athletics, admissions, etc). L5-1 3) Educate military faculty and staff on the value of a diverse workforce and differing ideas/opinions. L5-1	1) Faculty have little incentive and guidance to infuse core values and leader development into cadets. 2) CGA policies in character development are out of date.	1a) Set clear expectations across-the-board for the enforcement of rules/regs/to ensure character development. L5-1 1b) Craft PD's to align with strategic intent. L5-1 1c) CGA adminstration holds all faculty and staff accountable to implement cadet development program. Reward faculty/staff for character development through evaluations and appropriate rewards. L5-1 2) Update CGA policies as part of strategic planning system. L5-1

	3, 5. Typical Faculty Position Descriptions (PDs) do not include requirements relative to responsibilities to reinforce core values and character within the Corps of Cadets.	Faculty PDs										
	The CGA Organization Manual does not reinforce character development concepts throughout.	CGA Organization Manual										
	3, 5. Some cadets do not afford the same respect to their civilian professors as they do their military professors.	Faculty and Cadet Focus Groups									2	
	1, 5. CGA Academics promote critical thinking and using one's intelligence to figure out solutions beyond just following orders.	Cadet Focus Groups (T1)										
	1, 3, 5, 6. Cadets often just go through the motions with regard to	Cadet focus groups										

	accoutability (accountability at formations, etc.)													
	5, 9. Cadet perceptions of Company Officers contribute to a climate of distrust in Command in Chase Hall.	Cadet focus groups, field surveys (L1)			L5-2 Most cadets do not see their Company Officers as positive leadership models they want to emulate. As such, Company Officers are generally perceived as ineffective at infusing and supporting leader development.			1) Cadets disparage COs as strongly motivated by factors other than the opportunity to work with cadets. COs are not required to (although may) be mentors in GOLD. 2) Professors do not see leadership as an academic discipline in supporting leaders' development (and thus are not involved).	1) Increase cadet interaction with and exposure to Company Officers with specific intent of bolstering the mentor role and changing the cadets' perception of Company Officers. L5-22a) Craft PD's to align with strategic intent. L5-22b) Set clear expectations across-the-board for the enforcement of rules/regs/to ensure character development. L5-2 2c) CGA adminstration holds all faculty and staff accountable to implement cadet development program. Reward faculty/staff for leadership development through evaluations and appropriate rewards. L5-2	1) The CGA environment does not empower Company Officers to use the full range of leadership tools because of their role as disciplinarians. 2) Ratio of COs to cadets is 1:120. By the nature of the 200-week program, the CO's role is complex (parent-like) and possibly misunderstood by cadets and the COs (themselves).	1) Encourage Company Officers to use the full range of leadership and mentoring techniques in developing cadets. L5-22a) Increase the number of billets for Company Officers and Company Chiefs to increase the trainer to trainee ratio. L5-22b) Implement creative scheduling options to maximize CO or CC availability to cadets during cadet waking hours. L5-22c) Review and minimize Company Officer collateral duties to allow focus on developmental/mentoring role. L5-22d) Assign Assistant Company Officers. L5-2	No measurement tool exists to evaluate the long-term impact of Company Officers' leadership upon their cadets.	Establish measurement tool to evaluate the long-term impact of Company Officers' leadership upon their cadets. This measurement system should act as part of an overall system that grades the academy, division, branch and individual cadet. L5-2	Consider 360 review for Company Officers and cadets using the Company Chiefs as facilitators. L5-2

	1, 3, 5, 9. Cadets interaction with Company Officers does not promote /foster adherence/acce ptance of core values. Core values have taken on a negative connotation because of application.	Cadet Focus Groups (L1)									
	5, 9. Many cadets believe company officers are poor role models.	Cadet Focus Groups									
	5. Company Officers evals consists of 30% of cadet military performance.	Cadet Regs									
	5. Cadet interaction with Company Officer does not provide positive role model for future development and mentoring responsibilities.	Cadet Focus Gruops (L1)									
	5, 9. Cadets believe that company officers are single-issue focused; they are more concerned with discipline and enforcement of regulations than developi	Cadet Focus Groups									

	ng a multi-faceted leader.											
	5, 9. Cadet interaction with Company Officer not viewed by cadets as positive. Cadets feel COs are frequently unapproachable, marginally competent, and more concerned with self than Cadets. Respect not fostered /earned.	Cadet Focus Groups (L1)										
	5, 9. Company Officers' interaction with cadets does not promote a climate of respect - it often leads one of distrust.	Cadet Focus Groups (L1)										
	5, 9. Cadets do not perceive the Company Officers as a leadership role models to be emulated; they are often perceived as marginally competent and concerned more with self than cadets.	Cadet Focus Groups (L1)										

1, 5, 9. Cadets believe that the CPOs in Chase Halls provide positive, accessible role models for Cadets.	Cadet Focus Groups (L1)													
3. 5. Cadets view interaction with Company CPOs - with respect to Core Values and other aspects of leadership development - as more reflective of the "real" Coast Guard.	Cadet focus groups													
Half the comments during cadet focus groups on leadership dealt with negative perceptions of their company officers.	Cadet Focus Groups													
1, 3, 5, 9. Company CPOs viewed by cadets as approachable mentors who foster sense of respect toward enlisted members.	Cadet Focus Groups (L1)			L5-3 Cadets percieve that Company Chief Petty Officers provide positive role models and do an excellent job of infusing and supporting leader development, including respect for the enlisted members of the Coast Guard.	Chiefs are more seasoned by following and practicing leadership later in their careers. They have acquired and use intuition in making confident judgments. CCTI process teaches humility and will ask for direction when necessary.		Geographic stability (and not a desire to work with cadets) is a strong motivation for some to become company chiefs.	CG-1 recruit and advertise the Company Chief Billet in order to attract quality chiefs who are motivated to work with cadets. L5-3	1a) Ratio of COs to cadets is 1:120. 1b) Chiefs take a parent-like approach. 1c) Chiefs are not in the chain of command.	1a) CG-1 continue to invest in Company Chief program. L5-31b) Increase pool of potential chiefs by opening up billet to E9's. L5-3	Cadet perceive that chiefs are more approachable to cadets at all ranks (4/c through 1/c).	1a) Increase cadet interaction with and exposure to Company Officers with specific intent of bolstering the mentor role and changing the cadets' perception of Company Officers. L5-31b) Review and minimize Company Officer collatera	

											I duties to allow focus on developmental/ mentoring role. L5-3	
	5, 9. Company CPOs are perceived as experienced, talented role models who embody CG Core Values.	Cadet Focus Groups (L1)										
	1, 5, 9. JOs are unprepared to ask the Chief for help. (seek more specificity on source - field CPOs, Supervisors or JOs…?)	Field interviews										
	3, 5, 9. Company CPOs are perceived as experienced, talented role model who embody CG Core Values. Nearly 1/4 of the comments by those surveyed gave positive comments to CPO; accessibility, experience and in mentorship.	Cadet Survey (L1)										

	5. Cadets understand that military training facilitates the transition from civilian status and prepares one for successful fleet leadership. While academics teaches problem solving, military training provides experience. However, this training is ineffective because of the ad hoc system through which it is provided and the competing demands on cadet time .	Cadet Focus Groups			L5-4 While cadets recognize the importance of and even desire military training, they have disdain for general classroom military training as practiced at the academy. Summer (field) programs receive almost unanimous praise. Result is that Academy classroom military training is generally ineffective at infusing and supporting leader development in cadets.	Cadet development lacks a holistic plan. Cadet military training periods are 0700 - 0800 and 1900 - 2000; also 0800 - 1100 on Saturdays (frequently excused for athletics, academic field trips, musical events, religious retreats, etc.). This gives the mistaken impression that military training has low priority at CGA.	1a) Implement control and configuration board - strategic, systematic review and annual review to cover day to day adjustments. L5-4 1b) Assign overall process owner. L5-4 1c) Emphasize experiential learning to augment and reinforce classroom training. L5-4 1d) Link experential learning to relevant Coast Guard operations. L5-4	1) Cadets are motivated by serving public and building significant relationships (in/outside of USCG). 2) Military training during the academic year is not readily associated with preparing for their near future responsibilties resulting in low morale. 3) Cadets do not have as much control over their individual trainings as would facilitate ownership in the process.	1b) Link experential learning to relevant Coast Guard operations. L5-4 2) Implement pipeline training tailored to needs of the service and cadet's assignment. L5-4 3) Involve cadets in training within the strategic framework of the CGA. (e. g. - train the trainer) Provide opportunities for cadets to choose their training. L5-4	Training instructors are unmotivating, not skilled in instruction and frequently unprepared for the subject matter. LDC instructors could (conceivably) teach military training without complicating CGA accreditation. Budget constraints at CGA are driving training schedules and desired outcomes (rather than vice versa).	1a) Involve LDC Director and Leadership Institute Chief in all CGA programs as deemed appropriate by senior CG leadership. L5-4 1b) Superintendent makes strategic use of LDC for cadet leadership development. L5-4 1c) Provide better and more consistent funding of summer programs. L5-4 1d) Provide CGA with organic training resources for select summer programs. L5-4	Cadets see a direct association between summer assignments and their purpose in the USCG. On the other hand, classroom training frequently lacks context in cadets' lives. Desired training outcomes are ill-defined by higher authority (for Sectors).	1a) Emphasize experiential learning to augment and reinforce classroom training. L5-4 1b) Link experential learning to relevant Coast Guard operations. L5-4	
	CGA has decided not to send cadets to Sectors in the summer because "their world of work is too ill defined" .	Staff Focus Group											

	5. Nearly 59% of the Academy staff surveyed feel the Commandant of Cadets department is doing the best at developing leadership skills within the cadet Corps. The remaining staff mebers selected Academics (21.2%), Athletics (11.9%), the Superintendant's office (11.9%) and Admissions (.5%).	Staff Climate Survey									
	1, 5. Many cadets express that military training and academics should be considered co-equal forms of leadership preparation, however they believe that the military training at the Academy is weak.	Cadet Focus Groups (T1)									
	1, 5. Cadets repeatedly remarked about the military training being viewed as a joke or waste of time.	Cadet Focus Groups									

	1, 5. While the requirement for strict adherence to Chase Hall regulations is to foster excellence, precision, and attention to detail, this concept is often/largely misunderstood by cadets.	Cadet Focus Groups										
	1, 4, 5. Graduates were most influenced by summer operations, classes, mentors and leadership opportunities. Numerous cadets remarked that summer programs were essential to their development.	Level III JO data										

	5. Most cadets believe that Athletics makes the greatest contribution to leadership development, followed by Academics and Commandant of Cadets. (get percentages from focus groups)	Cadet Focus Groups			L5-5 Athletics, by its nature, contributes to leadership development. However, there is not a systematic process of specific standards and goals for leadership development which are aligned with the broader Academy officer development mission.			Academy (as a whole) shows no sense of urgency to effectively, comprehensively and holistically implent GOLD.	1a) Create an environment which empowers individuals to align with and support a functional strategic plan. L5-5 1b) Educate faculty and staff on need to reevalute the cadet leadership development model. L5-5	No CGA requirement for volunteer coaches to attend leader development trainings.	1a) Establish and train to minimum criteria. L5-5 1b) Set clear expectations across-the-board for the enforcement of rules/regs/to ensure character development. L5-5 1c) Hold all volunteers accountable -- condition of continued service. L5-5	1) Academy administration shows an inability to gain consensus on a strategy/ model (e.g.- GOLD). 2) Academy has insufficient incentive as given them by a higher authority to implement GOLD.	1a) All employees receive basic and ongoing orientation on strategic direction as it applies to CGA. (job aides, training, etc) L5-5 1b) CGA adminstration holds all faculty and staff accountable to implement cadet development program. Reward faculty/staff for leadership development through evaluations and appropriate rewards. L5-5 2) CG-1 institutes periodic external assessment of officership development programs within all CG officer accession points consistent with the needs of the service and strategic direction. L5-5
	5, 7. Athletics allows cadets to try out different leadership styles.	Cadet Focus Groups (T1)											

6) Cadets are instilled with a sense of obligation and privilege that transcends peer and local dynamics.	1, 3, 5, 6. Cadets often just go through the motions with regard to accoutability (accountability at formations, etc.)	Cadet focus groups	6. "Tool --the trusty hammer of accountability that is always around ready to point out your failings… and never fails to utilize the power drill of restricction."		L6-1 While some cadets want to (and choose to) do the right thing, much of the cadet culture does not condone applying standards to other cadets.	Cadets are young and frequently inexperienced with the personal accountability that comes with effective moral judgment.	1a) Create experiential challenges to test every cadet in order to enable maturity. L6-1 1b) Provide increased opportunities to exhibit responsible behavior so that character is revealed early in the developmental process. (Earlier granting of priviligdes) L6-1	Millenial generation tends to reward teamwork (vs. individuality).	1a) Adapt the current cadet development model to the current generation. L6-1 1b) Conduct periodic generational needs assessment as part of strategic alignment review. L6-1	1) Choosing to do the right thing is difficult, in many societies. The honor concept allows for an escape from accountability. 2) Staff/faculty do not communicate (in a formal setting) about their roles/responsibilities toward cadet conduct. This lack of communication/alignment possibly leads to mixed messages for the cadets seeking their advice.	1) Condcut a review of the current Honor Concept and ensure alignment with strategic intent. L6-1 2a) Set clear expectations across-the-board for the enforcement of rules/regs/to ensure character development. L6-1 2b) CGA adminstration holds all faculty and staff accountable to implement cadet development program. Reward faculty/staff for character development through evaluations and appropriate rewards. L6-1	1) Cadets holding other cadets to standards involves punitive action, which otherwise the perpetrator would get away with. 2) There doesn't seem to be a positive result (beyond the intrinsic) that balances out the negative consequence of doing the right thing.	1a) Increase cadet exposure and contact with Company Officers and Chiefs in order to emphasis decision making in regards to right and wrong. L6-1 1b) Ensure punitive measures are appropriate to the violation and educate cadets lessons learned from peer mistakes. L6-1 1c) Review demerit system in view of it's relevance to the Millenial Generation and the regular Coast Guard. (Consider the use of page 7's) L6-1 2) Build trust between cadets and the administration and attack the sources of cynacism towards policies and rules. L6-1	Eliminate eBagging - ensure that all demerits are awarded face-to-face. L6-1

	3, 6. Loyalty often takes precedence over honor to classmates. Cadets view accountability as difficult to define and enforce regulations, particularly among peers. Over 30 negative comments dealt strictly with peer accountability as a problem.	Cadet Focus Groups (L1)	6. "I hate seeing people in (cadet) leadership positions not taking any responsibility."	Cadet Focus Groups							
	Cadet culture does not condone does not condone applying standards to other cadets.										
	6, 8. Relevance of the entire cadet experience is not understood by cadets; the tie to CG field experience or relevance was not apparent to them. (What is the count?)										
	6. 71 comments discussed how accountability has a negative connotation (percentage would be more effective …)	Cadet focus groups	6. "I hate that word "tool" People use the word tool too much even for people who are doing								

		their jobs (ie corre cting a fourt h class ."								
	1, 6. The cadets believe that the demerit system is strictly negative in nature.	Cadet focus groups								
	Overwh elmingly , cadets' stateme nt's reflect cynicism	Cadet Focus Groups								
	6. Some cadets believe that Academ ics can sometim es bring out negative competit ive behavior and breed distrust of classma tes.	Cadet Focus Groups(T1)	6. "Doin g the right thing or gettin g into the milita ry side of thing s here is looke d down upon e as "tooli sh but who woul d come to a milita ry acad emy and not expe ct to be held to a certai n stand ard or do drill? "							

Character Development Root Cause Analysis

Optimals	Actuals	Gaps	Skills/Knowledge Root Causes	S/K Solutions	Motivational Root Causes	Motivational Solutions	Environmental Root Causes	Environmental Solutions	Incentive Root Causes	Incentive Solutions
1 - The Coast Guard Academy has identified, successfully communicated and implemented a holistic, systemic program of character development which includes clearly-stated standards and/or rituals for ethics, diversity, core values, and honor.	Other service academies reinforce honor, tradition and values with ceremonies, rites and symbols.	CH1-1: CGA uses relatively few tangible ceremonies and events for reinforcing CG Core Values.	The Academy leadership does not fully recognize the impact or value of a singular, significant emotional event that enforces the honor system.	1. Educate CGA leadership on importance of honor rites/ceremonies. (CH1-1)	There is a lack of initiative among the staff with regard to the Honor Program and a perception that the Commandant of Cadets department "owns" the program.	1. Involve members from all CGA areas in creation of traditions/ceremonies. (CH1-1)	There is a lack of tradition for a high-impact event to instill a sense of honor.	1. Research and study best practices and initiate tradition. (CH1-1)		
				2. Provide success stories to CGA leadership from other programs. (CH1-1)		2. Require/encourage participation of all (athletic, academic, military) at ceremonies. (CH1-1)	There are competing demands for cadet time.	1. Incorporate traditions that are "zero sum" time (i.e. Honor Coin at MMA) by incorporating into existing ceremonies. (CH1-1)		
							There is a lack of connection between the ethics class and a character/leadership development program.	1. Incorporate the Ethics classes into a broader leadership/character development program. (CH1-1)		
								2. Ensure follow-up and reinforcement throughout leader/character development program. (CH1-1)		
	No systemic, overarching program exists for cadet character development. GOLD is not being used.	CH1-2: Academics, Athletics, Professional Development and Administration demonstrate little unity of effort across departmental lines for character development.	1. There is a lack of character development/Core Values training for volunteer staff/faculty.	1. Use staff to develop/implement core values training for all staff that teaches faculty/staff how to implement core values. (CH1-2)			Character Development draft policies are in place but not well communicated and used by some staff members but not by others.	1. Review, approve, and promulgate policies and require use by all staff members. (CH1-2)	1. There is no systemic approach that is approved, in place and supported.	1. Ensure appropriate and well-defined areas of participation identified for faculty member participation within the overall leader/character development program at the CGA. (e.g. honor board, cadet conduct board, room inspections, ceremonies, etc…) (CH1-2)

				2. Require that all staff attend training. (CH1-2)					2. There is no incentive or demand to implement a cadet character development program by faculty and staff.	2a. Establish requirement for incorporation of cadet character development into civilian Position Descriptions. (CH1-2)
	The Millennial generation exhibits a high need to be inspired.		2, There is no refresher or follow-on reinforcement for faculty/staff.	1. Establish policy/procedure for refresher training requirements. (CH1-2)						2b. Incorporate cadet development into civilian faculty/staff evaluations. (CH1-2)
	The Commandant of Cadets was unable to gain support from other departments for an effort to re-vamp the CGA Alcohol Policy.			2. Create a job aid/refresher core value training for faculty/staff. (CH1-2)						2c. Find ways to provide appropriate recognition (and compensation) for faculty and staff participation. (CH1-2)
	Many cadets are cynical.									
	Coast Guard Core Values are not a prominent component of the CGA Website.	CH1-3: The CGA website does not appropriately communicate to prospective students the significance that character and Core Values hold at the CGA.			1. There is not an overt emphasis on "character" in the CGA recruiting process.	1. Incorporate affirmative references to core values and character development into all recruiting materials/outreach, (CH1-3)	1. CGA lacks an external communications message manager specialist on staff.	1. Formalize a process and responsible individual for periodic review of the "character content" of all CGA outreach materials (website, etc.). (CH1-3) **(confirm alignment with authors intention)**		
	The Chase Hall Quarterdeck's timework includes bricks representing Honor and Duty, but not Respect.	CH1-4: The Core Value of Respect is not displayed in the Academy's icons to the same extent as Honor and Devotion to Duty.			1. CGA has a desire to preserve and maintain the history and traditions of CGA.	1. Incorporate tangible display of "respect" in equal prominence with other core values in all new and existing Academy displays. (CH1-4)	1. The current core values were not adopted by the Coast Guard until the 1990s.	[no recommendation - historical fact]	Resources are limited to make changes to icons.	1. In all new construction and/or development, ensure that "Respect" is given equal prominence with tangible visual displays of other Core Values. (CH1-4)
										Identify funding to incorporate "Respect" into existing Academy monuments/visual displays. (CH1-4)

	The CGA does not include non-toleration as a clause in the Honor Concept.	CH1-5: The Honor Concept is clearly articulated. (No perceived gap).								
	CG-1 stated that CGA observed a "strict zero tolerance policy regarding discrimination or harassment of any nature".	CH1-6: CGA not in alignment with "zero tolerance" statements made by CG-1.			1. The definition of "zero tolerance" was too difficult for CGA staff to come to a consensus.	Academy needs to implement the "zero tolerance" policy as soon as possible. If issue is definition of "zero policy" resolve or request clarification from CG-1. (CH1-6)				
	The CGA Climate Committee (2005) was unable to reach consensus on the recommendation of "Zero Tolerance" with regard to sexual assault.									
2 - CGA policies on cadet conduct are in alignment with Coast Guard policies. Cadet rights and responsibilities, including appeal procedures, are clearly stated, well-publicized, readily available and fairly, consistently, and effectively administered.	65% of cadets believe the Coast Guard Academy treats cadets at least moderately fairly (all cadets are not treated fairly). However, this feeling of "fairness" decreases noticeably from 4/c to 1/c.	CH2-1: Most cadets believe that policies are administered fairly and consistently; however, senior cadets are much less likely to feel this way then 4/c.				1/c cadets perceive an inconsistent application and enforcement of regulations and policies due to inconsistent leadership styles among faculty/staff				
						There is a misperception by faculty/staff that enforcement is owned by "c" division;				
						There is a lack of consistent punishments articulated for Class I offenses				
						There is a lack of consistent faculty/staff Position Descriptions emphasizing the role of faculty/staff to develop cadets into officers of				

character. **(See Governance)**

45% of cadets possess "some confidence" or less that the sexual harassment policies/procedures in place work; 53% of cadets possess "some confidence" or less that the racial/ethnic discrimination policies/procedures in place work.	CH2-2: Approximately half the cadets are not confident that the procedures in place at CGA will work when reporting sexual harassment/ racial discrimination.	Cadets exhibit some confusion on the proper reporting procedures for sexual harassment/ assault and racial/gender discrimination.	1. Utilize a wide variety of instructional methods to communicate to cadets the reporting procedures (e.g. flowcharts, etc) and ensure all changes are promulgated rapidly using the same methods. (CH2-2) 2. Assess the effectiveness of the current sexual assault/racial discrimination training program - include input from instructional technology specialists and cadets as to most effective methods for communication and comprehension. (CH2-2)	Cadets exhibit very low trust of Company Officers.	(*See* "Leadership" section re: company officers and chiefs) (CH2-2)	The communication of the process and outcome of conduct cases is slow and incomplete. The gossip network ("mess deck chatter") among cadets is pervasive.	(*See* "Governance" section for recommendations) (CH2-2)	Cadets have a number of issue-dependent chains of command which can lead to confusion and a lack of confidence in the system.	1. Create an ombudsman structure for use by cadets. (CH2-2)
Cadet regulations were updated electronically in August 2005 and placed in every cadet room.	CH2-3: Policies are well-publicized and readily available. (no perceived gap)								

	CGA erases alcohol incidents from a cadet's record upon graduation. In the fleet, alcohol incidents remain on a members' record (unless it's an underage alcohol incident that did not bring discredit on the Coast Guard and the member specifically requests	CH2-4: The Academy policy on alcohol incidents is not in alignment with the Coast Gerard.					CGA is following guidance from CG-1; CG-1 believes the guidance is appropriate for a 4-year developmental process.	**(check on document promulgating permission to deviate from PERSMAN policy regarding career alcohol incidents)** Examine reason for misalignment and ensure alignment between CG and CGA in appropriate direction. (CH2-4)		
	The CGA's sexual assault policy differs from the Coast Guard's in that it allows for restricted reporting.	CH2-5: Academy and the Coast Guard policies on sexual assault are not aligned.					CG Sexual Assault policy provides CGA ability to (insert language from CG policy…)	Coast Guard is currently/actively reviewing implementation of restricted reporting CG wide. (CH2-5)		
3- Faculty, staff and administration ensure the integrity of the honor system and consistent application of core values. The institution works to prevent infractions as well as to deal forthrightly with instances as they occur.	CGA staff and faculty neither consistently engage nor participate in administering the cadet honor system or teaching CG Core Values.	CH3-1: Faculty, staff and administration at CGA lack full and consistent alignment, collaboration and active participation necessary to effectively integrate the honor system and CG Core Values into the Corps of Cadets.	1. There is a lack of character development/Core Values training for volunteer staff/faculty.	Use staff to develop/implement core values training for all staff that teaches faculty/staff how to implement core values. (CH3-1)	Some faculty/staff members are reluctant to enforce cadet regulations.	1. Message to the faculty on the importance of a consistent supportive message on both conduct and actions being delivered to the cadets. (CH3-1)	There are competing demands for faculty/staff time.	1. Involve faculty and staff in process of allotting available time and resources to best provide for needs of cadet development. (CH3-1)	1. There is no systemic approach that is approved, in place and supported.	Ensure appropriate and well-defined areas of participation identified for faculty member participation within the overall leader/character development program at the CGA. (e.g. honor board, cadet conduct board, room inspections, ceremonies, etc…) (CH3-1)
				2. Require that all staff attend training. (CH3-1)		2. Include requirement to enforce cadet regulation in faculty PDs (CH3-1)		2. Find ways to provide appropriate recognition (and compensation) for faculty and staff	2. There is no incentive or demand to implement such a program on faculty and staff.	1. Establish requirement for incorporation of cadet character development into civilian Position

	Other service academies employ formal means to engage faculty and staff in core values. USNA trains (or instructs) professors, faculty, officers, guests and staff on how to teach ethics; USMA formed a respect infrastructure and adopted Standard Operating		2. There is no refresher or follow-on reinforcement for faculty/staff.	1. Establish policy/procedure for refresher training requirements. (CH3-1)				participation. (CH3-1)		Descriptions.
										2. Find ways to provide appropriate recognition (and compensation) for faculty and staff participation. (CH3-1)
				2. Create a job aid/refresher core value training for faculty/staff. (CH3-1)						3. Incorporate cadet development into civilian faculty/staff evaluations. (CH3-1)
	3: Cadets view interaction with Company CPOs - with respect to Core Values and other aspects of leadership development - as more reflective of the "real" Coast Guard.	CH3-2: Cadets perceive Company chiefs as more effective than company officers at instilling Core Values.	Company Chiefs and Company Officers lack guidance with regard to their respective roles.	Develop, promulgate and incorporate detailed guidance (regarding cadet character development) for Company Officers and Company CPOs as part of a larger cadet leader development program. (CH3-2)	Cadets have a perception that chiefs have greater credibility due to their years of experience. Cadets have a perception that Company Officers were assigned to their present duties due to failures in past assignments.	Display/publish information regarding Company Officers Coast Guard career, achievements, etc. to provide cadets awareness of their background and accomplishments. (CH3-2)	Chiefs are outside the cadet chain of command and fulfill a different role than the Company Officer.	Ensure that the CPOs role within the company is appropriate, well-defined and complementary to the overall cadet character development process as part of a broader cadet leadership development program/model. (CH3-2)		
	3, 4: Interaction of Cadets with Company Officers contributes to belief that Academy and fleet core values differ. Core values are (most) often associated with punitive action for what cadets perceive as					Increase cadets awareness of the rigor of the selection process for company Officers. (CH3-2) *(fact check - is it a rigorous process? What are the screening criteria/processes?)*	Company Officers have time-consuming collateral duties and less time to interact with the cadets.	Review distribution and allocation of CO collateral duties and ensure that COs are not diverted from their primary obligation of cadet development. (CH3-2)		

Root Cause Analysis

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	minor infractions. Consequently, core values are									
	3: 97% of cadets believe the current Academy leadership (Superintendent, Assistant Superintendent, Commandant of Cadets, Dean) demonstrate good examples of sound moral character. Approximately 75% of cadets believe that the faculty, staff, and officers g	No perceived gap.								
	3: When forced to select between departments (academics, athletics, Commandant of Cadets (CoC)) 60% of faculty and staff believe the CoC is best at instilling Core values in the cadets.	No perceived gap.								
4 - The academy supports and rewards adherence to standards of conduct, ethical standards, the honor system and core values.	3: When forced to select between departments (academics, athletics, Commandant of Cadets (CoC)) 60% of faculty and staff believe the CoC is best at instilling Core values in the cadets.	No perceived gap.								
	3, 4: Interaction of Cadets with Company Officers contributes to belief that Academy and fleet core values differ. Core values are (most) often associated with punitive	CH4-1: Enforcement of conduct and ethical standards focus on punitive action more than education and rewards.			E-bagging and other punishment tools are very simple and easy for cadets to use (many don't adhere to the policy that you must counsel members prior to e-bagging).	Enforce requirement for personal counseling prior to sending electronic notification of demerits. Consider requiring individual sending email to certify that a face to face	The system of privileges is tightly controlled and mostly limited to the administration.	Provide mechanisms for Company Officers and Company CPO to grant privileges or tangible positive reinforcement. (CH4-1)	Historical and traditional aspect of Coast Guard and military support a compliance-based system.	As part of a larger cadet leader development system, ensure an appropriate balance between compliance-based measures and developmental/rewards-based

	action for what cadets perceive as minor infractions. Consequently, core values are					counseling has occurred. (CH4-1)					measures. (CH4-1)
	In addition to the Honor Remediation program, CGA has newly instituted a Respect Remediation program. 11 cadets were assigned Honor Remediation during the 2005 - 2006 Academic year. 10 cadets have been assigned to the Respect Remediation program (or a m						Provide mechanism which allows cadets to recommend their peers for some type of informal recognition or reward. (CH4-1)	
	Originally intended to make the demerit system paperless, "e-Bagging" (electronic awarding of demerits) as currently practiced ignores a mandatory counseling requirement and has reduced the personal interaction when cadets award demerits.						There is no system in place to evaluate the effectiveness of the conduct system.	Provide for evaluation of all cadet policies and procedures as part of a larger leader/character development program. (CH4-1)	The administration experiences an external pressure from the media and public to punish transgressions.
	The Military Precedence Average (class standing) is 70% Academics, 25% Military, and 5% PFE. Of the 25% Military, 25% is conduct (demerits).								

5 - The cadets embrace and internalize Coast Guard Core Values and develop their moral courage sufficiently to apply them.	2, 5: 34% of Cadets don't think underage drinking disrupts good order and discipline and 79% of cadets believe cadets engage in binge drinking at least occasionally.	CH5-1: If measured by attitudes toward pornography, underage drinking and prohibited relationships, the majority of cadets have not fully internalized the CG Core Values.	Cadets don't have a developmental program to help internalize core values and typically lack skills to do so.	Develop program to provide cadets with a broader understanding of Coast Guard Core Values and assist them in developing the skills, knowledge, attitude and ability begin to internalize those values. This should be done as part of a larger cadet leader development program. (CH5-1)	Cadets don't appreciate the long-term ramifications of violating core values.	As part of a program to provide cadets with a broader understanding of Coast Guard Core Values and assist them in developing the skills, knowledge, attitude and ability begin to internalize those values, provide proactive examples or case studies demonstrating long term ramifications. (CH5-1)			The Coast Guard Academy and the military, in general, is based on a system of behavioral conditioning which typically doesn't support cognitive development.	Behavioral conditioning alone is ineffective for helping cadets internalize Core Values and should be but one part of a larger developmental process which incorporates greater emphasis on self-analysis and reflection. (CH5-1)
	55% of Cadets don't think viewing pornography disrupts good order and discipline.					Introduce guest speakers who have personal experience with the ramifications of violating core values to share their story with the cadets. (CH5-1)				
	Other Service Academy Exchange Cadets at CGA feel that there is too much emphasis on regulations here and too much tolerance for honor violations.		Cadets are not fully matured adults and are still in the process of internalizing these values.		Most cadets struggle with personal loyalty versus Honor/Core Values.	Examine incorporation of a toleration clause into the cadet honor system/code to force cadets to confront and deal with this issue directly. (CH5-1)			Cadets lack time for self-reflection.	Cadet character development component of a broader cadet leader development process must incorporate greater emphasis on self-analysis and reflection to aid greater understanding and internalization of the Coast Guard's Core Values. (CH5-1)

	The students most likely to drink across college campuses in the United States are white, male athletes in New England Universities.			Develop process to provide greater opportunities for cadets to practice, discuss, reflect upon and internalize core vales. (CH5-1)		Develop and incorporate structured, facilitated process or forum to engage cadets and promote understanding and internalization of concept of loyalty versus integrity. (CH5-1)			
	73% of cadets answered that cadets at least occasionally engage in sexual relations with other cadets in Chase Hall.								
	Only 45% of cadets "agree" or "strongly agree" that cadets adhere to significant Academy rules and regulations, even if they know they won't get caught violating them.				Drinking is reinforced through local college culture.	Develop strenuous and rigorous alcohol education and remediation program for at risk cadets and cadets who have commited alcohol offenses.			
	Cadets agree that sexually irresponsible behavior is a problem at CGA and is made worse with alcohol.					Develop precess to identify cadets at risk for alcohol abuse.			
	2, 5: Only 56% of Cadets believe that engaging in prohibited relationships /fraternization impacts good order and discipline					Institurte a social norms program to educate cadets on the difference between percieved norms regarding student alcohol use and actual norms.			

Some supervisors in the field state that JOs do not always demonstrate a willingness to hold others accountable.	CH5-2: Given the choice between loyalty to peers and loyalty to the institution, cadets and junior officers will often choose peers.			Loyalty to individuals is a natural, human tendency. ("Us versus them" is a typical attitude for the cadet age group.).	Develop and incorporate structured, facilitated process or forum to engage cadets and promote understanding and internalization of concept of loyalty versus integrity. (CH5-2)			
Cadets struggle with the conflict between "personal" loyalty and "organizational" (CGA) loyalty.								
Cadets at other service academies struggle with loyalty to classmates versus the organization.				Swab summer instills and reinforces the sense of teamwork among cadets.				
According to cadets, most sexual harassment occurs between friends. The cadets don't want to report a friend and, there is a general perception that if you do report someone, you will be labeled as a "slash mate."								
Peer group relationships are very important to young adults as they pull away from their parents.				The culture at CGA is very negative toward cadets who report on their classmates; some cadets fear being ostracized or other				

				repercussions.				
Cadets cite friendships with classmates as a major reason for staying at the CGA.								
Cadets stated they are most likely to report sexual harassment and/or racial discrimination to another cadet.				The Millennial Generation is very team-oriented.				
Cadets state they wouldn't report cases of sexual harassment and/or racial discrimination because they lack trust in the command and fear being ostracized.								
5: 71% of cadets express satisfaction to a "large extent" or "very large extent" with the conduct of current cadet leaders holding other cadets accountable for their conduct.	CH5-3: Some upper-class cadets provide poor roles models (particularly in the areas of character and leadership) to the underclass cadets.	Most cadets do not take the professional development/leadership training seriously due to poor quality and substance of training and hours at which training is administered (typically 0700),	Develop, standardize and coordinate a systematic core values training program as part of a larger cadre leader develop program. (CH5-4)			There is not a clear person or group that oversees a comprehensive leader development program.	Establish a leader development program owner with requisite authority to implement the program completely and effectively. (CH5-4)	Company Officers were placed back in the chain of command recently; the past lack of the additional guidance may have encouraged poor behavior among cadets.	As part of an overall cadet leader development program examine the appropriate role and responsibilities of company officers and company CPOs and their appropriate place within the chain of command. (CH5-4)
23% of minority cadets report having been subjected to racial/ethnic discrimination or harassment in the last 12 months (or, if 4/c, since reporting to CGA).									

	Originally intended to make the demerit system paperless, "e-Bagging" (electronic awarding of demerits) as currently practiced ignores a mandatory counseling requirement and has reduced the personal interaction when cadets award demerits.						The ratio of Company Offices to cadets is 100 - 120 : 1, which affects the amount of individual attention cadets are able to receive.	As part of an overall cadet leader development program examine the appropriate ratio and make-up of company officers and company CPOs. (CH5-4)		
	Minority cadets reported being subject to occasional racial and ethic slurs from upper-class cadets at times who were not held accountable either formally or informally.									
	3, 4: Academics can sometimes bring out negative competitive behavior and breed distrust of classmates. "I have seen and been on the receiving end of too many "slash mates" who decide that their own grade is worth more than my trust and respect for them."	CH5-4: Cadets don't navigate easily between the academic requirement for individual excellence and the responsibility to help their classmates.			Cadets' military standing and first tour assignment are dependent on their class ranking which breeds negative competition among classmates. (Cadet ranking is 70% based on academics.)	Examine the relevant nexus between the weighting elements making up the MPL and their relationship to the long term leadership needs of the Coast Guard. (CH5-4)			There is a minimal incentive for cadets to help others academically.	Examine expansion of academic assistance programs - both peer-to-peer and other. (CH5-4)
	Cadets believe that the best scholars don't always make the best officers. (Quote)									

Root Cause Analysis

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Climate Root Cause Analysis

Optimals	Actuals	Data Source	Gaps	Skills/Knowledge Root Causes	Solutions	Motivational Root Causes	Solutions	Environmental Root Causes	Solutions	Incentive Root Causes	Solutions	Potential Best Practices/Solutions
C1 - **The Academy adheres to non-discriminatory and harassment-free policies and practices in recruitment, admissions, employment, evaluation, disciplinary action and advancement. It fosters an atmosphere that respects and supports people of diverse characteristics and backgrounds.**	1,4 - The lack of diversity within the CGA staff does not provide minority cadets with a belief that the CGA has a serious commitment to diversity.	Cadet Focus Group (Climate 2 Report 1)	C1-1 Diversity at CGA is tolerated, but not fully appreciated, encouraged or sought.	1. Cadets and faculty/staff misperceive that minorities and women gain admissions advantages at CGA, which breeds resentment.	C1, G1, 1a. Provide training for faculty/staff and cadets and consider mandatory participation that provides enough content and context to enable trust in the admission process and those who perform it.	1. Homogeneous population may not naturally appreciate the added value of diversity.	1a. Consider incorporating diversity study courses into the cadet curriculum. (C1-G1)	1. There is no strategic plan to address the lack of diversity at CGA and no guidance or program to improve CGA faculty/staff diversity or appreciation.	1a. CG-1/CGA/BOT institutes systemic strategic planning process periodically reviewed by CGA to address the lack of diversity among faculty/staff. (c1-g1)	1. There is no urgency both at CGA and from a higher level to address the lack of diversity at CGA. Academy does not seem to associate diversity with "good business" (a business necessity, more than a moral imperative).	1a. CG-1/CGA/BOT institutes systemic strategic planning process periodically reviewed by CGA to address the lack of diversity among faculty/staff. (c1-g1)	

1 - Cadets generally beleive that the policies addressing inclusion, diversity, and trust in the organization are ineffective because the policies are unclear or not known. The cadets generally beleive that that they are not made aware of CGA positions on these issues resulting in the lack of cadet buy-in.	Cadet Focus Group (Climate 2 Report 1)	2. CGA gathers facts/trends associated with discrimination and assault, however, they typically do not use this information to educate the cadets or faculty/staff. In the absense of facts, gossip and lore become reality and perpetuates the perception of discrimination.	2b. Develop a process/procedure that incorporates information gathered from the annual Human Relations cadet climate survey and OAS data to increase cadet and faculty/staff awareness of the climate at CGA and make improvements. (c1-g1)	1b. Realign the Director of Diversity Position so that the current advisory role is vertically integrated to incorporate as a key element curriculum review. (c1-g1)	1b. Realign the Director of Diversity position so that the current advisory role is vertically integrated; incorporate as key elements e.g. CEO Program, specific division line items (i.e. Travel), and oversight of faculty hiring committees to jumpstart institutionalization of diversity projects and holistically infuse CGA with strategic diversity plan. (c1-g1	2b. CG-1 provides positive budgetary incentives.(c1-g1)	
1,4 - Minorities do trust that their opinions will be heard or supported.	Cadet Focus Groups						
Many African-Amerian and Hispanic cadets feel marginalized as a result of comments made by some majority-member cadets that minority appointments to CGA are based on quotas and preferential treatment instead of merit. Many minorities believe that majority cadets widely hold this belief.							
1,4 - Most cadets believe that the CGA is significantly ahead of outside world in	2006 Cadet HR Climate Assessment						

	terms of discrimination against minorities.									
	1 - Many disenrolled cadets (between 30 - 40 cadets over a 2 year period) felt that faculty or officer stereotypes regarding ethnic backgrounds kept them from feeling fully accepted.	Cadet Exit Surveys								
	1 - Approximately 7% of the CGA staff & faculty are minority (race or ethnicity). Approximately 26% of the CGA staff are women.	HACU Conference, 28 Oct 2006. "Serving Our Underrepresented Minorities by Championing a Diverse Faculty: A case Study of the Department of Science	C1-2 CGA faculty & staff are much less ethnically diverse than the general US population or Coast Guard (24% of CG workforce is minority) or the Corps of Cadets (14%).		1. CGA does not seem to associate diversity with mission execution and fleet readiness.	1a. Incorporate continuing education for faculty and staff on diverstiy issues and the minority experience. (c1-g2)	1. There is no strategic plan to grow diversity of staff (e.g.- faculty exchange programs, network opportunities, best practices of other colleges, etc).	1a. CG-1/CGA/BOT institutes systemic strategic planning process periodically reviewed by CGA to address the lack of diversity among faculty/staff. (c1-g2)	1. There is a minimal tie to government performance standards to implement strategic guidance and conduct appropriate measurement.	1a. Create accountability metric that align with strategic goals for increasing CGA diversity.(c1-g2)
						1b. CGA needs to implement the "zero tolerance" policy as soon as possible. If there is an issue of the defintion of "zero tolerance" resolve or request clarification from CG-1.(c1-g2)		1b. Realign the Director of Diversity position so that the current advisory role is vertically integrated; incorporate as key elements e.g. CEO Program, specific division line items (i.e. Travel), and oversight of faculty hiring committees to jumpstart institutionalization of diversity projects and holistically infuse CGA with strategic diversity plan.(c1-g2)		

	1,4 - One-third of disenrolled cadets (both voluntary and involuntary) were not satisfied with the racial and ethnic diversity of the academy.	Cadet Exit Surveys						2. There is a low turnover of permanent faculty members.	2a. Capitalize on opportunities to diversify faculty upon the retirement of civilian permanent faculty and Permanent Commissioned Teaching Staff (PCTS). Add Faculty/Staff positions as needed, and strategically hire qualified minority candidates to better align with the USCG's strategic goals.(c1-g2)	2.There is no "sense of urgency" at CGA to remedy this problem and no direction from higher authority.	2a. Review current CGA civilian hiring instructions to ensure current hiring practices align with the goals of strategically diversifying the faculty and staff.(c1-g2)	
									2b. Increase allotment of Career Entry-level Opportunity (CEO) slots with oversight given the Director of Diversity to allow for strategic grooming of newer faculty until tenure track positions become available.(c1-g2)		2b. CG-1 provides positive budgetary incentives.(c1-g2)	
	There is a small pool of qualified minority civilian instructors and hundreds of universities are competing for these professors.	Faculty interviews						3. The Coast Guard (OPM and HQ program managers) and the CGA departments are not working together holistically to meet the institutional diversity needs of CGA.	3a. CGA and CG develop and implement a process to recruit from within; increase minority cadets/ OCs awareness of rotating faculty positions available at CGA and track/maintain contact with them after graduation. Leverage the presence of future minority officers to "sell" idea of coming back as faculty and staff.(c1-g2)	3. CGA is restricted by its resources and has difficulty competing for the small group of qualified minority civilian instructors.	3a. For any new positions that open, strategically hire qualified civilian minority candidates to better align with the USCG's strategic goals. (c1-g2)	

									3b. CGA works w/ detailers to increase the pool of minority rotating faculty candidates through the use of incentives or other means. (c1-g2)		3b. Review current CGA civilian hiring instructions to ensure current hiring practices align with the goals of strategically diversifying the faculty and staff.(c1-g2)	
	1 - Approximately 14% of CGA cadets are minorities (racial or ethnic). Approximately 28% are women.	Accumulated Minority Statistics (2006)								3c. CG HQ provides additional funds for CGA to conduct greater outreach to fill civilian minority faculty/staff postions(c1-g2).	
	The persistence of black students through the 1/c year at the Coast Guard Academy is declining.		C1-3 The number of some minority students, particularly black students, recruited to and graduating from CGA fails to meet the needs of the nation for a diverse and fully representative workforce.	1. Potential minority applicants often lack basic knowledge about the Coast Guard and its missions (Staff Interview).	1a. Expand efforts to accurately target the eligible population with the goal to increase "critical mass." (c1-g3)	1. Cadets have limited exposure to minority faculty/staff role models (7% minority make-up of full- and part-time staff).	1a. Drive to Critical mass through strategic hiring by increasing number of minorities on the faculty/staff .(c1-g3)	1a. Competing demands for declining pool of African-American students. The number of African-American high school graduates who are academically ready for an academy experience, eligible, and interested in military service is estimated at only 640 young people per year (IR staff).	1a. Consider best practices of other institutions that are attracting minorities.(c1-g3)		

	The number of black students being sworn in at the CGA declined during the class years 2003-2008 and rose in class years 2009 and 2010: 14 members in the class of '10 were black, 6 members in '09; 4 members in '08; 10 in '07; 13 in '06; 18 in '05; 20 in '04 and 23 in the class of '03.				1b. Incorporate external partnership programs and potential industry partners with CGA strategic plan to access untapped minority populations (e.g. Math, Engineering Science, and Achievement (MESA, National Science Foundation, etc.)).(c1-g3)	2. Critical Mass currently does not exist for faculty/staff or cadet corps.	2a. Drive to Critical mass through strategic hiring by increasing number of minorities on the faculty/staff.(c1-g3)		1b. Expand the pool of qualified minority candidates by incentivizing faculty/staff to recruit qualified candidates. (c1-g3)			
									1c. CGA partner with CG recruiting command to leverage exisiting resources and programs to accomplish common goals.(c1-g3)			
						3. Support for cadets is difficult with low numbers and their specific needs may not be met (for example, until recently, African-American students must go into town to get their hair cut).	3a. Incorporate continuing education for faculty and staff on diverity issues and the minority experiences.(c1-g3)		1d. Incorporate external partnership programs and potential industry partners with CGA strategic plan to access untapped minority populations (e.g. Math, Engineering Science, and Achievement (MESA, National Science Foundation, etc.)).(c1-g3)			

	1 - The class of 2007 has 33% women, while the class of 2010 has 22% women. The number of women at CGA declining, but persistence of female cadets is increasing.	CGA Ethnic Breakdown (in Data Collection/Raw Data) and CGA summary statistics	C1-4 The percentage of incoming women cadets at the CGA is declining.	1. There is no follow-up that ascertains the reasons that appointees have declined to attend CGA.	1a. Acquire feedback from female applicants who have turned down an appointment and analyze information to improve recruiting efforts. (c1-g4)	1. Safety and security is a primary concern for parents and college-bound females; publicity from high-profile sexual assault and other cases portray CGA in a negative light.	1a. Aggressively market and advertise the positive aspects of CGA campus, including the very safe nature of the campus.(c1-g4)	1. There is an increased competition for qualified/interested female candidates from other service academies and military colleges. There is limited funds for CGA marketing.	1a. Consider best practices of other institutions that are attracting female cadets/midshipman.(c1-g4)	1. The increased accessibility of financial aid to public and private colleges makes other colleges more attractive.	1a. Market the additional postive aspects of CGA (a guaranteed job as a Junior Officer, development of leadership skills, and humanitarian aspects of the operational Coast Guard.)(c1-g4)	
									1b. CGA partner with CG recruiting command to leverage exisiting resources and programs to accomplish common goals.(c1-g4)			
									1c. Expand the pool of qualified minority candidates by incentivizing faculty/staff to recruit qualified candidates. (c1-g4)			
	1,4 - 38% of Cadets believe that men are expected to do more than women at CGA. E.g.- PFE, investigations, punishment, leadership opportunities, etc.	2006 Climate Survey (PG. 211)	C1-5 There is a perception among some cadets that women and minority cadets receive preferential treatment. (any cross-reference???)	1. In the absense of facts, gossip and lore become reality; this can lead to a perception of discrimination. Cadets and faculty/staff misperceive that minorities and women gain admissions advantages at CGA, which breeds resentment.	1a) Provide training for all staff/faculty. (c1-g5)	1. Cadets arrive with their own sense of values and biases and their opinions effect their views of command reactions to incidents. Homogeneous population may not naturally appreciate the added value of diversity.	1. Engage the Director of Diversity to incorporate innovative approaches to communicating with and addressing the cadet population. (c1-g5)	1. There is no strategic plan to address the lack of diversity at CGA and no guidance or program to improve CGA faculty/staff diversity or appreciation.	1. Conduct a review of the CGA diversity policy to align with CGA's (overall) Strategic Plan.(c1-g5)	1. There is no urgency both at CGA and from a higher level to communicate the proper information to the cadets and faculty (e.g.-GPA trends for minority/women enrollees, admissions policies, climate survey results, etc.). Academy does not seem to associate diversity with "fleet readiness" (a USCG necessity, more than a moral imperative).	1a. CG-00 develops/promolgates a one-source, strategic direction for CGA that is consistently implemented through CG-1.(c1-g5)	

	1,4 - 26% of the corps feels that racial and ethnic minority cadets have received preferential treatment in earning their leadership positions at CGA.	2006 Climate Survey (PG. 311)			1b) Assign different people to review admissions process.(c1-g5)				1B) Enable BOT as a guidance and auditing mechanism of COMDT's strategic guidance for CGA. (c1-g5)	
	1,4 - In 2005, approximately half of the men responded that male cadets are expected to do more than female cadets. This number has remained fairly constant since 1991.	DEOMI U.S. Coast Guard Human Relations Climate Survey Findings and Recommendations (dated 7 August 2006)			1c) Consider mandatory participation.(c1-g5)				1C) Engage Board of Visitors to obtain insight into and outside percpective on CGA programs.(c1-g5)	
	1,4 - Cadets stated that females are more likely to believe men and women are expected to perform at the same levels. Males think they (males) are expected to do more.	2006 Cadet HR Climate Assessment		2. There are no diversity studies courses in the core curriculum.	2a. Consider incorporating diversity study courses into the cadet curriculum.(c1-g5)					
	1,4 - 2/3 of female cadets feel that women have fully earned their leadership postions. A little more than half of male cadets felt that women fully earned their leadership positions.	2006 Cadet HR Climate Assessment			2b. Realign the Director of Diversity position so that the current advisory role is vertically integrated; incorporate curriculum review as a key elements.(c1-g5)					
	1,4 - 54% of all cadets think that Female Cadets have not fully earned their positions within the leadership structure of the CGA (a decrease	DEOMI CGA Human Relations Climate Survey Findings & Recommendations								

	from 2004/2005).										
	1,4 - 79% of Cadets believe that to some extent female cadets obtain leadership positions over more qualified male cadets.	2006 Climate Survey (PG. 214)									
	Men reported they were subjected to being treated differently by a staff member because of their gender.	2006 Climate Survey (IR staff's detailed review)									
	1 - 12% of cadets believe that men are punished more severely for similar offenses.	2006 Climate Survey (PG. 115)									
C2 - All Academy facilities are accessible, safe and secure.	2 - Many cadets believe that New London community is not safe for unaccompanied women	2006 Cadet HR Climate Assessment	C2-1 Most cadets believe that the Coast Guard Academy is a safe campus, but many cadets say that the City of New London is not safe for unaccompanied women.					3/c & 4/c must wear uniforms on liberty; while liberty vans are available, but the wait time is often inconvenient.	1a. Compare climate survey results with applicable crime statistics. As appropriate, recommend safety guidelines to cadets. (c2-g1)		
	Only 4.5% of all cadets said they felt unwelcome in the local community. Of all minority cadets, 9% minority cadets felt unwelcome and 6% felt they were unwelcome due to their race.	2006 Cadet HR Climate Assessment (IR summary)							1b. Review liberty policies, revise as appropriate .(c2-g1)		
	2 - 92% of cadets departing the academy felt the campus was safe.	Cadet Exit Surveys									

	In general, cadets feel less safe in the community at night than they do on base.	2006 Cadet HR Climate Assessment (IR summary)										
	Some female cadets lock their doors every night in Chase Hall.	Cadet Focus Groups										
C3 - The Academy provides a wide range of opportunities and effective programs designed to assist and encourage cadets in successful personal and professional growth.	3,4 - Cadets believe that athletics allow them to try out different leadership styles.	Cadet Focus Group (T1)	[No perceived gap]									
	Cadets have limited interaction with enlisted members. Out of the cadets' 200-week program, cadets spend a maximum of 22 weeks at operational units (6 of these weeks are on EAGLE and 1 week at CATP).	Field unit visits	C3-1 Cadets have limited exposure to the operational Coast Guard which hinders their professional growth.			1. Cadets are motivated by serving public and building significant relationships (in/outside of USCG).	1. Link experiential learning to relevant Coast Guard operations. (c3-g1)	1. Cadets exposure to the operational CG is limited by time, money, personnel and a holistic program.	1a) Involve LDC Director and Leadership Institute Chief in all CGA programs as deemed appropriate by senior CG leadership.(c3-g1)	1. Lack of motivation for CGA to be innovative in delivering internships and education through alternative means (i.e.- distance learning, internships, video teleconferencing, classroom at sea, etc.). Such innovations could help expand cadet exposure to operations, as well as general CG exposure to academics.	1. Discuss alternative means/programs for education with CG-1, LDC, Leadership Institute.(c3-g1)	

	When asked if they had struggled to be a leader or what type of leader to be: 47% of men said yes, 86% of women said yes.	Eriksen paper (pg. 7)							1b) Superintendent makes strategic use of LDC for cadet leadership development.(c3-g1)		
	Each company has one chief and a little more than 100 cadets.	Staff Interviews				2. Military training is not readily associated with preparing for their near future responsibilties.	2. Implement pipeline training tailored to needs of the service and cadet's assignment.(c3-g1)	**2. Training instructors are unmotivating, not skilled in instruction and frequently unprepared for the subject matter.**	2. Infuse cadet training with LDC instructors and vice-versa to promote better understanding and mission connection. (c3-g1)		
	3 - Cadets see themselves as cadets, not as future CG officers.	Staff focus Group (23 Oct 06)									
	Cadet training (during the academic year) mostly occurs in the classroom and focuses on regulations instead of experiential CG learning.	Cadet Focus Groups									
	Many Cadets view EAGLE as a negative experience.	Cadet Focus Groups									

C4 - In all aspects of the cadet experience, an emotionally healthy environment exists which fosters flexibility, change, respect and trust.	50% of cadets considering resigning would approach another cadet to discuss the issue. Only 3% would approach a company officer and only 15% would approach a company chief.	2006 Climate Survey (PG. 352)	C4-1 Cadets often lack trust in the academy command and believe that the command does not respect them. **Also, reference CO Gaps, D56.**	1. Cadets aren't always mature enough to appreciate adult disciplinary roles. Cadet culture that mischaracterizes accountability as disloyalty contributes to a lack of trust and respect for the Academy.	1a. Create experiential challenges to test every cadet in order to enable maturity. (c4-g1)	1. Because of the nature of the military, cadets are not consulted and given choices (as they are accustomed to receive).	1a. Examine the current cadet development model looking for opportunities to appropriately incorporate cadet feedback (e.g.- consider CGA newspaper). (c4-g1)			1. Staff/faculty lack incentive to spend meaningful time with cadets (in a variety of activities) because of competing demands on their professional and personal time.	1a. Review and minimize Company Officer collateral duties to allow focus on developmental/ mentoring role.(c4-g1)
	When looking for assistance with career choices, 29% of cadets said that they would approach another cadet, 11% said a company officer and 18% said a company chief.	2006 Climate Survey (PG. 350)			1b. Provide increased opportunities to exhibit responsible behavior so that character is revealed early in the developmental process. (Earlier granting of priviligdes)(c4-g1)		1b. Conduct periodic generational needs assessment as part of strategic alignment review.(c4-g1)				1b. Assign Assistant Company Officers(c4-g1)

4 - Cadets are cynical towards the CGA Administration.	Cadet comments/Strand questions								1c. CGA adminstration holds all faculty and staff accountable to implement cadet development program. Reward faculty/staff for character development through evaluations and appropriate rewards.(c 4-g1)
4 - Some cadets do not believe that the Chase Hall environment is conducive to instilling respect within cadets. Cadets see Chase Hall as a sanctuary and CGA staff enforcement of respect coupled with the Us vs. Them mentality reinforces cadet belief that the staff doesn't respect them.	Cadet Focus Group (Climate #3 Report 1)								
1,4 - Many cadets believe they already have all of the requisite skills within them when they arrive at the CGA to give the respect they feel is appropriate .	Cadet Focus Group (Climate #3 Report 1)								

Many cadets believe that in order to get respect, the staff of the CGA needs to give respect to them. Cadets feel as though they are treated as though they are children and not officers-in-training.	Cadet Focus Group (Climate #3 Report 1)									
4 - Cadets stated that they do not trust the CGA as an organization. Contributing to this lack of trust belief in the "us vs. them" dynamic between cadets and the CGA Staff. Cadets believe that the CGA doesn't take their issues seriously enough.	Cadet Focus Group (Climate 2 Report 1)									
1,4 - Cadets said that they don't trust company officers and chiefs to hold personal information in confidence	2006 Cadet HR Climate Assessment	C4-2 Most cadets state that they generally neither trust nor respect their Company Officers.	1. Cadets aren't mature enough to appreciate COs disciplinary roles. Cadet culture that mischaracterizes accountability as disloyalty contributes to a lack of trust and respect for the Company Officers.	1a) Challenge accumulated skills and knowledge at various stages of academy experience. Ensure Company Officers are key players in experience to provide meaningful team building experience and increase espirit de corps. (c4-g2)	1. Cadets disparage COs as strongly motivated by factors other than the opportunity to work with cadets.	1. Increase cadet interaction with and exposure to Company Officers with specific intent of bolstering the mentor role and changing the cadets' perception of Company Officers. (c4-g2)	1. Ratio of COs to cadets is 1:120. Cadets' schedule limits cadets exposure to COs. COs also lack confidentiality in working with cadets.	1a. Increase the number of billets for Company Officers and Company Chiefs to increase the trainer to trainee ratio.(c4-g2)	COs lack incentive to gain cadet trust and respect.	1a. Review and minimize Company Officer collateral duties to allow focus on developmental/mentoring role. (c4-g2)

Finding	Source	Root Cause	Analysis	Recommendation	Analysis	Recommendation	Analysis	Recommendation	Analysis	Recommendation
4 - The Company Officer's interaction with cadets does not promote a climate of respect - often leads one of distrust.	Cadet Surveys (L1)			1b) Ensure cadets have clear understanding of Company Officer roles and responsibilities.(c4-g2)				1b. Implement creative scheduling options to maximize CO or CC availability to cadets during cadet waking hours. (c4-g2)		1b. Assign Assistant Company Officers.(c4-g2)
4 - Cadets trust each other over CGA staff members or company officers.	Cadet Focus Group (Climate 2 Report 1)							1c. Encourage Company Officers to use the full range of leadership and mentoring techniques in developing cadets. (c4-g2)		
1,4 - 17% of disenrolled cadets (both voluntary and involuntary) felt they were subject to at least some prejduce due to their background.	Cadet Exit Surveys	C4-3 Cadets often lack respect for one another.	1. Cadets are products of their upbringing. Each receives respect training at CGA, but this is a new program and lack of respect between cadets demonstrates a possible lack in the respect training program.	1a. Engage the Director of Diversity to incorporate innovative approaches to communicating with and addressing the cadet population. (C4-G3)	1. Cadets, as millenials, want to be part of "in" group, and are comfortable defining their own groups. Group affinity eclipses respect of those external to their group.	1a. Adapt the current cadet development model to the current generation. (C4-G3)	1. Competitive programs at CGA (class ranking, engineers vs. humanities, athletes vs. musicians, etc) reinforce the elitist attitude.	1) Conduct immediate review of MPL through the lens of service needs and follow-on reviews as part of annual CG-1/CGA strategic review.(C4-G3)	1. After swab summer, the opportunity (and incentive) to work together as a class-team (or as a Corps) diminishes.	1a. Empower COs to use full-range of leadership and mentoring techniques in developing cadets.(C4-G3)
4 - 29% of disenrolled cadets felt they did not fit in ("not at all/not very much")	Cadet Exit Surveys			1b. Emphasize experiential learning to augment and reinforce classroom training. (C4-G3)		1b. Conduct periodic generational needs assessment as part of strategic alignment review.(C4-G3)				1b. Incorporate more (regular) team-building events to increase cadet esprit de corps.(C4-G3)
Some cadets believe that lower class cadets are disrespected by senior cadets	Cadet comments/strand questions									

4 - Cadets stated that academics can sometimes bring out negative competitive behavior and breed distrust of classmates.										
4 - 15% of the cadet beleive that cadets do not treat other cadets with respect and dignity, regardless of gender.	2006 Climate Survey (PG. 114)									
1,4 - The majority of cadet comments indicated that respect was not effectively instilled at CGA. A significant minority of comments indicated that respect is instilled primarily by the CGA's military environment and positive role models.	Cadet Focus Group (Climate #1, report 2)(Climate #3, Report 1)									
1,4 - Some minorities feel disenfranchised by off-color jokes or comments made by other cadets (and in one instance by a staff member based on minority status).	Cadet Focus Group (Climate 2 Report 1)	C4-4 Racial discrimination occurs at the Coast Guard Academy.	1. Cadets and faculty/staff misperceive that minorities and women gain admissions advantages at CGA, which breeds resentment.	1a. Provide training for faculty/staff and cadets and consider mandatory participation that provides enough content and context to enable trust in the admission process and those who perform it. (C4-G4)	1. CGA does not seem to associate diversity with mission execution and fleet readiness.	1a. Incorporate continuing education for faculty and staff on diverstiy issues and the minority experience. (C4-G4)	1.There is no strategic plan to grow diversity of staff (e.g.- faculty exchange programs, network opportunities, best practices of other colleges, etc).	1a. CG-1/CGA/BOT institutes systemic strategic planning process periodically reviewed by CGA to address the lack of diversity among faculty/staff. (C4-G4)	1.There is no history or expectation that discrimination will be acted on; a lack of a "sense of urgency" at CGA to remedy this problem and no direction from higher authority.	1a. Review current CGA civilian hiring instructions to ensure current hiring practices align with the goals of strategically diversifying the faculty and staff.(C4-G4)

1b. Develop a process/procedure that incorporates information gathered from the annual Human Relations cadet climate survey and OAS data to increase cadet and faculty/staff awareness of the climate at CGA and make improvements.(C4-G4)		1b. CGA needs to implement the "zero tolerance" policy as soon as possible. If there is an issue of the defintion of "zero tolerance" resolve or request clarification from CG-1.(C4-G4)		1b. Realign the Director of Diversity position so that the current advisory role is vertically integrated; incorporate as key elements e.g. CEO Program, specific division line items (i.e. Travel), and oversight of faculty hiring committees to jumpstart institutionalization of diversity projects and holistically infuse CGA with strategic diversity plan.(C4-G4)
2a. Develop a process/procedure that incorporates information gathered from the annual Human Relations cadet climate survey and OAS data to increase cadet and faculty/staff awareness of the climate at CGA and make improvements. (C4-G4)	2. Homogeneous population may not naturally appreciate the added value of diversity.	2a. Consider incorporating diversity study courses into the cadet curriculum. (C4-G4)	2. The Coast Guard (OPM and HQ program managers) and the CGA departments are not working together holistically to meet the institutional diversity needs of CGA.	2a. CGA and CG develop and implement a process to recruit from within; increase minority cadets/ OCs awareness of rotating faculty positions available at CGA and track/maintain contact with them after graduation. Leverage the presence of future minority officers to "sell" idea of coming back as faculty and staff.(C4-G4)
		2b. Realign the Director of Diversity Position so that the current advisory role is vertically integrated to incorporate as a key element curriculum review.(C4-G4)		2b. CGA works w/ detailers to increase the pool of minority rotating faculty candidates through the use of incentives or other means. (C4-G4)

Continued columns:

	1b. CG-1 provides positive budgetary incentives.(C4-G4)
2. Training takes place at undesirable times and is often ad hoc and/or repetitive, giving the impression of a lower priority. In addition, cadets view the training as mostly reactionary or irrelevant following a sexual harassment/assault or ethnic disciminati on/harassment case; cadets view it as a punishment as opposed to education or remedy.	2a. Develop, standardize, and coordinate a systemic core values training program as part of a larger cadet leader development program.(C4-G4)

1,4 - In 2004 and 2005, 11% of the sample size had been subjected to racial or gender discrimination or harassment. This result indicates there has been no change.	DEOMI U.S. Coast Guard Human Relations Climate Survey Findings and Recommendations (dated 7 August 2006)				3. Cadets arrive with their own set of values and biases which are not always addressed by the administration.	3a. Engage the Director of Diversity to incorporate innovative approaches to communicating with and addressing the cadet population. (C4-G4)				
1,4 - 7.2% (57/806) of the corps of cadets have been subjected to racial/ethnic discrimination or harassment. Most of these were minority students.	2006 Climate Survey (PG. 231) and Cadet Focus Groups									
1,4 - 11% of the cadets responding (574) had been subjected to racial or gender discrimination or harassment between 2004 and 2005.	DEOMI 2006 CGA Human Relations Climate Survey Findings & Recommendations(PG. 3)									
1 - Approximately 50% of cadets do not feel comfortable reporting racial or ethnic discrimination, harassment, or assault to Academy staff.	2006 Cadet HR Climate Assessment	C4-5 Many cadets are unlikely to report ethnic/racial discrimination/harassment.			1. Minorities lack minority role models/mentors (CGA faculty/staff consists of 7% minorities).	1a. See "solutions" above related to increasing faculty/staff diversity. (C4-G5)	1. The lack of minority critical mass contributes to minorities feeling isolated, not wanting to draw attention to themselves, and inhibits their reporting of ethnic discrimination/ harassment to the administration.	1a. See "solutions" above related to improving cadet diversity. (C4-G5)		
						1b. Incorporate existing Coast Guard e-mentoring program into corps of cadets. (C4-G5)				

Most responses to the cadet human relations survey citing demographics indicated that the mere lack of people of color within the corps of cadets and CGA staff may contribute to failures to report racial discrimination and bias issues.	2006 Cadet HR Climate Assessment				2. Cadets arrive with their own set of values and biases which are not always addressed by the administration.	2a. Engage the Director of Diversity to incorporate innovative approaches to communicating with and addressing the cadet population. (C4-G5)				
57% of cadets believe other cadets are willing to confront other cadets in racial/ ethnic harassment to a moderate extent or less.	2006 Cadet HR Climate Assessment				3. Minority cadets display a greater lack of trust toward the administration than their majority counterparts.	3a. Incorporate existing Coast Guard e-mentoring program into corps of cadets. (C4-G5)				
Cadets stated that they generally believe that a person of color may feel isolated because of the dearth of people who look like them and do not want to draw unnecessary attention to themselves and add to the already high stress level within the CGA environment.	2006 Climate Survey (IR staff's detailed review)					3b. Encourage greater use of the Employee Assistance Program (EAP) to cadets as an alternate to approaching the administration. (C4-G5)				
						3c. CGA Superintendant engages Director of Diversity in a cooperative effort to increase minority cadet trust toward the administration. (C4-G5)				

Minority cadets are less likely to display trust in the adminstration than their majority counterparts.	2006 Cadet HR Climate Assessment				4. While some cadets want to (and choose to) do the right thing, much of the cadet culture does not condone applying standards to other cadets.	4a. Create experiential challenges to test every cadet in order to enable maturity. (C4-G5)					
						4b. Set clear expectations across-the-board for enforcement of rules to ensure cadet development. (C4-G5)					
1 - Female cadets believe that sexual harassment and gender discrimination occur at a higher rates (compared to male cadets).	2006 Cadet HR Climate Assessment	C4-6 Incidents of gender/sexual harassment and assault occur at the Coast Guard Academy.	1. Cadets and faculty/staff misperceive that minorities and women gain admissions advantages at CGA, which breeds resentment.	1a. Provide training for faculty/staff and cadets and consider mandatory participation that provides enough content and context to enable trust in the admission process and those who perform it. (c4-G6)	1. The irresponsible use of alcohol increases the likelihood of sexual misconduct.	1a. Educate cadets on impacts of binge drinking, especially as it relates to increased likelihood of sexual assault.(c4-G6)	1a. The command has not published or articulated a consistent set of punishments for Class I offenses; inconsistent application of conduct may lead to what is believed to be "acceptable" behavior.	1a. Align Class I offenses with Coast Guard Good Order and Discipline and provide UCMJ-like minimum/maximum punishments (depending on age-group at CGA).(c4-G6)	1. Metrics/measures on existing amounts of harassment and assault are not evaluated and provided to cadets in order to improve their situational awareness.	1a. Develop a process/procedure that incorporates information gathered from the annual Human Relations cadet climate survey and OAS data to increase cadet and faculty/staff awareness of the climate at CGA and make improvements.(c4-G6)	

1 - 7.9% (63/806) of Cadets claim to have been sexually harassed or assaulted in the past 12 months (Half occurred on base and half occurred off base). Most reports of sexual harassment /assault came from female cadets.	2006 Climate Survey (PG. 33)			1b. Develop a process /procedure that incorporates information gathered from the annual Human Relations cadet climate survey and OAS data to increase cadet and faculty/staff awareness of the climate at CGA and make improvements.(c4-G6)		1b. Set clear expectations for standards of conduct with regards to alcohol use.(c4-G6)		2. There is no measurable moral judgment baseline involved in the application/ selection process.	2a. Insert measurable moral judgment baseline in application/ selection process.(c4-G6)	
			2. Cadets understand the definition of "sexual harassment" and "sexual assault" but may not have internalized the true meanings.	2a. Develop, standardize and coordinate a systematic core values training program as part of a larger cadet leader development program .(c4-G6)	2. Cadets aren't always reporting incidences of sexual harassment/assault.	2a. Build trust between cadets and between cadets and the administration and attack the sources of cynicism toward policies and rules.(c4-G6)		3. Training takes place at undesirable times and is often ad hoc and/or repetitive, giving the impression of a lower priority. In addition, cadets view the training as mostly reactionary or irrelevant following a sexual harassment/assault or ethnic discimination/harassment case; cadets view it as a punishment as opposed to education or remedy.	3a. Develop, standardize, and coordinate a systemic core values training program as part of a larger cadet leader development program.(c4-G6)	
3/c women (33%) said they had been subjected to gender discrimination/harassment	2006 Climate Survey (IR staff's detailed review)		3. Some gender/sexual harassment may occur due to the different communication styles between male cadets and female cadets.	3a. Consider engaging the Director of Diversity to assist in the development, standardization and coordination of a systema						

Finding/Data	Source	Root Cause	Contributing Factor	(col)	Recommendation	Command	Good Order	Perception	Action 1
				tic core values training program as part of a larger cadet leader development program .(c4-G6)					
3/c women are most often subjected to jokes/slurs about their gender. Most frequently it occurred in the field, by another cadet and by a civilian. 3/4 of all slurs were categorized as USCG incidents.	2006 Climate Survey (IR staff's detailed review)								
1 - 88% of cadets agree that Sexual Harassment occurs at CGA to at least a moderate extent.	2006 Climate Survey (PG. 92)								
4 - Cadets believe that most sexual harassment occurs between friends and that no one wants to report a friend. There is a general perception that if you report someone, you will be labeled as a "slashmate," "narc," etc.	Cadet Focus Group (Climate #1, report 2)	C4-7 Cadets are often unlikely to report sexual assault or sexual harassment.	1. The complexity of the restricted reporting process is such that it is not widely understood (source: cadet focus groups) .	1. Simplify restricted reporting process so all cadets can remember it. (c4-g7)	1. The Command employs a limited range of responses to offenses (standdowns, trainings) which cadet perceive as ineffective, inappropriate, inconsistent, and, oftentimes, a punishment.	1. Ensure Good Order and Discipline information is updated, better advertised, and published consistently. (c4-g7)	1. The cadets perceive that the unrestricted reporting process is not victim-oriented and sometimes worsens the situation.	1a. CASA members and Cadet Counselors revisit unrestricted reporting process to recommend modifications that would make the process more victim-oriented.(c4-g7)	
4 - 65% of cadets stated that they would allow personal loyalty to impact their decision to report sexual assault.	2006 Climate Survey (PG. 111)							1b. Craft clear, concise responsibilities for responding to incidents of harassment and assault, based on captured data. Revise and review as appropriate.(c4-g7)	

	4 - 23% of cadets stated that they would not report other cadets who commit sexual assault.	2006 Climate Survey (PG. 110)		2. The instructors providing training are not always subject matter experts or otherwise qualified to administer the training.	2. Infuse cadet training with LDC instructors and vice-versa to promote better understanding and mission connection.(c4-g7)			2. Cadet culture that mischaracterizes accountability as disloyalty contributes to a lack of trust and respect for the Academy. Consequently, cadets fear ostracization and the impact to the (victim's) professional/personal reputation.	1a. Engage the Director of Diversity to incorporate innovative approaches to communicating with and addressing the cadet population.(c4-g7)			
	1,4 - Most cadets and officers believe that the new sexual assault policy is better because it allows for restricted reporting and results in more victims getting help.	Staff and Cadet Focus Groups							1b. Emphasize experiential learning to augment and reinforce classroom training. (c4-g7)			
	Many cadets do not know how to drink responsibly and are unable to practice responsible drinking and socialization skills.	Cadet Focus Groups	C4-8 Some cadets often use alcohol as a form of stress relief and many do not know how to drink responsibly.	1. Many cadets become of age while they are at CGA. These cadets lack the knowledge/experience of responsibly consuming alcohol. The inexperienced drinker will make the incorrect assumption that if a little alcohol releases stress, then a lot of alcohol will release more stress.	1a. Consider reestablishing the Climate Committee to review and reinforce CGA alcohol awareness policies. Specifically, consider the inclusion of an alcohol abuse prevention program in the policy. (C4-G8)	1. The cadets will capitalize on opportunities on/off CGA campus to drink alcohol.	1a. Within the opportunities currently allowed at CGA for cadets to consume alcohol, increase staff/faculty participation as mentors for responsible drinking. (C4-G8)	1. The consumption of alcohol is part of the service and college-age group culture.	1. Adapt the current cadet development model to the current generation. (C4-G8)	1. There is little positive incentive given to not drink.	1a. set clear expectations across-the-board for the enforcement of alcohol consumption rules/regs to ensure character development. 1b. Align CGA alcohol incident policy with USCG alcohol incident policy. (C4-G8)	

4 - Many cadets argue lack of freedom and stress on cadets cause the number of alcohol incidents/sexual assault to increase.	Cadet Focus Groups			1b. Require mandatory alcohol awareness training for cadets and staff/faculty. Staff/faculty training should educate them in their roles as mentors for responsible drinking. (C4-G8)		1b. Consider instituting "liberty buddy" style policy to encourage responsible drinking off-campus. (C4-G8)			1c. CGA adminstration holds all employees accountable to implement alcohol consumption program as a part of cadet development program. Reward faculty/staff for character development through evaluations and appropriate rewards. (C4-G8)	USN liberty buddy program is also in place aboard some USCG cutters.
Binge drinking and underage drinking are issues at the CGA. Roughly 3 % of cadets are involved in an alcohol incident each year.	Staff and Cadet Focus Groups			1c. Encourage sponsor parents to participate in alcohol awareness training. (C4-G8)					1d. Provide positive rewards for individuals modeling responsible drinking behavior and encouraging the same in others. (c4-g8)	
1,4 - Other Service Academies are wrestling with irresponsible drinking, irresponsible sexual behavior (including sexual harassment/assault), and the issue of cadet loyalty to peers vs. loyalty to the instutution/ service.	Military Academy Visits				2. Cadets schedule is tight and drinking alcohol is a short-term stress relief.	2. Reestablish Climate committee to examine and encourage increased opportunities for cadets to relieve stress in ways that does not involve alcohol.(c4-g8)				
In the past five years at CGA, the number of Class One alcohol incidents matched the number of Class One Sexual Misconduct incidents to the following degrees: 1/c 12%; 2/c 79%;	Conduct statistics from IR department	C4-9 Irresponsible use of alcohol increases the likelihood of sexual misconduct.	1. The use of alcohol lowers personal defenses and alters judgment. Cadets may not understand how to navigate appropriate behavior; increasing the danger of sexual misconduct	1a. Consider reestablishing the Climate Committee to review and reinforce CGA alcohol awareness policies. Specific	1. The CGA sometimes admits individuals with predatory tendencies. These persons know that alcohol impairs judgment and use alcohol as a tool for their sexual	1a. Insert measurable moral judgment baseline in application/ selection process. (C4-G9)	The command has not published or articulated a consistent set of punishments for Class I offenses (i.e.- minimum & maximum punishments are not clearly articulated).	1a. Align Class I offenses with Coast Guard Good Order and Discipline and provide UCMJ-like minimum/m aximum punishments (depending on age-group at CGA).(C4-		

3/c 43%; 4/c 38%. This indicates that sexual misconduct is correlated with alcohol incidents at the CGA.			.	ally, consider the inclusion of an alcohol abuse prevention program in the policy. (C4-G9)	deviance.			G9)	
	Conduct statistics from IR department					1b. CG-1 leverage existing active duty resources to interview all conditional appointees. (C4-G9)		1b. Establish a "Zero Tolerance" policy for discrimination, violence, or harassment of any kind at CGA (ref. Congressional testimony on 27 June 2006).(C4-G9)	
4 - Cadets express the need for more sleep. Cadets are no longer allowed to take naps during the day.	Cadet comments/Strand questions	C4-10 The CGA is a stressful environment, and can be emotionally unhealthy.	1. The monitoring of cadet stress is sometimes left to the cadet supervisors, who may not understand/appreciate the importance of their responsibility.	1a. Instill in Division Officers an appreciation for their responsibilities in monitoring cadet stresses. (C4-G10)	1. The cynical element of cadet culture may reduce the effectiveness of training necessary to a healthy environment (e.g.- stress management).	1. CGA engage with experts in the field of Human Performance Technology to determine best practices for improving stress management amongst cadets. (C4-G10)	1. There are few places on the CGA where cadets can call their own and where they can seek temporary refuge (e.g.- cadets have no "student union", limited access to the O-club, etc).	**1/c and 2/c lounges???**	
Cadets average 6 hours of sleep per night. Research indicates that young adults need 7.5 hours of sleep per night for optimal functioning.	Literature Review - Young Adult Development			1b. Train 1/c on warning signs of poor performance and avenues for help both in/out of Chain of Command (e.g.- EAP, Company Officer, etc.).((C4-G10)					
4 - Cadets have little freedom. Cadets are permitted only weekend liberty until they're first class - when they are allowed	Cadet Focus Groups and Cadet Regulations			1c. Reinstill monitoring cadet performance as the central role of Company					

some weekday liberty.					Officers. (C4-G10)					
3,4 - Cadets show an increase in cynicism, resignation and hopelessness as they become more senior.	2006 Cadet HR Climate Assessment and Cadet Focus Groups									
2,4 - Cadets are only permitted to close their doors during certain hours when they're allowed to sleep.	Staff Interviews									
In general, cadets indicated that peer pressure is one of the primary reasons cadets don't report these issues. Fear of being ostracized by their fellow classmates in a close environment is greater than the need to address the issues. This coupled with (1) a general attitude that if "it's not my problem then I don't need to be concerned," and (2) loyalty among cadets/peers.	Cadet Focus Group (Climate #1, report 1)									
4 - Of those leaving the Academy, 71% felt accepted by classmate (18% fell in "to some extent" range; 7% fell in "quite a lot/very much so" range)	Cadet Exit Surveys	[No perceived gap] Most cadets feel accepted, they love their chiefs and the new sexual assault policy is an improvement.								
4 - Company CPOs are viewed by	Cadet Focus Group (L1)									

	cadets as approachable mentors who foster sense of respect toward enlisted members.										
	1,4 - Cadets and officers agree that the new sexual assault policy (which allows for either restricted or unrestricted reporting of a sexual assault) is better because it allows for restricted reporting and results in more victims getting help.	Staff FG & Cadet FG									
	Competition exists inside companies rather than between different companies.	Cadet Focus Groups	C4-11 The CGA lacks cohesion among the Corps of Cadets.	1. The Corps does not have a regular newspaper to communicate their voice and circulate ideas. Current methods of expression are private or on MySpace.com.	1. Consider funding a cadet newspaper. (C4-G11)	1. Cadets, as millenials, want to be part of "in" group, and are comfortable defining their own groups. Group affinity frequently eclipses cadets' respect of those external to their group.	1a. Adapt the current cadet development model to the current generation. (C4-G11)	1. After swab summer, the opportunity (and incentive) to work together as a class-team (or as a Corps) diminishes. Cadets could use more team-building events as a Corps.	1a. Empower COs to use full-range of leadership and mentoring techniques in developing cadets.(C4-G11)	1. Logistically speaking, the military deals with large groups of people (e.g.-cadets) by sub-dividing them. Cadets are generally high-acheivers and being ranked based upon their individual performance enforces their individualism. These ideas without a unifying purpose may undermine the cohesion that might create harmony at CGA.	1) Conduct immediate review of MPL through the lens of service needs and follow-on reviews as part of annual CG-1/CGA strategic review. (C4-G11)
	There is a rift between 1st class cadets and other classes.	Cadet Focus Groups					1b. Conduct periodic generational needs assessment as part of strategic alignment review.(C4-G11)		1b. Incorporate more (regular) team-building events to increase cadet esprit de corps.(C4-G11)		
	There are few morale or spirit activities.	Cadet Focus Groups									

C5 - The Academy is embraced as a national asset; a military service academy that provides a professional, educational, and physical experience to be proud of.	5 - Cadets show contempt/hatred for CGA and its administration	2006 Cadet HR Climate Assessment (Comments)	C5-1 Many cadets lack pride in being at the Coast Guard Academy.	1. Cadets lack exposure to the operational / historical CG on a regular basis. Academic work at CGA is largely unrelated to the USCG. Staff/faculty similarly lack regular exposure to the operational CG.	1a. Regularly make available the Commandant's OPSUMs to cadets and faculty/staff. (C5-G1)	1. Current press releases about CGA do not encourage pride in the institution. On the other hand, CGA is involved in many positive activities each week which are not sufficiently distributed to the press (beyond sports). Finally, cadets have a voice, but no regular newspaper.	1a. Actively promote positive press releases of CGA activities to various newspapers (beyond sports).(C5-G1)			1. Cadets do not participate in many spirit activities as a Corps, or celebrate Core Values through traditions. Violations of minor infractions at CGA are handled by demerits (which system may be overused).	1a. Consider creative incentives to encourage cadet participation in a variety of significant CGA sporting events.(C5-G1)	
	Cadets act out without a regular communications vehicle (e.g.- signing 'Webster Smith' to Sup's flag).				1b. Link experiential learning to relevant Coast Guard operations.(C5-G1)		1b. Consider funding a cadet newspaper. (C5-G1)				1b. Ensure COs are key players in experiencing meaningful understanding of core values, and providing regular, positive team-building experiences to increase espirit de corps. (C5-G1)	
	Only 1/2 of cadets reported they were proud to be at CGA.	??									1c. Envision and implement a ceremony which directly challenges a cadet's understanding of the core values. This ceremony should infuse better understanding of the core values and leave each cadet with a tangible token of the experience .(C5-G1)	USMMA honor coin

	3,5 - Cadets show lack of pride in corps	Cadet Exit Surveys										
	5 - Cadets often have low morale and are not proud to be from academy. They believe that there is not enough school spirit.	Cadet comments/Strand questions										
	5 - In sample size of 198 cadets, 14% stated that the initial excitement and pride wanes over time and they become disillusioned by conduct they observe of other cadets and some officers.	Cadet Focus Group--Governance Question 1										
	Cadets can't wait to get into the fleet but generally have no pride in being at the Coast Guard Academy.	Cadet Focus Groups										
	5,6 - Military training is the progam which instills pride in service.	Cadet Surveys (T1)	No perceived gap, since the military training is the program which most instills pride at CGA.									

Objective	Finding	Source	Root Cause	Analysis	Recommendation		Recommendation			Root Cause	Recommendation	
C6 - The Coast Guard Academy embraces history and tradition and infuses it at every stage of cadet development.	4,6 - Academy cadets do not consistently exhibit military customs and courtesies.	Field Interviews	C6-1 History and tradition are not consistently instilled and are sometimes lost amidst the focus on regulations and minor infractions.	1. There is little understanding of the importance of instilling history and tradition to the overall concept of officership. Cadets lack exposure to the historical CG on a regular basis. Staff/faculty similarly lack regular exposure to the operational CG.	1a. Regularly make available the Commandant's OPSUMs to cadets and faculty/staff. Each OPSUM includes a "Today in USCG History" introduction. (C6-G1)	1. Few faculty/staff feel motivated to relate their work to the current and historical USCG.	1a. Provide eligible CGA faculty and staff with an opportunity to attend resident Civilian Orientation Course. All civilian staff/faculty should be given a copy of the course on CD-ROM. (C6-G1)			There is a lack of incentive from higher authority to attach historical significance to daily activities. Consequently history is not a priority in cadet life.	1. CG-00 should make a regular promulgation of CG history a part of the daily routine. (C6-G1)	
	5,6 - Military training generally focuses more on regulations than history or traditions.	Cadet Surveys (T1)			1b. Link experiential learning to relevant Coast Guard operations. (C6-G1)		1b. Change PDs to require minimum CG knowledge standards for CG staff. (C6-G1)					
	Most cadets fail to see the link between cadet regulations and Coast Guard traditions.	Cadet Focus Groups					1c. Increase field involvement with civilian faculty/staff PTCS to refresh CG knowledge. (C6-G1)					
	The Academy has some academic classes that include maritime history (History, Law).	Staff briefings										
	History is incorporated into the Swab Summer experience (walk of history).	Swab Summer training syllabus										

Appendix V   Major Themes From Analysis

Systems Category

External	Strategic Guidance	Governance
Internal	Strategic Guidance	Governance
Alignment	Unity of Effort	Governance
Faculty Diversity	Diversity	Governance
LDC	LDC	Governance
Leadership Institute	Leadership Institute	Governance

Structure Category

Staff Diversity	Unity of Effort	Governance
MPA	Cadet Assesment	Officership
Cadet Evals	Cadet Assesment	Officership
Corps leading Corps	Functional Leadership	Officership
Cadet Regs	Functional Leadership	Officership
Cadet Conduct	Cadet Assesment	Officership
Leader Development	Leadership/Character	Officership
Core Values	Leadership/Character	Officership
Admissions	Admissions	Governance
Cadet Time	Functional Leadership	Officership
Develop Staff/Faculty Trust/Team Building	Unity of Effort	Governance
Cadet Development	Leadership/Character	Officership
Training	Leadership/Character	Officership
Summer Programs	Leadership/Character	Officership
CCPO's	Functional Leadership	Officership
CCPO's / CO's	Functional Leadership	Officership
CO's	Functional Leadership	Officership

Culture Category

Trust in Organization (Cadet / Staff)	Trust	Culture/Climate
Minority Challenges/Diversity Attitudes	Diversity	Culture/Climate
Honor Rites	Coast Guard Values	Officership
Alcohol	Culture	Culture/Climate
Respect Icons	Coast Guard Values	Officership
History	Coast Guard Values	Officership
Pride	Coast Guard Values	Officership
Comms	Trust	Culture/Climate
Safety	External	Culture/Climate
Sexual Assault Training	Culture	Culture/Climate

Cadet Diversity	Diversity	Culture/Climate

Appendix W   Analysis Model

Strategic Guidance
SYSTEMS External
SYSTEMS Internal

Cadet Assessment
Structure Cadet Conduct
Structure MPA
Structure Cadet Evals

Unity of Effort
SYSTEMS Alignment
Structure Staff Diversity
Structure Develop Staff/Faculty Trust/Team Builder

SYSTEMS Diverse
Diversity
Culture Minority Challenger Diversity Attitudes

SYSTEMS LDC
SYSTEMS Leadership Institute
Structure Admissions

Functional Leadership
Structure CCPOs
Structure CCPOs / CO's
Structure Cadet Regs
Structure Corps Guidon / Corps
Structure CO's
Structure Cadet Time

Leadership/Character
Structure CORE Values
Structure Cadet Development
Structure Leader Development
Structure Training
Structure Summer Programs

Culture
Culture Sexual Assault Training
Culture Alcohol

Culture
Culture Comm
Culture Trust & Organization (Cadet/Staff)

Coast Guard
Culture History
Culture Honor Roles
Culture Respect Index
Culture Pride

External
Culture Safety

Culture Good Ideas

Appendix X   Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Company Officers						
Increase cadet interaction with and exposure to Company Officers with specific intent of bolstering the mentor role and changing the cadets' perception of Company Officers. (c4-g2)	C4-G2, L2-3, L2-3, L3-1, L3-2, L5-2	4	5	5	4	
Task Force Member		3	5	4	5	
Task Force Member		4	5	5	5	
Task Force Member		5	3	4	3	
Average		4	4.5	4.5	4.25	29.75
Ensure COs are key players in experiencing meaningful understanding of core values and providing regular, positive team-building experiences to increase esprit de corps.	Cg-g1	4	5	5	4	
Task Force Member		4	4	4	5	
Task Force Member		4	4	4	5	
Task Force Member		5	3	4	4	
Average		4.25	4	4.25	4.5	29.75
Establish measurement tool to evaluate the long-term impact of Company Officers' leadership upon their cadets. This measurement system should act as part of an overall system that grades the academy, division, branch and individual cadets.	L5-2	4	3	2	4	
Task Force Member		4	3	4	3	
Task Force Member		4	3	3	2	
Task Force Member		3	4	4	4	
Average		3.75	3.25	3.25	3.25	24.25

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact**	**Cost**	**Feasibility**	**Risk**	**Total**
		3	1	2	1	
Reinstill monitoring cadet performance as central role of Company Officers. Task Force Member	C4-10	5	5	4	4	
Task Force Member		4	3	4	3	
Task Force Member		4	4	5	5	
Average		4	4	3	3	
		4.25	4	4	3.75	28.5
Challenge accumulated skills and knowledge at various stages of academy experience. Ensure Company Officers are key players in experience to provide meaningful team building experience and increase esprit de corps. Task Force Member	C4-g2	4	5	5	4	
Task Force Member		4	3	4	4	
Task Force Member		4	3	3	5	
Average		5	1	4	3	
		4.25	3	4	4	27.75
Assign Assistant Company Officer Task Force Member	C4-g2, c4-g1, L2-3, L3-1, L5-2,	5	2	3	3	
Task Force Member		4	2	3	4	
Task Force Member		4	1	4	3	
Average		3	3	4	5	
		4	2	3.5	3.75	24.75
Empower Cos to use full-range of leadership and mentoring techniques in developing cadets. Task Force Member	C4-G3, C4-G11, C4-G2, L2-3, L3-1, L5-2	5	3	4	3	
Task Force Member		4	3	3	3	
Task Force Member		3	5	5	5	
Average		3	4	4	4	
		3.75	3.75	4	3.75	26.75

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact**	**Cost**	**Feasibility**	**Risk**	**Total**
		3	1	2	1	
Increase cadet contact time with Company Officers with specific intent of bolstering the mentoring role Task Force Member	L1-2	5	4	4	2	
Task Force Member		4	5	4	4	
Task Force Member		4	4	5	5	
Average		5	3	4	3	
		4.5	4	4.25	3.5	29.5
Review distribution and allocation of CO collateral duties and ensure that Cos are not diverted from their primary obligation of cadet development. Task Force Member	CH3-2, C4-G2, C4-G1, L1-2, L2-3, L3-1, L3-1, L3-2, L5-2, L5-3	5	1	5	2	
Task Force Member		4	3	4	3	
Task Force Member		4	4	5	5	
Average		4	3	4	4	
		4.25	2.75	4.5	3.5	28

STAFF/FACULTY TRUST AND TEAM BUILDING						
Force opportunities to examine capabilities and explore synergies. Task Force Member	G3-2	4	4	2	2	
Task Force Member		4	3	4	4	
Task Force Member		4	3	3	3	
Average		4	3	2	3	
		4	3.25	2.75	3	23.75

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact**	**Cost**	**Feasibility**	**Risk**	**Total**
		3	1	2	1	
Create an environment which empowers individuals to align with and support a functional strategic plan.	L5-5	3	4	2	2	
Task Force Member		4	3	4	4	
Task Force Member		4	3	3	4	
Task Force Member		5	2	3	3	
Average		4	3	3	3.25	24.25
Consider team building to promote trust among faculty and staff.	G3-1	4	3	2	2	
Task Force Member		4	4	4	4	
Task Force Member		4	3	3	4	
Task Force Member		3	3	3	2	
Average		3.75	3.25	3	3	23.5
Default to cross membership on all hands with understanding that engenders trust and understanding of other's worlds of work.	G3-1, G3-1	4	4	2	2	
Task Force Member		4	4	4	3	
Task Force Member		3	4	3	4	
Task Force Member		3	3	3	3	
Average		3.5	3.75	3	3	23.25
Assign different people to review admissions process	G2-2	4	3	2	2	
Task Force Member		4	3	4	3	
Task Force Member		3	5	5	5	
Task Force Member		4	4	3	5	
Average		3.75	3.75	3.5	3.75	25.75

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
STAFF DIVERSITY						
Educate military faculty and staff on the value of a diverse workforce and differing ideas/opinions. Task Force Member	L5-1	4	3	3	3	
Task Force Member		4	4	4	4	
Task Force Member		2	4	5	3	
Average		4	4	3	1	
		3.5	3.75	3.75	2.75	24.5
Incorporate cultural partnership programs and potential industry partners with CGA strategic plan to access untapped minority populations (e.g. Math Engineering and Science and Achievement (MESA), National Science Foundation, etc.) Task Force Member	G1-4	5	2	2	2	
Task Force Member		4	2	3	3	
Task Force Member		4	3	3	4	
Average		3	1	4	3	
		4	2	3	3	23
Expand the pool of qualified minority candidates by incentivizing faculty/staff to recruit qualified candidates. Task Force Member	C1-G3, C1-G4, G1-4	4	2	2	2	
Task Force Member		4	2	4	3	
Task Force Member		4	3	3	4	
Average		4	5	4	3	
		4	3	3.25	3	24.5
Capitalize on opportunities to diversify faculty upon the retirement of civilian permanent faculty and Permanent Commissioned Teaching Staff (PCTS). Add Faculty/Staff positions as needed, and strategically hire qualified minority candidates to better align with the USCG's strategic goals.(c1-g2) Task Force Member	C1-G2, C1-G2, L2-5, G4-2	5	4	4	4	
Task Force Member		4	5	4	4	
Task Force Member		4	3	4	4	
Average		4	4	4	2	
		4.25	4	4	3.5	28.25

Solutions Scoring

CGA Assessment Task Force
Solutions Final Scoring

Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
Realign the Director of Diversity position so that the current advisory role is vertically integrated; incorporate as key elements e.g. CEO Program, specific division line items (i.e. Travel), and oversight of faculty hiring committees to jumpstart institutionalization of diversity projects and holistically infuse CGA with strategic diversity plan.(c1-g2)	C1-G2, C1-G1, C4-G4, L2-5, L2-5, G2-7, G4-2	4	5	2	2	
Task Force Member		3	4	4	3	
Task Force Member		2	4	5	4	
Task Force Member		3	5	4	4	
Average		3	4.5	3.75	3.25	24.25
Expand efforts to accurately target the eligible population with goal to increase "critical mass."	G1-4, G4-G5	4	2	2	3	
Task Force Member		4	3	4	3	
Task Force Member		4	3	4	5	
Task Force Member		3	3	3	3	
Average		3.75	2.75	3.25	3.5	24
Review current CGA civilian hiring instructions to ensure current hiring practices align with goals of strategically diversifying the faculty and staff. L2-5	L2-5, C1-G2, C1-G2, C4-G4, G4-2	3	4	3	3	
Task Force Member		3	4	4	4	
Task Force Member		3	5	5	5	
Task Force Member		3	5	4	4	
Average		3	4.5	4	4	25.5
Consider best practices of other institutions that are attracting minorities.	G1-4	4	4	3	3	
Task Force Member		3	4	3	4	
Task Force Member		3	4	4	5	
Task Force Member		3	5	4	3	
Average		3.25	4.25	3.5	3.75	24.75

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
CGA and CG develop and implement a process to recruit from within; increase minority cadets/ OCs awareness of rotating faculty positions available at CGA and track/maintain contact with them after graduation. Leverage the presence of future minority officers to "sell" idea of coming back as faculty and staff.(c1-g2) Task Force Member	C1-G2	4	4	4	3	
Task Force Member		4	4	4	4	
Task Force Member		5	3	3	5	
Average		3	5	4	4	
		4	4	3.75	4	27.5
Drive to critical mass through strategic hiring by increasing number of minorities on the faculty/staff. Task Force Member	L2-5, G1-4, C1-G3, C1-G3	5	2	3	2	
Task Force Member		4	3	4	4	
Task Force Member		4	3	4	4	
Average		4	2	3	2	
		4.25	2.5	3.5	3	25.25
Increase allotment of Career Entry-level Opportunity (CEO) slots with oversight given the Director of Diversity to allow for strategic grooming of newer faculty until tenure track positions become available. Task Force Member	C1-G2, G4-2	3	2	2	1	
Task Force Member		4	2	3	3	
Task Force Member		4	1	3	3	
Average		4	2	3	2	
		3.75	1.75	2.75	2.25	20.75
CGA works w/detailers to increase the pool of minority rotating faculty candidates through the use of incentives or other means. Task Force Member	C1-G2, C4-G4	4	2	3	3	
Task Force Member		4	3	3	4	
Task Force Member		3	4	5	4	
Average		4	4	4	4	
		3.75	3.25	3.75	3.75	25.75

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Review current CGA civilian hiring instructions to ensure current hiring practices align with goals of strategically diversifying the faculty and staff. Task Force Member	L2-5, C1-G2, C1-G2, C4-G4, G4-2	4	4	4	4	
Task Force Member		3	4	4	4	
Task Force Member		2	5	5	5	
Average		3	5	5	5	
		3	4.5	4.5	4.5	27
HONOR RITES/CEREMONIES						
Incorporate traditions that are "zero sum" time (i.e. Honor Coin at MMA) by incorporating into existing ceremonies. (CH1-1) Task Force Member	CH1-1	5	4	4	4	
Task Force Member		3	4	4	4	
Task Force Member		4	5	5	4	
Average		5	4	4	4	
		4.25	4.25	4.25	4	29.5
Research and study best practices and initiate tradition. (CH1-1) Task Force Member	CH-1	4	4	4	4	
Task Force Member		3	3	4	4	
Task Force Member		4	4	4	5	
Average		5	4	5	5	
		4	3.75	4.25	4.5	28.75
Require/encourage participation of all (athletic, academic, military) at ceremonies. (CH1-1)	CH-1	4	2	2	1	
Task Force Member		4	4	4	4	
Task Force Member		4	4	5	4	
Task Force Member		4	3	4	3	
Average		4	3.25	3.75	3	25.75

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Provide success stories to CGA leadership from other programs. (CH1-1)	CH-1	4	3	3	4	
Task Force Member		3	4	4	4	
Task Force Member		3	5	4	5	
Task Force Member		3	5	5	5	
Average		3.25	4.25	4	4.5	26.5
Involve members from all CGA areas in creation of traditions/ceremonies. (CH1-1)	CH-1	5	3	4	3	
Task Force Member		4	4	4	5	
Task Force Member		4	5	5	5	
Task Force Member		4	3	4	4	
Average		4.25	3.75	4.25	4.25	29.25
Educate CGA leadership on importance of honor rites/ceremonies. (CH1-1)	CH-1	4	3	3	3	
Task Force Member		3	4	4	5	
Task Force Member		5	5	5	5	
Task Force Member		4	5	4	5	
Average		4	4.25	4	4.5	28.75
LEADERSHIP DEVELOPMENT						
Ensure follow-up and reinforcement throughout leader/character development program.	CH1-1	5	5	4	3	
Task Force Member		5	3	3	4	
Task Force Member		4	4	5	5	
Task Force Member		4	3	4	4	
Average		4.5	3.75	4	4	29.25

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
each consensus across various stakeholders on reevaluating the cadet leadership development model in order to best prepare cadets to be leaders in a diverse military and society.	G2-7	5	4	3	2	
Task Force Member						
Task Force Member		4	3	3	3	
Task Force Member		5	4	3	3	
Average		4	4	3	2	
		4.5	3.75	3	2.5	25.75
Develop program to provide cadets with a broader understanding of Coast Guard Core Values and assist them in developing the skills, knowledge, attitude and ability to begin to internalize those values. This should be done as part of a broader leader character development program.	CH5-1	5	4	3	2	
Task Force Member						
Task Force Member		4	3	3	4	
Task Force Member		5	3	4	4	
Average		4	4	5	4	
		4.5	3.5	3.75	3.5	28
As part of a larger cadet leader development system, ensure an appropriate balance between compliance-based measures and developmental-based measures.	CH4-1	5	4	3	2	
Task Force Member						
Task Force Member		4	4	3	3	
Task Force Member		3	4	4	3	
Average		4	4	5	3	
		4	4	3.75	2.75	26.25
Develop and fully implement leadership program across all aspects of organizational structure to ensure cadet character development from recruiting to end of obligated service (academics, military, athletics, admissions, etc.)	G4-4, L1-1, L5-1, G2-1, G2-1	5	3	3	2	
Task Force Member						
Task Force Member		5	3	4	3	
Task Force Member		5	3	3	2	
Average		5	2	4	3	
		5	2.75	3.5	2.5	27.25

Solutions Scoring

CGA Assessment Task Force
Solutions Final Scoring

Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
TRUST IN ORG (C-C)						
CGA Superintendent engages Director of Diversity in a cooperative effort to increase minority cadet trust toward the administration.	C4-G5	5	4	4	2	
Task Force Member						
		3	5	5	4	
Task Force Member						
		4	5	4	5	
Task Force Member						
		3	5	5	4	
Average						
		3.75	4.75	4.5	3.75	28.75
Build trust between cadets and between cadets and the administration and attack the sources of cynicism toward policies and rules.	C4-G6, L4-1, L6-1	5	3	2	2	
Task Force Member						
		4	3	2	3	
Task Force Member						
		3	4	4	3	
Task Force Member						
		5	3	2	2	
Average						
		4.25	3.25	2.5	2.5	23.5
TRUST IN STAFF						
Develop a process/procedure that incorporates information gathered from the annual Human Relations cadet climate survey and OAS data to increase cadet and faculty/staff awareness of the climate at CGA and make improvements.	C4-G4, C4-G4	5	4	3	2	
Task Force Member						
		4	2	3	5	
Task Force Member						
		4	3	3	4	
Task Force Member						
		3	2	5	4	
Average						
		4	2.75	3.5	3.75	25.5

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Create an environment which empowers individuals to align with and support a functional strategic plan.	L1-1	4	3	3	3	
Task Force Member						
Task Force Member		3	3	3	4	
Task Force Member		3	3	3	4	
Average		3	4	3	3	
		3.25	3.25	3	3.5	22.5
COMMUNICATION						
Consider funding a cadet newspaper.	C4-G11, C5-G1	4	3	3	3	
Task Force Member						
Task Force Member		2	3	4	3	
Task Force Member		3	3	5	3	
Average		2	5	4	2	
		2.75	3.5	4	2.75	22.5
Develop a process/procedure that incorporates information gathered from the annual Human Relations cadet climate survey and OAS data to increase cadet and faculty/staff awareness of the climate at CGA and make improvements.		5	4	3	2	
Task Force Member						
Task Force Member		4	2	3	5	
Task Force Member		4	3	3	5	
Average		3	2	5	4	
		4	2.75	3.5	4	25.75

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
GOOD IDEAS						
Provide mechanism which allows cadets to recommend their peers for some type of informal recognition or reward. Task Force Member	CG4-1	4	5	4	4	
Task Force Member		3	3	3	3	
Task Force Member		4	4	5	4	
Average		4	5	4	3	
		3.75	4.25	4	3.5	27
Create an ombudsman structure for use by cadets. Task Force Member	CH2-2	4	2	2	2	
Task Force Member		2	4	3	4	
Task Force Member		3	5	3	4	
Average		3	5	4	3	
		3	4	3	3.25	22.25
CGA needs to implement the "zero tolerance" policy as soon as possible. If there is an issue of the definition of "zero tolerance" resolve or request clarification from CG-1. Task Force Member	C1-G2, C4-G9, C4-G4, CH1-6	4	4	3	3	
Task Force Member		3	4	3	3	
Task Force Member		3	3	4	5	
Average		3	5	4	5	
		3.25	4	3.5	4	24.75
Utilize a wide variety of instructional methods to communicate to cadets the reporting procedures (e.g. flow charts, etc.) and ensure all changes are promulgated rapidly using the same methods. Task Force Member	CH2-2	4	3	3	4	
Task Force Member		3	2	3	3	
Task Force Member		3	3	4	5	
Average		3	5	3	4	
		3.25	3.25	3.25	4	23.5

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Consider instituting a "liberty buddy" style policy to encourage responsibility drinking off-campus. Task Force Member	C4-G8	4	4	3	3	
Task Force Member		3	5	5	4	
Task Force Member		3	5	5	5	
Average		2	5	5	4	
		3	4.75	4.5	4	26.75
Enforce requirement for personal counseling prior to sending electronic notification of demerits. Consider requiring individual sending email to certify that a face-to-face counseling has occurred. Task Force Member	CH4-1	4	3	4	5	
Task Force Member		4	5	5	5	
Task Force Member		5	5	5	5	
Average		4	5	4	5	
		4.25	4.5	4.5	5	31.25
Examine expansion of academic assistance programs--both peer-to-peer and other. Task Force Member	CH5-4	4	3	4	4	
Task Force Member		4	3	3	5	
Task Force Member		3	4	3	5	
Average		3	4	5	4	
		3.5	3.5	3.75	4.5	26
Actively promote positive press releases of CGA activities to various newspapers (beyond sports). Task Force Member	C5-G1	5	4	5	4	
Task Force Member		3	3	4	4	
Task Force Member		3	5	5	5	
Average		2	4	5	5	
		3.25	4	4.75	4.5	27.75

CGA Assessment Task Force Solutions Final Scoring						
Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
Provide positive rewards for individuals modeling responsible drinking behavior and encouraging the same in others. Task Force Member	C4-G8	4	4	4	3	
Task Force Member		4	3	3	3	
Task Force Member		4	5	5	5	
Average		4	4	4	2	
		4	4	4	3.25	27.25
DIVERSITY ATTITUDES						
Educate cadets on the value of diverse workforce and differing ideas/opinions and the concept of respect for all persons, regardless of rank or position. Task Force Member	L5-1	4	3	3	2	
Task Force Member		3	3	4	4	
Task Force Member		3	5	4	2	
Average		3	5	4	3	
		3.25	4	3.75	2.75	24
Consider incorporating diversity study courses into the cadet curriculum. Task Force Member	C4-G4	3	2	4	1	
Task Force Member		3	2	2	3	
Task Force Member		3	2	2	3	
Average		3	3	3	3	
		3	2.25	2.75	2.5	19.25
Realign the Director of Diversity position so that the current advisory role is vertically integrated; incorporate as key elements e.g. CEO Program, specific division line items (i.e. Travel), and oversight of faculty hiring committees to jumpstart institutionalization of diversity projects and holistically infuse CGA with strategic diversity plan.(c1-g2) Task Force Member	C1-G1, C1-G4, C4-G5, C4-G7, C4-G3	4	5	2	2	
Task Force Member		3	4	4	4	
Task Force Member		3	3	4	3	
Average		5	3	4	3	
		3.75	3.75	3.5	3	25

CGA Assessment Task Force Solutions Final Scoring						
Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
Incorporate continuing education for faculty and staff on diversity issues and the minority experience. Task Force Member	G1-4, C1-G3, C4-G4, C1-G2	4	2	2	2	
Task Force Member		4	3	3	3	
Task Force Member		3	2	3	4	
Average		3	3	5	4	
		3.5	2.5	3.25	3.25	22.75

HISTORY

Solutions	Gap	Impact	Cost	Feasibility	Risk	Total
CG-00 should make regular promulgation of CG history a part of the daily routine. Task Force Member	C6-G1	4	4	4	3	
Task Force Member		2	5	4	3	
Task Force Member		3	5	5	5	
Average		3	5	5	5	
		3	4.75	4.5	4	26.75
Regularly make available the Commandant's OPSUMs to cadets and faculty/staff. Each OPSUM should include a "Today in USCG history" introduction. Task Force Member	C6-G1	4	4	4	4	
Task Force Member		2	5	4	3	
Task Force Member		4	5	5	5	
Average		3	5	5	5	
		3.25	4.75	4.5	4.25	27.75

PRIDE IN CGA

Solutions	Gap	Impact	Cost	Feasibility	Risk	Total
Incorporate more (regular) team-building events to increase esprit de corps. Task Force Member	C4-G11, C4-G3	5	2	4	2	
Task Force Member		4	3	3	4	
Task Force Member		4	4	4	3	
Average		5	2	4	3	
		4.5	2.75	3.75	3	26.75

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Task Force Member						
		4	4	3	3	
Task Force Member						
		4	4	5	5	
Average						
		3.75	3.25	3.5	3.25	24.75
SAFETY OF CGA						
Compare climate survey results with applicable crime statistics. As appropriate, recommend safety guidelines to cadets. Task Force Member	C2-G1	4	2	2	3	
Task Force Member		4	4	5	5	
Task Force Member		1	4	3	5	
Average		2	5	5	5	
		2.75	3.75	3.75	4.5	24
Review liberty policies; revise as appropriate. Task Force Member	C2-G1	5	3	3	2	
Task Force Member		4	3	4	2	
Task Force Member		3	5	5	4	
Average		3	5	5	4	
		3.75	4	4.25	3	26.75
ALCOHOL						
Set clear expectations for standards of conduct with regards to alcohol use. Task Force Member	C4-G6	4	3	3	4	
Task Force Member		4	4	5	4	
Task Force Member		4	5	5	3	
Average		2	5	5	3	
		3.5	4.25	4.5	3.5	27.25

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Require mandatory alcohol awareness training for cadets and staff/faculty. Staff/faculty training should educate them in their roles as mentors for responsible drinking. Task Force Member	C4-G8	4	2	4	2	
Task Force Member		3	3	3	3	
Task Force Member		3	4	5	3	
Average		2	4	4	3	
		3	3.25	4	2.75	23
Within the opportunities currently allowed at CGA for cadets to consume alcohol, increase staff/faculty participation as mentors for responsible drinking. Task Force Member	C4-G8	4	3	3	3	
Task Force Member		4	3	3	4	
Task Force Member		4	5	5	4	
Average		5	4	4	3	
		4.25	3.75	3.75	3.5	27.5
Set clear expectations across-the-board for the enforcement of alcohol consumption rules/regs to ensure character development. Task Force Member		4	5	4	4	
Task Force Member		4	3	4	4	
Task Force Member		3	5	5	4	
Average		2	5	5	3	
		3.25	4.5	4.5	3.75	27
Consider reestablishing the Climate Committee to review and reinforce CGA alcohol awareness policies. Specifically, consider the inclusion of an alcohol abuse prevention program in the policy. Task Force Member	C4-G8, C4-G9, C4-G8	5	3	4	3	
Task Force Member		4	3	3	3	
Task Force Member		4	4	4	3	
Average		4	4	4	4	
		4.25	3.5	3.75	3.25	27

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Examine misalignment between PERSMAN and cadet regs regarding career alcohol incidents and ensure alignment between CG and CGA in appropriate direction. Task Force Member	CH2-4	5	3	4	3	
Task Force Member		4	3	3	5	
Task Force Member		4	1	5	4	
Average		3	3	5	4	
		4	2.5	4.25	4	27
Align CGA alcohol incident policy with USCG alcohol incident policy. Task Force Member	C4-G8	5	4	4	4	
Task Force Member		3	4	4	4	
Task Force Member		5	3	5	3	
Average		3	2	3	3	
		4	3.25	4	3.5	26.75
Encourage sponsor parents to participate in alcohol awareness training. Task Force Member	C4-G8	4	3	4	5	
Task Force Member		3	3	4	4	
Task Force Member		3	3	3	4	
Average		1	5	5	5	
		2.75	3.5	4	4.5	24.25
CGA administration holds all employees accountable to implement alcohol consumption program as part of cadet development program. Reward faculty/staff for character development through evaluations and appropriate rewards. Task Force Member	C4-G8	4	4	3	3	
Task Force Member		4	3	4	4	
Task Force Member		5	5	4	4	
Average		4	5	4	3	
		4.25	4.25	3.75	3.5	28

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Educate cadets on impact of binge drinking, especially as it relates to increased likelihood of sexual assault.	C4-G6	4	4	4	4	
Task Force Member						
Task Force Member		4	3	4	4	
Task Force Member		3	4	5	3	
Average		2	5	5	3	
		3.25	4	4.5	3.5	26.25
SEXUAL ASSAULT TRAINING						
Craft clear, concise responsibilities for responding to incidents of harassment and assault, based on captured data. Review and review as appropriate. Task Force Member	C4-G7	4	4	4	4	
Task Force Member		4	4	4	4	
Task Force Member		4	4	5	5	
Average		3	5	4	5	
		3.75	4.25	4.25	4.5	28.5
Simplify restricted reporting process so all cadets can remember it.	C4-G7	4	5	5	5	
Task Force Member						
Task Force Member		4	4	3	4	
Task Force Member		3	5	5	4	
Average		3	5	5	5	
		3.5	4.75	4.5	4.5	28.75
CASA members and cadet counselors revisit unrestricted reporting process to recommend modifications that would make the process more victim-oriented. Task Force Member	C4-G7	4	4	4	5	
Task Force Member		4	4	4	4	
Task Force Member		3	4	5	4	
Average		2	5	5	3	
		3.25	4.25	4.5	4	27

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
RESPECT ICONS						
Incorporate tangible display of "respect" in equal prominence with other core values in all new and existing Academy displays. (CH1-4)	CH1-4	4	2	4	5	
Task Force Member		3	2	3	5	
Task Force Member		4	3	5	5	
Task Force Member		3	4	5	5	
Average		3.5	2.75	4.25	5	26.75
Identify funding to incorporate "Respect" into existing Academy monuments/visual displays. (CH1-4)	CH1-4	4	2	4	5	
Task Force Member		3	4	3	5	
Task Force Member		4	4	5	5	
Task Force Member		3	5	5	5	
Average		3.5	3.75	4.25	5	27.75
In all new construction and/or development, ensure that "Respect" is given equal prominence with tangible visual displays of other Core Values. (CH1-4)	CH1-4	4	4	4	5	
Task Force Member		3	2	3	5	
Task Force Member		4	3	5	5	
Task Force Member		3	3	5	5	
Average		3.5	3	4.25	5	27
MINORITY ISSUES						
Revamp curriculum and pedagogy to better align with best practices in STEM field and target impediments to minority and women performance with end goal to develop diverse leaders of character.	G2-7	5	1	1	1	
Task Force Member		4	2	3	2	
Task Force Member		3	1	3	1	
Task Force Member		3	2	4	3	
Average		3.75	1.5	2.75	1.75	20

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Align with STEM best practices to look at cadet population "as diverse" requiring a diverse approach in order to incorporate varied learning styles and techniques into curriculum rather than one size fits all approach. Task Force Member	G2-7	5	1	1	1	
Task Force Member		4	2	3	4	
Task Force Member		3	3	3	4	
Average		4	4	5	4	
		4	2.5	3	3.25	23.75

CORE VALUES						
Ensure the embodiment of Core Values is an integral part of the CG officer development system across all segments of the academy. Task Force Member	L5-1, L2-2, L6-1	5	4	4	2	
Task Force Member		5	3	3	4	
Task Force Member		5	4	4	5	
Average		5	3	4	4	
		5	3.5	3.75	3.75	29.75
Create experiential challenges to test every cadet in order to enable maturity. Task Force Member	L6-1	5	2	4	2	
Task Force Member		5	3	3	4	
Task Force Member		4	2	5	4	
Average		5	3	4	4	
		4.75	2.5	4	3.5	28.25
Develop and incorporate structured, facilitated process or forum to engage cadets and promote understanding and internalization of concept of loyalty versus integrity. Task Force Member	CH5-2, CH5-1	5	3	4	2	
Task Force Member		5	3	4	4	
Task Force Member		3	4	3	3	
Average		3	4	5	4	
		4	3.5	4	3.25	26.75

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Create an environment that challenges cadets' understanding and acceptance and embracing of Core Values. Task Force Member	L2-2	5	2	3	2	
Task Force Member		5	3	4	4	
Task Force Member		5	4	4	4	
Average		5	3	4	4	
		5	3	3.75	3.5	29
Develop, standardize and coordinate a systemic core values training program as part of a larger cadet leader development program. Task Force Member	C4-G4, C4-G6, C4-G6, CH5-4	5	2	2	2	
Task Force Member		5	3	4	4	
Task Force Member		5	2	5	4	
Average		5	3	5	4	
		5	2.5	4	3.5	29
As part of a program to provide cadets with a broader understanding of CG Core Values and assist them in developing the skills, knowledge, attitude, and ability to begin to internalize those values, provide proactive examples or case studies demonstrating long-term ramifications. Task Force Member	CH5-1	5	2	2	2	
Task Force Member		5	3	4	4	
Task Force Member		3	5	4	4	
Average		5	3	4	4	
		4.5	3.25	3.5	3.5	27.25
Set clear expectations across-the-board for the enforcement of rules/regs to ensure character development. Task Force Member	G3-1, G2-4	5	4	4	4	
Task Force Member		5	4	4	4	
Task Force Member		5	5	5	5	
Average		3	5	5	4	
		4.5	4.5	4.5	4.25	31.25

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** **3**	**Cost** **1**	**Feasibility** **2**	**Risk** **1**	**Total**
Cadet character development component of a broader cadet leader development process must incorporate greater emphasis on self-analysis and reflection to aid greater understanding and internalization of the CG's Core Values. Task Force Member	CH5-1, CH5-1,	4	4	2	3	
Task Force Member		5	3	4	4	
Task Force Member		3	4	3	4	
Average		3	4	4	5	
		3.75	3.75	3.25	4	25.5
Set clear expectations for cadets' embodiment of Core Values.	L2-2, C4-G6	4	4	4	3	
Task Force Member		5	4	4	4	
Task Force Member		5	5	5	5	
Task Force Member		3	5	5	5	
Average		4.25	4.5	4.5	4.25	30.5
Provide increased opportunities to exhibit responsible behavior so that character is revealed early in the developmental process (earlier granting of privileges.) Task Force Member	L6-1, CH5-1	4	2	2	4	
Task Force Member		5	4	4	3	
Task Force Member		5	4	5	3	
Average		5	3	3	1	
		4.75	3.25	3.5	2.75	27.25
Envision and implement a ceremony which directly challenges a cadet's understanding of the core values. This ceremony should infuse better understanding of the core values and leave each cadet with a tangible taken of the experience. Task Force Member	C5-G1, CH5-1	5	3	3	3	
Task Force Member		4	4	4	4	
Task Force Member		5	3	5	5	
Average		5	2	3	3	
		4.75	3	3.75	3.75	28.5

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Introduce guest speakers who have personal experience with the ramifications of violating core values to share their story with the cadets.	CH5-1, G4-4	4	4	4	4	
Task Force Member		5	3	4	3	
Task Force Member		3	4	4	3	
Task Force Member		4	4	5	4	
Average		4	3.75	4.25	3.5	27.75
INTERNAL SYSTEMS						
Craft PDs to align with strategic intent.	G2-1, L5-1, L5-2, G4-1, G4-4	4	3	2	3	
Task Force Member		5	2	3	4	
Task Force Member		4	3	4	4	
Task Force Member		3	4	4	4	
Average		4	3	3.25	3.75	25.25
Establish requirement for incorporation of cadet character development into civilian position descriptions.	CH3-1, CH1-2	5	3	3	2	
Task Force Member		5	2	3	4	
Task Force Member		4	4	4	3	
Task Force Member		3	4	4	4	
Average		4.25	3.25	3.5	3.25	26.25
Change PDs to require minimum CG knowledge standards for CGA staff.	C6-G1	4	3	3	2	
Task Force Member		5	2	3	4	
Task Force Member		4	4	4	3	
Task Force Member		3	4	4	4	
Average		4	3.25	3.5	3.25	25.5

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
CGA administration holds all employees accountable to implement strategic intent.						
Task Force Member	G4-1, G1-1	5	3	2	2	
Task Force Member		5	3	3	4	
Task Force Member		5	3	3	3	
Average		4	5	4	4	
		4.75	3.5	3	3.25	27
Incorporate cadet development into civilian faculty/staff evaluations.						
Task Force Member	CH3-1, CH1-2	5	4	2	2	
Task Force Member		5	3	3	4	
Task Force Member		5	5	4	4	
Average		3	5	3	3	
		4.5	4.25	3	3.25	27
Create accountability metrix that align with strategic goals for increasing CGA diversity.						
Task Force Member	C1-G2	4	3	4	2	
Task Force Member		4	4	3	4	
Task Force Member		3	4	4	4	
Average		4	4	4	4	
		3.75	3.75	3.75	3.5	26
Reward faculty/staff for character development through evaluations and appropriate rewards.	CH1-2, CH3-1, CH3-1, G2-4, G2-3, G3-1					
Task Force Member		5	4	3	2	
Task Force Member		5	3	3	4	
Task Force Member		3	4	4	4	
Average		3	3	4	4	
		4	3.5	3.5	3.5	26

CGA Assessment Task Force Solutions Final Scoring						
Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
Update CGA ORG Manual. Include cross-representative group to do so.						
Task Force Member	G2-3, L5-1	4	3	3	3	
Task Force Member		4	4	4	5	
Task Force Member		3	3	5	4	
Average		4	4	4	4	
		3.75	3.5	4	4	26.75
Hold all volunteers accountable--condition of continued service.						
Task Force Member	L3-3, L5-5	4	4	4	3	
Task Force Member		4	3	4	4	
Task Force Member		3	5	5	3	
Average		3	4	4	5	
		3.5	4	4.25	3.75	26.75
Review, approve, and promulgate policies and require use by all staff members.						
Task Force Member	Ch1-2	4	3	3	3	
Task Force Member		4	3	4	4	
Task Force Member		5	5	5	3	
Average		4	5	4	4	
		4.25	4	4	3.5	28.25
CGA provide shared vision of what is cadet's best interest in accordance with overall strategic guidance Consider team building to promote trust amongst faculty and staff. Default to cross membership on all boards with understanding that engenders trust and understanding of other's worlds of work. Task Force Member	G4-4	5	3	2	3	
Task Force Member		4	3	4	4	
Task Force Member		4	4	4	4	
Average		5	3	3	4	
		4.5	3.25	3.25	3.75	27

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Conduct periodic generational needs assessment as part of strategic alignment review.	C4-G11, C4-G3, C4-G1, L4-1, L6-1	4	3	2	2	
Task Force Member						
Task Force Member		3	3	4	4	
Task Force Member		4	2	4	4	
Average		4	3	4	4	
		3.75	2.75	3.5	3.5	24.5
Adapt the current cadet development model to the current generation.	C4-G8, C4-G11, L4-1,	5	3	2	2	
Task Force Member						
Task Force Member		3	3	3	3	
Task Force Member		4	3	3	4	
Average		5	3	3	4	
		4.25	3	2.75	3.25	24.5
Establish a leader development program owner with requisite authority to implement the program completely and effectively.	CH5-4	5	3	2	2	
Task Force Member						
Task Force Member		4	3	4	4	
Task Force Member		5	2	4	3	
Average		5	3	5	4	
		4.75	2.75	3.75	3.25	27.75
Provide shared vision of what is cadet's best interest in accordance with overall strategic guidance.	G3-1	4	4	2	2	
Task Force Member						
Task Force Member		3	4	4	4	
Task Force Member		4	5	5	4	
Average		5	5	5	5	
		4	4.5	4	3.75	28.25

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
CGA administration holds all faculty and staff accounting to implement cadet development program. Reward faculty/staff for character development through evaluations and appropriate rewards. Task Force Member	L6-1, L2-6, G2-1, L5-2, L5-1, C4-G1, L5-5	5	2	2	2	
Task Force Member		4	3	4	3	
Task Force Member		5	4	4	3	
Task Force Member		5	3	4	4	
Average		4.75	3	3.5	3	27.25
Conduct a review of the CGA diversity policy to align with the CGA's (overall) Strategic Plan. Task Force Member	C1-G5	4	3	3	3	
Task Force Member		3	4	4	5	
Task Force Member		4	4	5	4	
Average		3	5	5	5	
SYSTEMS - EXTERNAL		3.5	4	4.25	4.25	27.25
CG-1/CGA/BOT institutes systemic strategic planning process periodically reviewed by CGA. Task Force Member	G1-2	4	2	4	2	
Task Force Member		4	3	3	3	
Task Force Member		4	4	5	4	
Average		4	4	4	4	
Enable BOT as a guidance and auditing mechanism of COMDT's strategic guidance for CGA. Task Force Member	C1-G5, G1-2, G2-1	4	3.25	4	3.25	26.5
Task Force Member		5	3	3	3	
Task Force Member		4	3	4	3	
Task Force Member		4	4	5	4	
Average		3	4	4	4	
		4	3.5	4	3.5	27

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
CG-00 develops/promulgates a one-source, strategic direction for CGA that is consistently implemented through CG-1	G1-1, L5-1	4	3	3	4	
Task Force Member						
Task Force Member		4	3	4	3	
Task Force Member		5	4	5	4	
Average		5	3	4	4	
		4.5	3.25	4	3.75	28.5
CG-00 or CG-1 provides top-down direction to cross-pollinate leadership development program.	G3-2	4	3	2	3	
Task Force Member						
Task Force Member		4	3	4	3	
Task Force Member		5	5	4	4	
Average		4	4	5	4	
		4.25	3.75	3.75	3.5	27.5
Engage Board of Visitors to obtain insight into and outside perspective on CGA programs.	C1-G5, G1-2	4	4	2	2	
Task Force Member						
Task Force Member		4	3	4	3	
Task Force Member		4	4	4	4	
Average		3	5	5	5	
		3.75	4	3.75	3.5	26.25
CG-1 institutes periodic external assessment of officership development programs within all CG officer accession points consistent with the needs of the service and strategic direction. This review should provide balance to academic accreditation. Task Force Member	L1-1, G4-4, L2-6, L5-1, G2-1, G2-1, L5-5	4	3	2	3	
Task Force Member		5	2	4	3	
Task Force Member		4	2	3	4	
Average		4	3	3	5	
		4.25	2.5	3	3.75	25

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Update and align CG publications to reflect accurate CGA hierarchy and Chain of Command.						
Task Force Member	G1-3	4	3	3	3	
Task Force Member		3	4	4	4	
Task Force Member		5	5	5	5	
Average		4	5	4	4	
		4	4.25	4	4	28.25
CG-1 provide guidance to CGA to develop integrated assessment system applicable to both the academy as an institution and cadets, consistent with the needs of the service and strategic direction.	L2-1, G2-1, G2-1	5	3	2	2	
Task Force Member						
Task Force Member		4	3	4	4	
Task Force Member		5	5	4	4	
Average		5	4	4	5	
		4.75	3.75	3.5	3.75	28.75
CG-1 review the accreditation requirement to ensure alignment with the overall strategic objectives and needs of the service. Consider partnership with other service academies in the development of a military academy accreditation program.	L2-6	5	2	1	1	
Task Force Member						
Task Force Member		4	3	3	3	
Task Force Member		3	3	4	3	
Average		4	4	3	2	
		4	3	2.75	2.25	22.75
Educate recruiters on service needs to direct promising HS students to CGA application process.	L2-1	4	4	3	3	
Task Force Member						
Task Force Member		4	3	4	4	
Task Force Member		5	5	5	4	
Average		3	5	3	3	
		4	4.25	3.75	3.5	27.25

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
CG-1/CGPC review officer recruiting procedures for consistency.						
Task Force Member	L2-1	3	3	3	3	
Task Force Member		4	3	4	4	
Task Force Member		4	5	5	4	
Average		5	5	5	5	
		4	4	4.25	4	28.5
CG-1 provides positive budgetary incentives.						
Task Force Member	C1-G2, C1-G1, C4-G4	4	1	1	1	
Task Force Member		4	2	2	2	
Task Force Member		4	1	3	3	
Average		4	2	4	3	
		4	1.5	2.5	2.25	20.75
Discuss (and develop) alternative means/programs for education with CG-1, LDC, Leadership institute.						
Task Force Member	C3-G1	3	2	2	2	
Task Force Member		4	3	3	4	
Task Force Member		4	2	3	3	
Average		4	3	4	4	
		3.75	2.5	3	3.25	23
CG HQ provides additional funds for CGA to conduct greater outreach to fill civilian minority faculty/staff positions.						
Task Force Member	C1-G2	4	1	1	1	
Task Force Member		4	3	3	4	
Task Force Member		4	3	5	4	
Average		4	3	4	4	
		4	2.5	3.25	3.25	24.25

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
CG-00 develops/promulgates a one-source, strategic direction for CGA that is consistently implemented through CG-1.						
Task Force Member	C1-G5	5	2	2	2	
Task Force Member		5	3	3	4	
Task Force Member		5	5	5	5	
Average		5	4	4	4	
		5	3.5	3.5	3.75	29.25
ALIGNMENT						
Align all with mission to produce leaders of character.						
Task Force Member	G3-2	4	2	2	2	
Task Force Member		4	3	4	4	
Task Force Member		5	4	5	4	
Average		5	4	4	4	
		4.5	3.25	3.75	3.5	27.75
All employees receive basic and ongoing orientation on strategic direction as it applies to CGA (job aides, training, etc.)						
Task Force Member	L5-5	4	3	2	2	
Task Force Member		4	3	4	4	
Task Force Member		5	4	4	4	
Average		4	4	4	4	
		4.25	3.5	3.5	3.5	26.75
Ensure appropriate and well-defined areas of participation identified for faculty member participation within the overall leader/character development program at the CGA. (e.g. honor board, cadet conduct board, room inspections, ceremonies, etc.)						
Task Force Member	CH1-2, CH3-1	5	3	3	1	
Task Force Member		4	3	4	4	
Task Force Member		4	5	5	4	
Average		4	4	4	4	
		4.25	3.75	4	3.25	27.75

CGA Assessment Task Force Solutions Final Scoring						
Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
DIVERSITY						
CGA and CG develop and implement a process to recruit from within; increase minority cadets/OC's awareness of rotating faculty positions available at CGA and track/maintain contact with them after graduation. Leverage the presence of future minority officers to "sell" idea of coming back as faculty and staff. Task Force Member	C4-G4	4	4	4	3	
Task Force Member		4	3	4	4	
Task Force Member		3	2	5	4	
Average		4	4	5	4	
		3.75	3.25	4.5	3.75	27.25
CG-1/CGA/BOT institutes systemic strategic planning process periodically reviewed by CGA to address the lack of diversity among faculty/staff. Task Force Member	C1-G1, C1-G2, C4-G4	3	3	2	2	
Task Force Member		4	3	3	4	
Task Force Member		3	3	4	4	
Average		3	5	4	4	
		3.25	3.5	3.25	3.5	23.25
LDC						
Infuse cadet leadership courses with LDC instructors and vice-versa to promote better understanding and mission connection. Task Force Member	G3-2, C4-G7, C3-G1	4	2	2	2	
Task Force Member		4	4	4	4	
Task Force Member		5	3	4	4	
Average		3	3	2	4	
		4	3	3	3.5	24.5

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Superintendent makes strategic use of LDC for cadet leadership development.						
Task Force Member	C3-G1, L2-4, L5-4	4	3	2	3	
Task Force Member		4	4	4	4	
Task Force Member		5	5	4	5	
Average		3	4	4	4	
		4	4	3.5	4	27
Involve LDC Director and Leadership Institute Chief in all CGA programs as deemed appropriate by senior CG leadership.						
Task Force Member	L2-4, G3-2, C3-G1	4	2	2	2	
Task Force Member		4	4	4	4	
Task Force Member		4	3	4	4	
Average		3	5	4	5	
		3.75	3.5	3.5	3.75	25.5
Superintendant provide direction to LDC Director for specific responsibility vis-à-vis cadet leadership development.						
Task Force Member	G3-2	4	2	3	3	
Task Force Member		4	4	4	4	
Task Force Member		5	4	5	4	
Average		3	4	4	5	
		4	3.5	4	4	27.5
TYLER LI						
Superintendent partner with Leadership Institute Chief in enhancing cadet leadership development programs.						
Task Force Member	G3-2	4	4	4	4	
Task Force Member		4	3	4	4	
Task Force Member		4	5	5	5	
Average		3	5	5	5	
		3.75	4.25	4.5	4.5	29

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Ensure CG faculty/staff have thorough understanding of Leadership Institute and its capabilities. Task Force Member	G3-2	4	4	4	4	
Task Force Member		3	4	4	4	
Task Force Member		3	5	5	5	
Average		3	5	5	5	
		3.25	4.5	4.5	4.5	27.75
ADMISSIONS						
Admissions should provide enough content and context to enable trust of admission process and those who perform it. Task Force Member	G2-2, C4-G6, C1-G1, C4-G4	3	3	3	3	
Task Force Member		4	4	4	4	
Task Force Member		3	4	5	4	
Average		4	5	4	3	
		3.5	4	4	3.5	26
Consider best practices of other institutions that are attracting minorities. Task Force Member	C1-G3, C1-G4	4	4	3	3	
Task Force Member		4	4	4	4	
Task Force Member		3	4	5	4	
Average		4	5	4	4	
		3.75	4.25	4	3.75	27.25
Formalize a process and responsible individual for periodic review of the "character content" of all CGA outreach materials (website, etc). Task Force Member	CH1-3	3	3	3	3	
Task Force Member		4	3	4	4	
Task Force Member		3	3	5	4	
Average		3	5	4	5	
		3.25	3.5	4	4	25.25

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Unify the criteria for CGA applicants around character in alignment with the academy's strategic intent. Task Force Member	L2-1	4	2	2	4	
Task Force Member		5	3	4	4	
Task Force Member		4	3	4	4	
Average		5	3	4	5	
		4.5	2.75	3.5	4.25	27.5
Expand efforts to accurately target the eligibile population with the goal to increase "critical mass." Task Force Member	C1-G3	4	2	3	4	
Task Force Member		4	3	4	4	
Task Force Member		5	2	4	3	
Average		4	4	4	4	
		4.25	2.75	3.75	3.75	26.75
CG-1 leverage existing active duty resources to interview all coniditional appointees. Task Force Member	C4-G9, L2-1	5	1	2	2	
Task Force Member		4	2	4	4	
Task Force Member		4	3	4	4	
Average		5	3	4	3	
		4.5	2.25	3.5	3.25	26
CG-1 proivde additional resources to bring conditional appointees to CGA for interview. Task Force Member	L2-1	5	1	2	2	
Task Force Member		4	2	4	4	
Task Force Member		4	1	4	3	
Average		5	3	4	4	
		4.5	1.75	3.5	3.25	25.5

CGA Assessment Task Force Solutions Final Scoring

Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
Insert measurable moral judgment baseline in application/selection process.	C4-G9, L2-1	5	2	2	2	
Task Force Member		4	3	4	4	
Task Force Member		4	4	5	4	
Task Force Member		4	5	5	4	
Average		4.25	3.5	4	3.5	27.75
Incorporate external parntership programs and potential industry partners with CGA strategic plan to access untapped minority populations (e.g. Math, Engineering Science, and Achievement (MESA), National Science Foundation, etc.))	C1-G3, C1-G3	5	1	1	2	
Task Force Member		4	3	4	4	
Task Force Member		4	2	4	4	
Task Force Member		4	4	4	4	
Average		4.25	2.5	3.25	3.5	25.25
Incorporate affirmative references to core values and character dvelopment into all recruiting materials/outreach.	CH1-3	4	2	2	3	
Task Force Member		3	3	4	4	
Task Force Member		4	4	5	4	
Task Force Member		4	4	5	4	
Average		3.75	3.25	4	3.75	26.25
Expand the pool of qualified minority candidates by incentivizing faculty/staff to recruit qualified candidates.	C1-G4	4	1	2	2	
Task Force Member		4	3	3	3	
Task Force Member		5	3	5	4	
Task Force Member		3	3	4	3	
Average		4	2.5	3.5	3	24.5
Leverage CG affinity groups to source qualified candidates for admissions (ANSO, NADA, CGWLA)		4	2	3	3	
Task Force Member		3	3	4	4	
Task Force Member		4	4	5	4	
Task Force Member		3	4	5	4	
Average		3.5	3.25	4.25	3.75	26
CGA partner with CG recruiting command to leverage existing resources and programs to accomplish common goals.	C1-G4, C1-G3, C4-G5	5	2	2	3	
Task Force Member		4	3	4	3	
Task Force Member		5	4	5	5	
Task Force Member		3	5	4	4	
Average		4.25	3.5	3.75	3.75	27.5

CGA Assessment Task Force Solutions Final Scoring

Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
Aggressively market and advertise the positive aspects of CGA campus, including the very safe nature of the campus.	C1-G4	4	2	2	3	
Task Force Member		4	4	4	4	
Task Force Member		3	3	5	4	
Task Force Member		2	5	5	5	
Average		3.25	3.5	4	4	25.25
Acquire feedback from female applicants who have turned down an appointment and analyze information to improve recruiting efforts.	C1-G4	4	2	2	2	
Task Force Member		3	3	4	4	
Task Force Member		3	3	5	4	
Task Force Member		2	3	5	5	
Average		3	2.75	4	3.75	23.5
Insert measurable moral judgment baseline in application/selection process.	C4-G6	5	2	2	2	
Task Force Member		4	3	3	3	
Task Force Member		4	3	3	4	
Task Force Member		4	3	4	4	
Average		4.25	2.75	3	3.25	24.75
Market this additional positive aspects of CGA (a guaranteed job as a Junior Officer, development of leadership skills, and humanitarian aspects of the operational Coast Guard).	C1-G4	3	2	3	3	
Task Force Member		3	4	5	5	
Task Force Member		4	2	5	4	
Task Force Member		3	5	5	5	
Average		3.25	3.25	4.5	4.25	26.25
Assign different people to review admissions process.	C1-G5, C1-G5	3	3	3	2	
Task Force Member		3	3	4	4	
Task Force Member		3	5	5	4	
Task Force Member		3	4	4	4	
Average		3	3.75	4	3.5	24.25
MPL						
Conduct immediate review of MPL through the lens of service needs and follow-on reviews as part of annual CG-1/CGA strategic review.	C4-G3, C4-G11, G2-3, L2-5, L2-6, L4-1, CH5-4	5	3	2	1	
Task Force Member		4	3	4	4	
Task Force Member		5	3	5	2	
Task Force Member		5	4	5	4	
Average		4.75	3.25	4	2.75	28.25

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
Provide greater emphasis on Core Values as part of the MPL.	L2-2	4	4	3	3	
Task Force Member		4	3	4	4	
Task Force Member		5	5	5	4	
Task Force Member		4	4	4	4	
Average		4.25	4	4	3.75	28.5
CADET EVALS						
Ensure all cadet performance reports address and define demonstration of Core Values.	L2-2, G2-6	4	4	5	5	
Task Force Member		3	4	4	4	
Task Force Member		3	5	5	5	
Task Force Member		4	5	5	5	
Average		3.5	4.5	4.75	4.75	29.25
Reward cadets for adherence to Core Values through evaluations and appropriate recognition.	L2-2	4	4	5	5	
Task Force Member		3	4	4	4	
Task Force Member		4	5	5	5	
Task Force Member		4	5	5	5	
Average		3.75	4.5	4.75	4.75	30
CADET REGS						
Set clear expectations across-the-board for enforcement of rules to ensure cadet development.	C4-G5, L2-6, L5-2, L5-1, L5-5, L6-1	4	4	4	4	
Task Force Member		4	4	4	4	
Task Force Member		4	4	5	4	
Task Force Member		3	5	5	5	
Average		3.75	4.25	4.5	4.25	28.75

CGA Assessment Task Force Solutions Final Scoring						
Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
Ensure CG faculty/staff have thorough understanding of cadet punishment system and their attendant responsibility (Different leadership styles are encouraged as long as they are in alignment with outcomes and CG Core Values).	G4-1	4	3	3	2	
Task Force Member		4	3	4	4	
Task Force Member		5	4	5	4	
Task Force Member		3	4	4	3	
Average		4	3.5	4	3.25	26.75
Simplify Cadet regulations where possible--at a minimum all faculty/staff are responsible for cadet adherence to Core Values.	G4-1	4	3	3	3	
Task Force Member		4	3	4	4	
Task Force Member		4	5	5	4	
Task Force Member		5	4	4	5	
Average		4.25	3.75	4	4	28.5
CORPS LEADING THE CORPS						
Clearly articulate the concept and practice of Corps leading the Corps with the various audiences to stimulate an informed debate.	G3-3	4	3	4	3	
Task Force Member		3	4	4	4	
Task Force Member		5	3	3	3	
Task Force Member		3	5	4	3	
Average		3.75	3.75	3.75	3.25	25.75
Validate or invalidate "Corps leading the Corps" concept. If validated, define, promolgate, implement, and advertise policy. If invalid, develop new concept for leading Corps of Cadets.	G3-3	3	4	4	3	
Task Force Member		3	3	4	4	
Task Force Member		5	3	3	3	
Task Force Member		5	5	4	3	
Average		4	3.75	3.75	3.25	26.5

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
CADET CONDUCT SYSTEM						
Ensure Good Order and Discipline information is updated, better advertised, and published consistently.	C4-G7	3	3	3	4	
Task Force Member		3	3	4	4	
Task Force Member		3	5	5	4	
Task Force Member		3	5	5	4	
Average		3	4	4.25	4	25.5
Review demerit system in view of its relevence to the Millennial Generation and the regular Coast Guard.	L6-1	4	3	2	2	
Task Force Member		3	3	4	4	
Task Force Member		3	5	5	3	
Task Force Member		5	5	5	4	
Average		3.75	4	4	3.25	26.5
Message to the faculty on the importance of a consistent supportive message on both conduct and actions being delivered to the cadets.	CH3-1	4	3	3	2	
Task Force Member		3	5	5	4	
Task Force Member		4	5	5	5	
Task Force Member		3	5	4	5	
Average		3.5	4.5	4.25	4	27.5
Ensure punitive measures are appropriate to the violation and educate cadet lessons learned from peer mistakes.	L6-1	5	3	2	2	
Task Force Member		4	4	4	4	
Task Force Member		4	5	5	5	
Task Force Member		4	5	4	5	
Average		4.25	4.25	3.75	4	28.5
CADET TIME						
Control and Configuration Board--strategic, systematic review and annual review to cover day to day adjustments.	G2-4, G3-1, L5-4	5	1	1	1	
Task Force Member		5	3	3	3	
Task Force Member		3	3	3	3	
Task Force Member		5	3	3	3	
Average		4.5	2.5	2.5	2.5	23.5

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Involve faculty and staff in process of allotting available time and resources to best provide for needs of cadet development.	CH3-1	4	2	2	2	
Task Force Member		4	3	3	4	
Task Force Member		5	3	4	4	
Task Force Member		5	4	3	3	
Average		4.5	3	3	3.25	25.75
Implement pipeline training tailored to meet needs of the service and cadet's assignement.	C3-G1, L5-4	5	1	1	1	
Task Force Member		3	2	3	3	
Task Force Member		5	1	3	3	
Task Force Member		5	2	3	3	
Average		4.5	1.5	2.5	2.5	22.5
Assign overall process owner of cadet time.	L5-4, G3-1, G2-4	4	2	2	2	
Task Force Member		5	3	3	4	
Task Force Member		4	5	5	4	
Task Force Member		5	4	4	4	
Average		4.5	3.5	3.5	3.5	27.5
CADET DEVELOPMENT						
Create experiential challenges to test every cadet in order to enable maturity.	C4-G5, C4-G1, L4-1	5	1	1	1	
Task Force Member		4	3	3	3	
Task Force Member		4	2	3	3	
Task Force Member		5	2	3	3	
Average		4.5	2	2.5	2.5	23

CGA Assessment Task Force Solutions Final Scoring						
Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
Provide increased opportunities to exhibit responsible behavior so that character is revealed early in the developmental process (earlier granting of privileges).	C4-G1, L4-1	4	2	4	4	
Task Force Member		4	4	4	4	
Task Force Member		5	5	4	2	
Task Force Member		5	4	4	1	
Average		4.5	3.75	4	2.75	28
Increase cadet exposure and contact in order to emphasize decision making in regard to right and wrong.	L4-1	5	2	2	3	
Task Force Member		4	4	4	4	
Task Force Member		3	4	4	3	
Task Force Member		5	3	4	4	
Average		4.25	3.25	3.5	3.5	26.5
Deliberately explore controversial ideas in a collegial debate environment within the classroom.	L4-1	4	2	2	2	
Task Force Member		4	3	4	3	
Task Force Member		3	4	4	3	
Task Force Member		3	4	2	2	
Average		3.5	3.25	3	2.5	22.25
Incorporate existing CG e-mentoring program into Corps of Cadets.	C4-G5, C4-G5	3	3	3	3	
Task Force Member		4	4	4	4	
Task Force Member		4	3	4	4	
Task Force Member		2	5	3	4	
Average		3.25	3.75	3.5	3.75	24.25
Institute, develop and promulgate simplified cadet leadership model in alignment with regular CG and draft GOLD framework. Align with mission to produce leaders of character.	L1-1	5	1	1	1	
Task Force Member		5	3	3	4	
Task Force Member		5	3	4	5	
Task Force Member		5	4	3	3	
Average		5	2.75	2.75	3.25	26.5

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Create opportunities to promote understanding of risk/reward and accountability.	L4-1	4	1	1	1	
Task Force Member		4	4	4	4	
Task Force Member		3	4	3	3	
Task Force Member		4	4	4	3	
Average		3.75	3.25	3	2.75	23.25
Examine the current cadet development model looking for opportunities to appropriately incorporate cadet feedback (e.g. consider CGA cadet newspaper).	C4-G1	5	1	1	1	
Task Force Member		3	3	4	3	
Task Force Member		4	4	4	3	
Task Force Member		3	4	4	3	
Average		3.75	3	3.25	2.5	23.25
Instill in Division Officers an appreciation for their responsibilities in monitoring cadet stresses.	C4-G10	4	3	3	4	
Task Force Member		3	3	4	4	
Task Force Member		2	5	4	4	
Task Force Member		3	5	5	5	
Average		3	4	4	4.25	25.25
CGA engage with experts in the field of Human Performance Technology to determine best practices for improving stress management amongst cadets.	C4-G10	5	2	2	2	
Task Force Member		4	3	4	5	
Task Force Member		3	3	4	4	
Task Force Member		4	3	5	4	
Average		4	2.75	3.75	3.75	26
STAFF PROFESSIONAL DEVELOPMENT (ST-PD) Provide eligible CGA faculty and staff with an opportunity to attend resident Civilian orientation course. All civilian staff/faculty should be given a copy of the course on CD-ROM.	C6-1, L2-6, L2-6	4	1	2	2	
Task Force Member		5	3	4	4	
Task Force Member		4	2	4	3	
Task Force Member		4	3	4	3	
Average		4.25	2.25	3.5	3	25

Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
CGA Assessment Task Force Solutions Final Scoring						
establish and train to minimum criteria for orientation of NAFA employees	G4-4	4	2	2	2	
Task Force Member		4	3	4	4	
Task Force Member		2	4	4	4	
Task Force Member		4	4	4	4	
Average		3.5	3.25	3.5	3.5	24.25
establish and train to minimum criteria.	L3-3, L3-3,L5-5	4	2	2	2	
Task Force Member		4	3	4	4	
Task Force Member		4	4	4	4	
Task Force Member		4	4	4	4	
Average		4	3.25	3.5	3.5	25.75
Set minimum CG knowledge for CG staff, - new faculty orientation course, Ensure new staff attend civilian orientation course.	G3-1	4	2	1	1	
Task Force Member		4	3	4	4	
Task Force Member		3	2	5	4	
Task Force Member		4	4	4	4	
Average		3.75	2.75	3.5	3.25	24.25
Develop/implement CGA specific orientation for all new faculty/staff (e. g. use LDC to develop SLIPS-style course)	L2-6	4	2	2	3	
Task Force Member		4	3	3	4	
Task Force Member		2	3	4	5	
Task Force Member		4	4	4	4	
Average		3.5	3	3.25	4	24
Increase field involvement of civilian faculty/staff PTCS to refresh CG knowledge	G2-3, C6-1, L2-6, G3-1	5	1	2	2	
Task Force Member		4	3	3	4	
Task Force Member		5	3	2	4	
Task Force Member		4	3	5	5	
Average		4.5	2.5	3	3.75	25.75

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Require mandatory participation.	G2-2,	4	1	1	1	
Task Force Member		4	3	3	4	
Task Force Member		5	4	4	5	
Task Force Member		5	4	4	4	
Average		4.5	3	3	3.5	26
Provide training and/or non-training interventions for all staff/faculty.	C1-5, G2-2	4	1	2	2	
Task Force Member		4	3	3	4	
Task Force Member		4	4	4	5	
Task Force Member		5	4	4	4	
Average		4.25	3	3.25	3.75	26
Require that all staff attend training and/or non-training interventions.	CH3-1, CH1-2	4	1	1	1	
Task Force Member		4	3	3	4	
Task Force Member		5	4	4	5	
Task Force Member		5	4	4	4	
Average		4.5	3	3	3.5	26
Set minimum CGA program knowledge standards for CGA staff. - incorporate in new faculty orientation course.	L1-1, G2-3	4	2	2	2	
Task Force Member		4	3	3	4	
Task Force Member		3	3	3	3	
Task Force Member		5	4	4	4	
Average		4	3	3	3.25	24.25
Create a job aid/refresher core value training for faculty/staff	CH3-1, CH1-2	4	3	3	3	
Task Force Member		4	4	4	4	
Task Force Member		4	4	4	5	
Task Force Member		4	4	4	4	
Average		4	3.75	3.75	4	27.25
CG gives all employees basic and ongoing orientation on strategic direction.	G1-1	4	2	2	2	

Task Force Member		4	4	4	4	
Task Force Member		4	4	5	5	
Task Force Member		5	4	4	4	
Average		4.25	3.5	3.75	3.75	27.5
Establish policy/procedure for refresher training requirements	CH3-1, CH1-2	4	2	3	2	
Task Force Member		4	3	4	4	
Task Force Member		4	3	5	4	
Task Force Member		3	3	4	4	
Average		3.75	2.75	4	3.5	25.5
Use staff to develop/implement core values training for all staff that teaches faculty/staff how to implement core values	CH3-1, CH1-2	4	2	1	1	
Task Force Member		4	3	3	4	
Task Force Member		4	3	5	5	
Task Force Member		4	4	5	4	
Average		4	3	3.5	3.5	25.5
Educate faculty and staff on need to reevalute the cadet leadership development model.	L1-1, L1-1, L5-5, L5-5	4	2	2	1	
Task Force Member		4	3	4	4	
Task Force Member		2	5	4	5	
Task Force Member		4	4	5	4	
Average		3.5	3.5	3.75	3.5	25

CCPOs (ST-CC)						
Ensure that the CPOs role within the company is appropriate, well-defined and complementary to the overall cadet character development process as part of a broader cadet leadership development program/model.	CH3-2	5	2	2	3	
Task Force Member		5	3	4	4	
Task Force Member		4	5	5	5	
Task Force Member		5	5	5	4	
Average		4.75	3.75	4	4	30

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
CCPOs (ST-CC)						
Ensure that the CPOs role within the company is appropriate, well-defined and complementary to the overall cadet character development process as part of a broader cadet leadership development program/model.	CH3-2	5	2	2	3	
Task Force Member		5	3	4	4	
Task Force Member		4	5	5	5	
Task Force Member		5	5	5	4	
Average		4.75	3.75	4	4	30
CG-1 recruit and advertise the Company Chief Billet in order to attract quality chiefs who are motivated to work with cadets.	L3-2, L2-3, L5-3	4	3	3	3	
Task Force Member		5	3	4	4	
Task Force Member		4	4	5	5	
Task Force Member		5	4	4	4	
Average		4.5	3.5	4	4	29
CG-1 continue to invest in Company Chief program.	L3-2, L5-3	4	5	5	5	
Task Force Member		5	4	4	4	
Task Force Member		5	5	5	5	
Task Force Member		5	5	5	5	
Average		4.75	4.75	4.75	4.75	33.25
Increase pool of potential chiefs by opening up billet to E9's.	L5-3, L2-3, L3-2	4	3	3	4	
Task Force Member		5	3	4	4	
Task Force Member		5	2	5	5	
Task Force Member		3	4	4	4	
Average		4.25	3	4	4.25	28
Cos & CCPOs (ST-CCCO)						
Increase cadet exposure and contact with Company Officers and Chiefs in order to emphasis decision making in regards to right and wrong	L6-1	4	5	5	4	
Task Force Member		4	4	4	4	
Task Force Member		5	4	4	5	
Task Force Member		4	4	4	5	
Average		4.25	4.25	4.25	4.5	30
Increase the number of billets for Company Officers and Company Chiefs to increase the trainer to trainee ratio	L1-2, C4-2, L3-1, L2-3, L5-2, G4-3	5	1	1	1	

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Task Force Member		4	2	4	4	
Task Force Member		4	1	5	5	
Task Force Member		4	3	4	4	
Average		4.25	1.75	3.5	3.5	25
Consider creative scheduling options to maximize CO or CC availability to cadets during cadet waking hours.	G4-3, L1-2, L3-1, L5-2, G4-3	5	2	2	2	
Task Force Member		4	3	3	4	
Task Force Member		3	5	4	4	
Task Force Member		5	5	3	4	
Average		4.25	3.75	3	3.5	26
As part of an overall cadet leader development program examine the appropriate ratio and make-up of company officers and company CPOs.	CH5-3, CH5-3	5	1	1	1	
Task Force Member		4	3	4	4	
Task Force Member		3	3	5	5	
Task Force Member		5	5	5	5	
Average		4.25	3	3.75	3.75	27
Review CGA ORGMAN and Company Officer/Chief handbook definitions of the roles of Company Officers and Company Chiefs; ensure clear roles and responsiblities for Company Chiefs and Company Officers is consistent with strategic direction.	L1-2	4	3	3	3	
Task Force Member		4	4	4	4	
Task Force Member		3	5	5	5	
Task Force Member		5	5	5	5	
Average		4	4.25	4.25	4.25	29
Develop, promulgate and incorporate detailed guidance (regarding cadet character development) for Company Officers and Company CPOs as part of a larger cadet leader development program.	CH3-2	5	2	2	3	
Task Force Member		4	4	4	4	
Task Force Member		5	3	4	5	
Task Force Member		5	4	4	5	
Average		4.75	3.25	3.5	4.25	28.75
Implement creative scheduling options to maximize CO or CC availability to cadets during cadet waking hours.	C4-2	5	2	2	4	
Task Force Member		4	3	4	4	
Task Force Member		3	4	4	4	
Task Force Member		5	4	4	4	
Average		4.25	3.25	3.5	4	27

CGA Assessment Task Force Solutions Final Scoring						
Solutions	**Gap**	**Impact** 3	**Cost** 1	**Feasibility** 2	**Risk** 1	**Total**
Provide better continuity for military program staff. (e.g. - provost, deputy assistant sup, civilianize Comdt of cadets)	G2-1, G2-1	5	1	1	1	
Task Force Member		4	3	3	3	
Task Force Member		3	1	3	3	
Task Force Member		5	4	4	4	
Average		4.25	2.25	2.75	2.75	23.25
Provide mechanisms for Company Officers and Company CPO to grant privileges or tangible positive reinforcement.	CH4-1	5	3	2	2	
Task Force Member		4	4	4	3	
Task Force Member		5	5	5	4	
Task Force Member		4	5	5	4	
Average		4.5	4.25	4	3.25	29
Craft clear roles and responsibilities for Company Chiefs and Company Officers consistent with strategic direction.	G4-3, L1-2, L2-3, G4-3	5	4	2	2	
Task Force Member		4	4	4	4	
Task Force Member		4	5	5	5	
Task Force Member		5	5	5	5	
Average		4.5	4.5	4	4	30
Training (ST-TR)						
Challenge accumlulated skills and knowledge at various stages of academy experience. Ensure Company Officers are key players in experience to provide meaningful team building experience and increase espirit de corps	L3-1	4	5	5	4	
Task Force Member		5	4	4	4	
Task Force Member		5	3	3	4	
Task Force Member		5	3	4	4	
Average		4.75	3.75	4	4	30
Emphasize experiential learning to augment and reinforce classroom training.	C4-7, L2-4, L5-4, L5-4	5	2	2	2	
Task Force Member		5	4	4	4	
Task Force Member		4	4	4	4	
Task Force Member		5	4	4	4	
Average		4.75	3.5	3.5	3.5	28.25
Link experential learning to relevant Coast Guard operations.	L5-4, C6-1, C4-3, L2-2, L2-4, L2-4, L2-4, L5-4, L5-4, C5-1, C3-1, L2-2, L2-4	5	3	3	2	
Task Force Member		5	4	4	4	
Task Force Member		5	3	4	4	
Task Force Member		5	3	4	4	
Average		5	3.25	3.75	3.5	29.25

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring						
Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
Develop a crucible-type exercise which directly challenges cadets in a meaningful way.	L2-2	5	2	3	2	
Task Force Member		3	3	3	3	
Task Force Member		4	3	4	3	
Task Force Member		5	3	4	4	
Average		4.25	2.75	3.5	3	25.5
Train 1/c on warning signs of poor performance and avenues for help both in/out of Chain of Command (e.g.- EAP, Company Officer, etc.).	C4-10	5	2	3	4	
Task Force Member		4	4	3	3	
Task Force Member		3	4	3	4	
Task Force Member		4	4	4	3	
Average		4	3.5	3.25	3.5	25.5
Provide exposure in context for civilian contribution to organization	L5-1	4	3	4	4	
Task Force Member		4	3	4	4	
Task Force Member		2	5	5	5	
Task Force Member		2	5	5	5	
Average		3	4	4.5	4.5	26.5
Involve cadets in training within the strategic framework of the CGA. (e. g. - train the trainer) Provide opportunities for cadets to choose their training.	L5-4	5	3	1	3	
Task Force Member		4	3	3	3	
Task Force Member		5	3	5	3	
Task Force Member		5	3	5	5	
Average		4.75	3	3.5	3.5	27.75
Regularly make available the Commandant's OPSUMs to cadets and faculty/staff.	C5-1	4	4	5	5	
Task Force Member		2	5	5	5	
Task Force Member		3	4	5	5	
Task Force Member		3	5	5	5	
Average		3	4.5	5	5	28.5
Encourage greater use of the Employee Assistance Program (EAP) to cadets as an alternate to approaching the administration.	C4-5	4	3	3	3	
Task Force Member		3	4	4	4	
Task Force Member		3	2	4	3	
Task Force Member		3	4	5	5	
Average		3.25	3.25	4	3.75	24.75

Solutions Scoring

CGA Assessment Task Force Solutions Final Scoring

Solutions	Gap	Impact 3	Cost 1	Feasibility 2	Risk 1	Total
Assess the effectiveness of the current sexual assault/racial discrimination training program - include input from instructional technology specialists and cadets as to most effective methods for communication and comprehension.	CH2-2	5	3	2	4	
Task Force Member		5	3	3	4	
Task Force Member		2	3	3	4	
Task Force Member		3	4	5	5	
Average		3.75	3.25	3.25	4.25	25.25
Summer Programs (ST-SP)						
Provide better and more consistent funding of summer programs	L5-4	5	1	1	1	
Task Force Member		3	3	4	4	
Task Force Member		5	1	5	5	
Task Force Member		5	3	4	4	
Average		4.5	2	3.5	3.5	26
Provide CGA with organic training resources for select summer programs.	L5-4	5	1	1	1	
Task Force Member		3	3	4	4	
Task Force Member		5	1	5	5	
Task Force Member		4	2	3	4	
Average		4.25	1.75	3.25	3.5	24.5

Solutions Scoring