

Enclosure 3: United States Air Force Academy Self-Assessment





DEPARTMENT OF THE AIR FORCE
WASHINGTON DC

OFFICE OF THE ASSISTANT SECRETARY

December 19, 2018

MEMORANDUM FOR UNDER SECRETARY OF DEFENSE (PERSONNEL AND READINESS)

FROM: Assistant Secretary of the Air Force (Manpower and Reserve Affairs)

SUBJECT: Annual Report on Sexual Harassment and Violence at the Military Service Academies; Academic Program Year 2017 – 2018 (USAFA)

In accordance with Section 532 of the John Warner National Defense Authorization Act for Fiscal Year 2007, attached is USAFA's Sexual Harassment and Violence Self-Assessment Report covering Academic Program Year June 1, 2017 through May 31, 2018.

Our report details an update on USAFA's plan of action to promote responsible alcohol use, to reinvigorate prevention programs regarding sexual assault, sexual harassment, and other readiness-impacting behaviors. Finally, USAFA endeavors to enhance a culture of respect and improve sexual assault and sexual harassment reporting.

The USAF POC for this report is Brig Gen Michael Martin, AF/A1Z, (703) 693-6699.

A handwritten signature in blue ink, appearing to read "SJM", written over a horizontal line.

SHON J. MANASCO
Assistant Secretary
(Manpower and Reserve Affairs)

Attachment:
As stated

cc:
USAFA/CC
SAF/GC
AF/A1
AF/JA

United States Air Force Academy (USAFA)

The following section requests an update on the Plans of Action submitted in response to the Office of the Under Secretary of Defense for Personnel and Readiness June 2017 Memorandum. Additionally, the following section requests an update on the status of assigned tasks from the Sexual Assault Prevention and Response Strategic Plan "Task List."

1. Promote Responsible Alcohol Choices – To produce changes in attitudes and behaviors related to alcohol use, as well as change the context in which alcohol use occurs, the MSAs will submit plans to address attitudes and behavior around alcohol use and misuse.

1.1 Summarize and list new and existing responsible alcohol choices training programs.

The Peak Performance Center (PPC) and Substance Abuse Prevention Services (SAPS) clinic provides cadets with alcohol assessments, psychoeducational materials, and regularly conducts outreach to proactively address responsible alcohol consumption. During AY 17-18, staff were involved in multiple alcohol prevention outreach initiatives. Many of these events were specifically requested by Air Officers Commanding (AOC) to brief responsible drinking skills to cadets in their squadrons. SAPS staff provided holiday outreach in the dormitory, encouraging the creation of a safe plan in the event alcohol consumption was a part of their holiday plan. This initiative reached approximately 300 cadets. Additionally, a newsletter was distributed during the month of March, in coordination with the Outreach and Prevention Element, to all cadets highlighting responsible drinking skills prior to spring break. Also in March, Professional Ethics and Education Representatives (PEERs) held an outreach event, utilizing an interactive and hands-on approach to engaging nearly 400 cadets. During AY 17-18, over 2,100 cadets received alcohol education through outreach initiatives.

More recently the SAPS clinic has partnered with the Sexual Assault Prevention and Response Office to offer Interpersonal Skills Training (IST) to the Cadet Third Class (C3C) cohort. The SAPS clinic provides alcohol education to cadets about responsible drinking, the impact of alcohol use on relationships, and overall health. In addition to outreach and prevention initiatives delivered by the SAPS clinic, there are other trainings and education provided to the cadets indirectly or directly addressing responsible alcohol use and behaviors consistent with officers. A more detailed discussion of training is outlined in question 1.9 of this document.

Samples of Training Overseen by the Curriculum Department:

The Cadet Fourth Class (C4C) cohort receives training via the Commissioning Education 100 course. Additionally, Fourth Class Living Honorably Education focuses on self-control, delayed gratification, and discipline. Furthermore the incoming C4C cohort received Cadet Healthy Personal Skills (CHiPS) during Basic Cadet Training (BCT). CHiPS is an evidenced based prevention program focused on mitigating sexual assault through social skills training.

The Cadet Third Class (C3C) cohort receive Cadet Supervisor Training (CST) in which cadets learn how to effectively supervise and mentor C4C cadets, they also receive Cadet Bystander Intervention Training (cBIT) in which they explore topics such as personal responsibility and leadership expectations of caring for others, and Third Class Living Honorably Education where cadets learn how to model principles of living honorably and continue their interpersonal development as a leader.

The Cadet Second Class (C2C) cohort receive training on the principles of a team, impact of a team on culture and leadership responsibilities which include how to treat others. Social Decorum Training is a comprehensive training program, which provides cadets an opportunity to learn correct protocol in social and business settings. Lastly, C2Cs receive Second Class Living Honorably Education similar to the C3C cohort. This training builds upon the C3C Living Honorably Education, and focuses on

moral development, living honorably in their daily lives, and continue to develop leadership competencies.

The Cadet First Class (C1C) cohort receive Commissioning Education 400 which includes modules on human relations, diversity, discrimination, and sexual harassment. Additional trainings includes Instilling and Modeling the Profession of Arms and Character in a Team, SAPR for leaders, and Gender Forums.

Note: The list of education/courses above is not comprehensive. Additionally, while many of the trainings above are not designed to focus solely on responsible alcohol decisions, the curriculum does focus on elements and characteristics of responsible decision making skills.

1.2 Discuss additional implementation plans required to deploy the curriculum, including training for permanent party staff.

Staff from SAPR and JA created and conducted training for bartenders at the cadet area bar, Haps, about bystander intervention and laws concerning sexual assault and intoxication after learning of a reported sexual assault that took place during the midst of heavy drinking at Haps'. Post incident after-action recommendations were discussed at the training as well as potential policy/procedural changes to help prevent similar incidents in the future. The training discussions ultimately led to policy changes discussed in Section 1.3 below. USAFA SAPR also utilizes the Bystander Intervention Training (BIT) for Alcohol Servers which was developed by the Air Force.

1.3 Summarize efforts to review and list any changes made to the institution's alcohol policy.

In response to the SECDEF's focus on promoting responsible alcohol choices and in light of a recent USAFA case, which began at the on-campus cadet bar (Haps') during AY 17-18, USAFA instituted several alcohol policy changes to promote responsible drinking and prevent binge drinking.

Completion happened in early AY 18-19. Those policies include:

- Cadets are no longer permitted to purchase wine by the bottle (only by the 5 oz glass).
- Cadets are no longer permitted to purchase buckets of beer.
- The serving size for beer is reduced from 24 oz to 12 or 16 oz
- Cadets can only buy 2 drinks at a time, which is designed to increase the interaction between servers and cadets, so that servers can better evaluate an individual's sobriety before serving additional drinks.
- Haps' also increased the amount of supervision on Thursday nights (the most attended night) to increase their ability to observe interaction among cadets and intervene when necessary.
- If a bartender refuses service to a cadet who appears intoxicated, they are authorized to provide non-alcoholic drinks and food to the cadet free-of-charge.

1.4 Discuss the office identified to have the primary responsibility to collect data, analyze results, regularly brief on progress, and recommend courses of action to leadership.

The Cadet Discipline Department collects, maintains, and reports alcohol-related incident trends to leadership. The PPC tracks trends based upon clinical encounters through client self-report and Personal Ethics and Education Representative (PEER) consultations, but such data is not comprehensive and is not used to draw conclusions exclusively. The PPC also works with the Cadet Wing to integrate questions into the Commandant's Special Interest Survey, which informs senior leadership, cadet leadership, and cadets about issues that affect the cadet wing.

The Violence Prevention Integrators (VPIs) also collect data about many topics including alcohol use and/or abuse to inform their efforts to address interpersonal and self-directed violence. The VPIs examine shared risk factors for multiple topics that may affect cadets and inform leadership about progress and recommendations through the Community Action Board (CAB) and the Community Action Team (CAT).

1.5 Discuss new and existing milestones and metrics used to assess new and ongoing alcohol programs.

The Military Service Academy (MSA) DEOMI Organizational Climate Survey (DEOCS) and the Health and Wellness section of the Commandant's Special Issues Survey both have sections about alcohol use. The Spring 2018 Commandant's Special Issues survey indicates that roughly 6% of cadets self-report that they have experienced issues, problems or difficulties with "alcohol or other drug use", 98% of cadets indicate that they have received information about "alcohol or other drug use" and 4% would like to receive more information about "alcohol or other drug use." These percentages are essentially unchanged from the first time the Health and Wellness section was administered as part of the Commandant's Special Issues survey in 2016, roughly 5% of cadets self-report that they have experienced issues, problems or difficulties with "alcohol or other drug use", 97% of cadets indicate that they have received information about "alcohol or other drug use" and 3% would like to receive more information about "alcohol or other drug use."

2. Reinvigorate Prevention – To reduce sexual assault, sexual harassment, and other readiness-impacting behaviors, the MSAs will work with their respective Military Service's sexual assault prevention and response leadership to ensure the Academies' sexual harassment, hazing, and bullying prevention efforts are integrated with the overall sexual assault prevention program.

2.1 Summarize and list new and existing prevention training initiatives.

USAFA implements awareness, response and prevention training and education throughout a cadet's four years at the Academy. The prevention education and training reflects the Academy's Officer Development System and the Personal, Interpersonal, Teams and Organization (PITO) model that develops officers with responsibilities, skills and knowledge.

During AY 17-18, following the investigation and discipline of several cadets on the USAFA Lacrosse team, members of the Lacrosse team worked with Cadet Wing leadership, subject matter experts (SMEs) in the Dean of Faculty, and JA to develop hazing prevention training called Hazing Education and Prevention Program (HEPP). The team of cadet trainers met with all cadets in their squadrons to present lessons learned from their experience, but also to train them on the DoD definitions of hazing. The training was interactive and consisted of several scenarios in which cadets discussed whether the behavior amounted to hazing under the legal definition. In addition, the USAFA Athletic Department (AD) is currently undergoing a third-party review by Collegiate Associates to evaluate the culture and climate in AD and offer USAFA recommendations concerning areas of improvement – the issue of hazing is one of the reviewer's focus areas.

During the first year (fourth class cadet year), cadets receive information and awareness briefings within the required 48 hours of first reporting to USAFA. Sexual assault prevention education begins with a three-hour SAPR Basic Cadet Training (BCT) that occurs within the first 10 days of BCT. Additionally, fourth class cadets (C4C/four degrees) receive a subject matter expert guest speaker who addresses cadets' role in preventing sexual assault. USAFA conducted the first-ever randomized control trial study of an evidence based prevention program, the life skills program Cadet Healthy Personal Skills (CHiPS). The CHiPS training was developed academic year 16-17 and implemented with half of the BCT/C4C class the current academic year. The initial three-month follow-up showed promise of reducing sexual violence. The 12-month follow up will be conducted in the summer of AY 18-19 and will give more definitive results at the end of the calendar year.

During the second year (third class cadet year), cadets receive the cadet Bystander Intervention Training (cBIT) the summer before their third class cadet (C3C/three degree) academic year. This year the development of responsible alcohol choices training was coordinated with the PPC and will be implemented with three degrees in the summer of 2018 in accordance with the Secretary of

Defense Directive for responsible alcohol choices. Three degrees also attend a presentation by an external subject matter expert during the year who reiterates their role as potential bystanders.

During the third year (second class cadet year), sexual assault prevention training focused on prevention in their military training, leadership training, and Behavioral Science 310 courses. The inclusion of Healthy Relationships Training (HRT) for second class cadets (C2C/two degrees) is being developed for implementation next academic program year. Two degrees also attend a briefing from a subject matter expert on response to victims and trauma informed leadership.

During their final year (first class cadet year), first class cadets (C1C/first class cadets) attend a training session by attorney Anne Munch, a subject matter expert who focuses on their role as leaders and how social learning impacts all leaders when it comes to sexual assault prevention. This session has historically ranked high in the cadet evaluation of SAPR trainings. USAFA has worked with the Headquarters Air Force Integrated Resilience Office (HAF/A1Z) to develop a green dot based training specific for cadets. Several focus groups and site visits have been conducted to ensure the new training will be specific to cadets at USAFA. Though the development and curriculum has been delayed, the final version of Green Dot Training for cadets will be delivered in AY 18-19.

The Athletic Department implemented HRT for all intercollegiate athletes. The program was developed in collaboration with USAFA SAPR personnel, the legal office, and the Athletic Department. The training is in its third year and has shown some promise with athlete specific climate questions and qualitative follow-up. Formal evaluation of the program is scheduled for next academic year. The USAFA Athletic Department, in conjunction with SAPR and the Judge Advocate, developed a series of training modules to educate student-athletes on healthy relationship behaviors. The goal of this training is to improve mutual respect and communication and also to destigmatize asking for help. The training is broken up into three modules and delivered once a year in small groups within the sports teams. The modules cover topics such as dating, warning signs and red flags, consent, setting boundaries, qualities of good leaders, communication, and building a culture that prevents sexual assault. The training is conducted as a small group discussion that allows cadets to have honest conversations about their thoughts, beliefs, and experiences without defining "right answers". Additionally, the Cadet Wing, HRT trainers, and SAPR have been in discussions about how to expand the program to non intercollegiates. The Superintendent directed that Cadet Wing look into using this program with all cadets.

2.2 Provide implementation plans required to deploy the curriculum, train education providers, assess the quality of implementation, and understand its impact on behavior.

Response not provided

2.3 Discuss new and improvements to existing methods for preparation of permanent party staff to support prevention initiatives.

The SAPR office conducted brown bag lunch discussions with all Dean of Faculty (DF) departments throughout the fall semester. These sessions were used to address the drastic changes in the program's personnel, but also to address the permanent party's role in prevention. Though sessions were informal and allowed for open questions and discussions, specific objectives regarding DF personnel roles and responsibilities were met and determined for each event. Additionally, the SAPR staff briefed updates to the program and specifics about the Academy's SAPR office during a Dean's all-call with all faculty members.

The incoming cohort of Air Officers Commanding (AOCs) received a collaborative brief from the offices of SAPR, Office of Special Investigations (OSI), Special Victim's Counsel (SVC) and the Legal office. This one-hour panel discussion was scenario based and covered Academy specific information. Following the panel presentation, the USAFA SAPR personnel presented two-hours of

training and education about the role of commanders in response to sexual assault, prevention of sexual violence, use of climate feedback, differentiating awareness and prevention, and specifics about their role in sexual assault response and prevention within their squadron.

The cadet squadron leadership also received information about supporting prevention and survivors by attending mandatory training sessions. These sexual assault information sessions included topics such as the use of the DEOMI Organizational Climate Survey (DEOCS), Gender Forum lessons, and an update on the program changes and office-specific information at a Commandant's all-call. Additionally, in response to specific DEOCS items, SAPR staff recently proposed a leadership presence policy initiative requesting the Superintendent, Commandant of Cadets, Dean of Faculty, and the Athletic Director each attend one of the mandatory cadet subject matter expert presentations. The proposal also requests that each cadet group leadership position – all AOCs and Academy Military Trainers (AMTs) – attend one session. Expected completion of this proposal will be AY 18-19.

2.4 Discuss the activities and responsibilities of the office or entity assigned to track the results of prevention initiatives, coordinate with various stakeholders, and report to the Superintendent.

USAFA has two positions for Violence Prevention Integrators (VPIs). One of the positions is charged to track and coordinate prevention initiatives for the Cadet Wing and one focuses on the permanent party. The two positions have not been filled consistently since their inception over two years ago. The VPIs will track results of prevention initiatives and coordinate with stakeholders such as Family Advocacy Program (FAP), Chaplains, Military Family Life Counselors (MFLC), Alcohol and Drug Abuse Prevention and Treatment (ADAPT), Peak Performance Center (PPC), and Mental Health. Currently the positions report to the USAFA Sexual Assault Program Manager/Lead SAPR Coordinator who reports directly to the Vice Superintendent.

The SAPR program has an analyst who will have the focus of analyzing the outcomes of training and education, surveys and focus group results, and reports and prevalence data to inform leadership and provide feedback to prevention efforts. This position has been multi-tasked with the rebuild of the office but now has the ability to focus on tracking and assessing data for the SAPR program.

3. Enhance Culture of Respect – To establish and promote continuing respect between cadets and midshipmen, the MSAs will take steps to review and revise their indoctrination training, military education, academic programs, and permanent party in-service and preparatory programs wherever practicable to advance a MSA culture free from sexual harassment, hazing, and bullying, and communicate expectations for appropriate conduct related to social media.

3.1 Discuss efforts and plans to address command climate overall and specifically to target the problem areas described in the directive.

To address command climate overall and specifically target the problem areas USAFA has implemented the following efforts:

Community Action Team (CAT): In its capacity, the CAT brings together all of the helping agencies on a monthly basis to focus on the full spectrum of issues that cadets deal with in their lives at USAFA. The collaboration between all of the helping agencies covers counseling, religious respect, healthy relationships, SAPR issues/victim care, Equal Opportunity (EO), specific concerns from the Athletic Department, squadron human relations, climate issues, hazing, and retaliation concerns. Moreover, the tactical execution arm of the CAT is the Helping Agencies Resiliency Team for Cadets/Cadet Candidates (HeART-C). It aims to align and integrate helping agency services and equip leaders at all levels to strengthen cadet organizational, personal, mental, physical, social, and spiritual well-being. Cadets from the PEER Program attend the CAT to enhance the collaboration between cadets at the squadron level and the permanent party. Additionally, the Cadet Wing Major Training Events (MTE), Public Affairs (PA), and support staff attend to assist with immediate concerns and bring a current perspective to the CAT.

Cadet Respect Initiative: This initiative is conducted by the Cadet Wing Character staff. Cadets modeled their initiative after USMA's program in which the squadron, group & wing character staff address focus items from across the Cadet Wing to discuss. This need originated from within the squadron and reverberated across the Cadet Wing, has been validated by the Military Service Academy (MSA) DEOCS. Survey participants repeatedly requested the ability to discuss topics concerning race, ethnicity, gender, religion, and sexual orientation. The Character Staff will conduct a beta test over the Fall semester and implement phase one during the Spring semester to allow for adequate feedback and course corrections.

Awareness and Unconscious Bias Training to Cadets, Faculty, and Staff: Participants included the cadet cadre, Cadet Wing basic cadet training staff, the Cadet Wing, senior leadership and staff, and USAFA faculty and staff. These members received training to address awareness and unconscious bias. Training objectives included the official Air Force definition of diversity and its components, and to highlight that the Air Force position that "Diversity is a Necessity." These interactive sessions focused on audience participation and discussions to identify and provide tools to address bias (self and others), micro aggressions, and the origin and cycle of such behaviors. Additionally, it highlighted impact versus intent, and perception versus reality linked to bias.

USAFA Staff Implicit Bias and Awareness Training: This training was provided to directors and vice directors during an air-staff meeting. Professor Bell of the University of Colorado in Colorado Springs (UCCS) visited USAFA to present the topic of implicit bias training to the staff. Dr. Bell discussed the differences between explicit and implicit bias and shared insight on how implicit biases and stereotypes interfere with decision making by leaders and the impacts on job advancement, promotions, and team cohesion. Staff members were educated on biases and stereotypes in order to share this information with cadets. Additionally this training allows them to reflect on ways they may be inadvertently biased and how this affects the learning environment for cadet.

Professional Development Workshops for Faculty, Staff, and Coaches: The objective of these workshops were to provide permanent party the tools needed to advance a culture free from sexual harassment, hazing, and bullying while actively creating a safe and inclusive environment for all.

- The Culture, Climate, and Diversity (CCD) office funded a three-day workshop for 11 USAFA participants (faculty, staff, and coaches) to the Knapsack Institute at the University of Colorado in Colorado Springs (UCCS). The Knapsack institute is an interactive and collaborative institute that looks at teaching and learning through a social justice lens. The workshop provided participants with education on teaching about privilege and oppression.
- The CCD office sent one employee to attend the Forum on Workplace Inclusion Conference (10-12 April 2018). This forum explained the tools needed to create an open and inclusive environment within a group setting. The attendee presented information learned at the conference with fellow employees at USAFA to provide future implementation on workplace inclusion.
- The National Conference on Race and Ethnicity (29 May-2 June 2018) was the third conference offered to staff during the year by the CCD office. This conference provided training on navigating problem areas related to racial and ethnic inclusion. Two faculty members were selected to attend and they returned to brief information learned to fellow faculty and staff members at USAFA.
- The CCD sent five attendees to attend a Diversity 4.0: A Creative Experience in Transformative Leadership. The attendees developed their understanding of leadership as it applies to culture and diversity and how they approach working with cadets.

USAFA reestablished the Chair of the Superintendent's Diversity Council. The Chief Diversity Office (CDO) chaired the Superintendent Diversity Council meetings (Jul 17, Dec 17 and Feb 18) which brought together a working group of leadership representatives from each mission element, subject-

matter experts, and cadets for the express purpose of discussing and collaborating on issues of diversity and inclusion. This council provided a forum to address strategic issues and opportunities and reported them to the Superintendent.

Town Hall - Diversity and Inclusion Discussion by cadets, faculty and staff: This town hall provided a forum for critical discussions by a total of 150 cadets, faculty and staff. Current issues relating to culture, climate, and inclusion were highlighted. Faculty-led discussions included the events leading up to and after incidents in Ferguson, MO, and Charlottesville, VA.

“Virtual” Unconscious Bias Training Initiative, Trial Presentation for Possible Contract (23 Aug 18): This new training will be provided to a target group of USAFA members to determine if the virtual training could be effective and useful in future diversity and inclusion training sessions for the USAFA cadets and staff. This trial session will be facilitated by an unconscious bias and micro aggression expert in this field, Dr. Dena Samuels (<http://denasamuels.com/>). This training incorporates interactive and virtual reality simulation engagements for participants. The program has received a positive response from other institutions. In the CDO’s effort to move forward with unconscious bias and micro aggression training, she will review the feedback and process to determine if integrating or customizing virtual reality training is feasible as it applies to USAFA.

3.2 Discuss new and existing methods used to evaluate and assess implementation and outcomes of programs developed to reinvigorate prevention and enhance a culture of respect.

Ethics and Respect for Human Dignity (ERFHD) Team: Responding to recommendations from our accreditors, USAFA began an effort in 2014 to consolidate our list of 21 institutional outcomes. The effort was completed in the Spring of 2016 with the approval of nine institutional outcomes. Three of the previous outcomes (Ethical Reasoning in Action, Respect for Human Dignity, and Ethics and the Foundations of Character) were consolidated to one ethics-oriented outcome: Ethics and Respect for Human Dignity. As part of this process, a team comprised of USAFA Cadet Wing members and Dean of Faculty staff, ERFHD Outcome Team, developed a set of thirteen “proficiencies” that serve as specific, assessable guides for teachers and trainers to use in developing a curriculum that contributes to cadet progress. These proficiencies were approved by the Academy Board in the Fall of 2016. The inaugural curriculum and assessment period for the new outcome scheme was effective with the 2021 graduating class which entered the institution in June of 2017.

From June 2017 to December 2017, USAFA provided cadets with numerous discrete learning experiences across all of the 13 proficiencies under the ERFHD Institutional Outcome. To measure the effectiveness of these learning experiences, instructors and trainers employed a variety of quantitative and qualitative assessment measures, instruments, and rubrics. The ERFHD Outcome Team also began the process of collecting holistic data on the cultivation of character, which we provide here as a way to capture (much more directly in some cases) a picture of cadet progress concerning ethics, character, and respect. We frame this summary as the answers to three questions:

- Do the programs of academic and military instruction intentionally contribute to the cultivation of officers of character?
- Do the programs of academic and military instruction measurably contribute to the cultivation of officers of character?
- Given the answers to these first two questions, what are the ERFHD Outcome Team’s plans for the next cycle of learning and assessment?

The report, covering just the period of June 2017 through December 2017, should be understood as a “beta-test” that will lay the groundwork for a more comprehensive regular and annual report in the future. The goal of this analysis is to provide a starting point for curriculum development and assessment that will be useful for future teachers, trainers, and leaders.

Additionally, USAFA continues to review the Military Service Academy (MSA) DEOCS and Sexual Assault Gender Relations (SAGR) survey/focus group results to implement necessary changes in curriculum, messaging, and awareness and prevention efforts.

4. Improve Sexual Assault and Sexual Harassment Reporting – To instill a culture of reporting sexual assault, harassment, and other misconduct, the MSAs will review the findings of previous MSA reports and provide a plan to reduce barriers to reporting within the Academies.

4.1 List and describe efforts to encourage greater sexual assault reporting.

In addition to the Safe-to-Report policy discussed in response to Question 4.2, USAFA began a focused search for additional platforms to supplement our current reporting processes.

In AY 17-18, members of the USAFA SAPR office visited the headquarters of Callisto®, a web-based platform used by approximately 20 civilian universities to provide information and sexual assault reporting capabilities (as well as a unique matching function) with a user friendly website. The visit was conducted after several cadets and faculty members suggested that USAFA consider implementing this program. USAFA/JA completed a legal review of the platform in April 2018 and found no significant legal barrier to USAFA's use of the platform. As of the date of this document, USAFA is still in the acquisition phase and hopes to launch Callisto® in AY 18-19. It is worth noting that due to DoD reporting requirements, cadets will not be able to file an official report via Callisto®, but the platform will provide cadets the ability to obtain information, store information about their perpetrator/alleged assault, and contact SAPR personnel using a web-based system.

4.2 Describe any updated Academy policies that pertain to sexual assault reporting.

On 8 May 2018, the Commandant of Cadets published the Safe-to-Report policy in an effort to clarify USAFA leadership's position concerning the handling of victim and witness collateral misconduct. The policy initiative was in response to concerns expressed by victims (supported by anecdotal evidence from SAPR/SVC and data collected in various studies and surveys) that a significant barrier to reporting a sexual assault was concern that they would be punished for various types of collateral misconduct. Prior to the Safe-to-Report policy, USAFA utilized an unwritten "lighter-later" philosophy, in which discipline for collateral misconduct by victims would be delayed pending the outcome of the sexual assault investigation/disposition and, after considering the unique facts and circumstances of a given incident, might be less than the standard discipline for such misconduct. The issues expressed by cadets and the SVC concerning this philosophy was lack of awareness by cadets and that this was not codified in policy to offer specific guidance for appropriate discipline. Although there are some guidelines outlined in Air Force Instruction 90-6001 regarding collateral misconduct, this policy memo specifically states that a cadet who reports a sexual assault will not be prosecuted for collateral misconduct violations of Air Force Cadet Wing Instruction 36-3501, Cadet Standards, involving alcohol use or possession, consensual intimate behavior in the cadet area, unprofessional relationships, or cadet-area limits restrictions.

This philosophy is now codified in the Safe-to-Report policy, which provides victims and witnesses with greater certainty and clarity concerning collateral misconduct while still allowing commanders to maintain good order and discipline. This policy now affords "amnesty" for the most common forms of collateral misconduct, while still allowing commanders to take action when aggravating circumstances exist. The policy was modeled after the United States Naval Academy (USNA) policy, which was highlighted by DoD SAPRO in the AY14-15 MSA Report and is consistent with civilian university amnesty policies enacted by statute in various states (e.g. Texas and New York).

The Commander's Intent memo, which accompanied the policy also reinforced that retaliation, reprisal, ostracism and maltreatment against victims would not be tolerated.

Finally, both prior to and following the release of the Safe-to-Report policy, the SVC had coordinated with USAFA/JA when questions arose concerning the applicability of the policy and/or whether a victim would face discipline for certain collateral misconduct. USAFA/JA, on a case-by-case basis, raised these concerns to the Commandant so victims would have clarity on the impact of collateral misconduct before making an unrestricted report.

4.3 Discuss steps taken to improve sexual harassment reporting and/or use of Military Equal Opportunity resources to resolve issues of sexual harassment.

The EO office established a satellite office within walking distance of the cadet dorms and many other personnel, allowing cadets to have a local helping agency readily available. Often it is most convenient for cadets' schedules to meet outside of the normal duty hours, therefore an EO staff member is readily available via on-call cell during and after duty hours.

In addition, the EO office placed a special emphasis on ensuring all leaders are aware of their Title 10 Section 1561 requirements to investigate allegations of sexual harassment, and report the complaint and results of the investigation to the General Court Martial Convening Authority (GCMCA) within the mandated timelines. The EO staff conducted targeted briefings during four Group AOC staff meetings. Group commanders, squadron commanders, and AMTs received additional information on the processing requirements. This briefing includes discussion of definitions, policy requirements, and resources and options available for resolution and reporting.

The EO office solicits reporting of any EO complaints worked within the unit, including sexual harassment complaints, and provide the leaders with the Title 10 Section 1561 excerpt. Finally, the EO staff developed a sexual harassment hotline poster and it was posted in high traffic areas within the Cadet Wing.

Any time a commander or supervisor contacts the EO office and relays that they may have a sexual harassment complaint, EO personnel provide them the requirements for investigating and reporting sexual harassment complaints to the GCMCA, and offer to serve as subject matter experts during the investigation.

4.4 Provide the status of any updates to sexual harassment training.

During APY 17-18, there have not been any updates to the training prescribed to EO professionals as mandatory training to Air Force personnel, such as the Sexual Harassment Awareness Education lesson plan and other human relation education lessons taught during newcomer's orientation. Internal to USAFA, the EO office placed a special emphasis on ensuring all leaders are aware of their Title 10 Section 1561 requirements to investigate allegations of sexual harassment and report the complaint and results of the investigation to the General Court Martial Convening Authority (GCMCA) within the mandated timelines. This is emphasized during all Key Personnel Briefings and every month when the EO office solicits reporting of any EO complaints worked within the unit to include sexual harassment complaints.

The EO staff conducted special training for the AMTs in regards to sexual harassment. The training targeted the definitions, roles and responsibilities, and the EO office's services. In February 2018, the EO Director reviewed the basic cadet training (BCT) curriculum and determined the EO and SAPR offices needed to do a separate training for their respective agencies. The 1.5 hour EO lesson plan was researched and written. It was presented during the 2018 BCT and met with very positive comments.

4.5 Discuss new and existing metrics used to track efficacy of sexual assault and sexual harassment policies.

Response not provided

The following section lists Observations from the APY16-17 MSA Report and Tasks from the DoD SAPR Strategic Plan “Task List.”

1. Observations and Tasks

1.1 Discuss strategic dialogue accomplished this academic program year with MSA Leadership to facilitate exchange of SAPR best practices.

In conjunction with COSAS, USAFA/JA participates in biannual Service Academy Legal Team (SALT) meetings to discuss issues common to FSAs and exchange ideas. In AY 17-18, USAFA/JA led discussions concerning sexual misconduct policies, particularly policies in place at MSAs that prohibit cadets/midshipmen from engaging in “intimate behavior” on base. USAFA/JA also led discussions concerning collateral misconduct policies, closed-circuit cameras in common areas, and healthy relationships training.

1.2 Provide details on the strategic communications plan and social marketing campaign that was developed for the rebranding referred to in the USAFA Plan.

At the beginning of AY 17-18, the interim SAPR Program Manager created a communications plan with the USAFA Communications Management (USAFA/CM) office to address the unprecedented staff turnover and the media attention USAFA received. This communications plan included several blogs to address the aforementioned issues and to ensure that victim care is USAFA’s number one priority and will be continued with interim staff in place.

USAFA SAPR also coordinated efforts with USAFA/CM through conducting the first annual Pathways to Thriving Summit on 9-10 Apr 18, hosted by the Superintendent. The summit welcomed current and former cadets, graduates, and community members who wanted to learn more about sexual assault prevention and support victims of sexual violence. The summit allowed attendees to learn and share with USAFA leaders, survivors, and subject matter experts. It included large-forum guest speaker events, breakout sessions, and a discussion for USAFA’s way forward on this topic. Along with planning the summit, the SAPR office served as panel members during one of the breakout sessions. Other breakout sessions included a history of SAPR, a panel of OSI, SVC and legal offices, an introduction to Healthy Relationships Training (HRT), the neurobiology of trauma, and a cadet panel of survivors. The office staff also facilitated world café groups for the 110 attendees as they were split into groups in order to collaborate and present their ideas and solutions on the subject of sexual assault and prevention to the Superintendent.

Throughout the academic year, the SAPR office periodically published newsletters titled “Washroom Wisdom” and posted the publication in restrooms and other various locations around USAFA. The newsletters provided information about upcoming events, introduced new staff members, created a new anonymous question-asking forum via mobile phone ‘QR’ code-scanning technology, and much more.

The SAPR office also conducted brown bag lunch discussions with all Dean of Faculty (DF) departments throughout the fall semester, addressing the drastic changes in the program’s personnel as well as the permanent party’s role in prevention. Sessions were informal and allowed for open questions and discussions, however, DF specific responsibilities and objectives were determined and met for each event. Additionally, the SAPR staff briefed updates to the program and specifics regarding the Academy’s SAPR office during a Dean’s all-call to faculty members.

Future strategic communications plans include a USAFA SAPR video series. This 7-part video series will highlight USAFA’s SAPR program, and the forward-leaning approach this institution has embraced in its victim advocacy, prevention education, training, and outreach services. The targeted audience for these videos will include current and future USAFA cadets, current and future USAFA parents, members of Congress, military leadership, and the general public. The goal of these videos will be as

follows: communicate how the USAFA educates and collaborates to respond to and stop sexual assault; provide gender-inclusive, culturally competent and recovery-oriented response services; face its sexual assault history honestly and openly; reach out to survivors to hear their stories and provide support; and work ardently to learn from past mistakes. Expected completion of this series is planned for early AY 19-20.

1.3 Discuss steps taken to ensure that administrative records that support Unrestricted and Restricted reporting follow privacy, security, and records management policies.

On 23 Feb 18, the USAFA Superintendent sent a memorandum to all individuals that support victims reinforcing the Privacy Act and guidance in AFI 90-6001 as well as outlining expectations concerning the safeguarding of victims' privacy. All individuals were required to acknowledge receipt of the memorandums. All memorandums are maintained on the USAFA SAPR SharePoint site where commanders and supervisors have access to load any updates.

1.4 Discuss steps taken to publicize sexual harassment reporting resources.

USAFA/EO uses publications and multiple EO training sessions to publicize harassment reporting resources:

Visual Publication: Bulletin board items, which are a compilation of the USAFA Superintendent's Equal Opportunity & Treatment and Sexual Harassment Emphasis policy letters, USAFAVA 36-2701, 19 Jan 2018, our local EO flyer, and the Air Force Discrimination & Sexual Harassment hotline flyer, are sent out to all USAFA and GSU unit leaders for dissemination with their organizations. Additionally, all of these items are provided to all AOCs/AMTs during their Key Personnel Briefings (mandatory EO briefing provided to commanders, first sergeants and pertinent other key leaders within 60 days of appointment to their key positions).

Compliance with the AFI 36-2706 requirement that USAFA/EO publicize the EO program is inspected annually during the by-law inspection conducted by USAFA/IG. Compliance is determined by random spot inspections looking for the bulletin board item(s) in units and other base organizations in high-traffic areas.

Auditory Publication: EO Specialists provide information related to addressing and reporting sexual harassment during mandatory EO training sessions and many of the "upon-request" training sessions requested by USAFA Cadet Wing leaders. The training sessions include, but are not limited to, the following:

- BCT Helping Agency briefing (15 mins) – initial introduction to EO program
- BCT EO training session (1.5 hrs)
- International Cadets EO Briefing (45 mins) – initial orientation to EO program
- Casual Lieutenant EO Briefing (30 mins)
- Refresher Training sessions (time varies) – requested by AOCs for cadets who have violated EO policies and need assistance with growth in this area of leadership development.

The cadets are provided training specific to their infractions and needs based on feedback provided to EO directly from the AOC. Often the training is conducted one-on-one with an EO Specialist. Some cadets are required to attend two or more sessions and/or research and present EO related presentations to their organizations related to their violation.

1.5 Discuss the status of the Memorandum of Understanding (MOU) with Memorial Hospital. If the MOU is not complete, please discuss the actions planned to complete it.

The MOU between Memorial Hospital and USAFA was completed and signed by both parties. A copy of the MOU can be reviewed in the supporting documents section.

1.6 Discuss steps taken to identify a single point of contact that gathers data from a variety of sources, conducts overall program evaluation, and makes recommendations to the Superintendent based on that data.

USAFA has two positions for Violence Prevention Integrators (VPI). One is dedicated to coordinate prevention initiatives for the cadet wing and one focuses on the permanent party. The two positions have not been filled consistently since their inception over two years ago. The VPIs will track results of prevention initiatives and coordinate with stakeholders such as Family Advocacy Program (FAP), Chaplains, Military Family Life Counselors (MFLC), Alcohol and Drug Abuse Prevention and Treatment (ADAPT), Peak Performance Center (PPC), and Mental Health. Currently the positions report to the Direct Reporting Unit Sexual Assault Program Manager/Lead SAPR Coordinator who reports directly to the Vice Superintendent.

The SAPR program has an analyst who will have the focus of analyzing the outcomes of training and education, surveys and focus group results and report and prevalence data to inform leadership and provide feedback to prevention efforts. This personnel has been multi-tasked with the rebuild of the office but now has the ability to focus on tracking and assessing data for the SAPR program.

1.7 Discuss the process established and implemented to provide Academy Defense Equal Opportunity Climate Survey results to Air Officers Commanding, and the process established and implemented to prepare them to understand results and prepare action plans to address challenges.

Survey Results/Reports: The raw survey data results are received directly by the Office of People Analytics (OPA) at the Defense Equal Employment Opportunity Institute (DEOMI) from participant submissions. The DEOMI Equal Opportunity Climate Survey (DEOCS) reports are compiled and provided to USAFA/EO from DEOMI. The reports are also sent directly to the SARC, AOCs, the Commandant of Cadets, and additional leaders as approved by the Commandant of Cadets—typically, the Vice Commandant of Cadets, Vice Commandant of Culture & Climate, and the Director of Assessment and Research.

Analyzing & Responding to Survey Results: Prior to the administration of the annual survey, USAFA/EO conducts a mandatory training session with all AOCs/AMTs. Cadet leadership is encouraged, but not required to attend the training session. During the training and throughout the survey administration process, leaders are encouraged to utilize a website titled Assessment to Solutions. The website is a tool to assist commanders with developing action plans based on survey results and is directly geared to mirror the permanent party DEOCS, but has information that is still useful to leaders relating to the military service academy (MSA) DEOCS. After receipt of the reports, USAFA/EO contacts the AOCs and offers to provide follow-up services. When requested, the results of a squadron survey will be reviewed by the squadron leadership and an EO professional, who provides feedback from their own analysis of the report and offers pertinent recommendations and services to assist after actions.

1.8 List and discuss steps taken to develop a sexual assault prevention orientation program at MSA for second-year cadets.

Cadet Bystander Intervention Training (cBit): SECDEF and Air Force mandated training to address bystander intervention. Small group scenario based discussions address how to identify the need for intervention and the three Ds (direct, distract, delegate) used to intervene safely and successfully. Setting up “what would you do” scenarios, cadets will explore personal responsibility and leadership expectations of caring for others and setting Air Force standards. 90 minutes.

1.9 Discuss steps taken to ensure the curricula outlines honor, respect, and character development as pertaining to SAPR.

Curriculum is carefully developed with an emphasis on honor, respect, and character development. Training objectives and outcomes are clearly stated in all lesson plans. Curriculum is developed to appropriately shape leadership and supervisory capabilities based upon cadets' cohort.

Fourth Class Cadet Curriculum

Fourth Class Living Honorably Education: The purpose of this program is to engage Fourth Class Cadets in a classroom experience where they can (1) further their individual development in living honorably, (2) prepare for interpersonal leadership roles within the Honor System, (3) and continue their personal development towards a leader of character.

Commissioning Education 100 (CE 100): Commissioning Education provides the basic and essential knowledge, skills, and abilities needed to ensure success for all new Air Force officers upon entry to commissioned service in accordance with AFI 36-2014, Commissioning Education Program. CE 100 lessons contribute to Officership 100 objectives (a developmental effort integrating character development, Commissioning Education, and Behavioral Science and Leadership academic coursework) and are scheduled in sequence with Officership 100 lessons. Sexual Assault Prevention - Know the components of sexual assault prevention, Comprehend the problem of sexual assault and the impact it can have on the individual, the unit, and the Air Force.

Introduction to Living Honorably in the Profession of Arms (ILHPA): The purpose of this program is to engage Basic Training Cadets in a classroom experience where they can (1) begin their personal development journey in becoming a leader of character, (2) appreciate what it means to live honorably at USAFA via the Air Force Core Values and corresponding virtues, and (3) understand elements of the Honor Code and System in preparation to take the Honor Oath.

Developmentally Appropriate SAPR Subject Matter Expert: Flexible small or large group presentation or discussion delivered by subject matter expert. The session aligns with the SAPR Developmental Cadet Training Plan and addresses current needs of each cadet class as determined by local trends and assessments.

Character & Leadership 101: Four-degree Orientation to Character Effectiveness (FORCE): This workshop introduces Fourth Class Cadets to the tenets of effective followership. Through table-top discussions, videos, interactive exercises and facilitated discussions, cadets value being an effective follower in the Profession of Arms through the practice (1) being an effective follower (2) practicing self-management, (3) practicing commitment, (4) practicing competence, and (5) practicing courage, in the Profession of Arms. This program integrates with Behavioral Science 100 (academic course) and Commissioning Education 100 to meet the Foundational Level of the Leadership, Teamwork, and Organizational Management (LTOM) USAFA Outcome. This class is a graduation requirement.

Third Class Cadet Curriculum

Cadet Bystander Intervention Training (cBit): SECDEF and Air Force mandated training to address bystander intervention. Small group scenario based discussions address how to identify the need for intervention and the 3 Ds used to intervene safely and successfully. Setting up “what would you do” scenarios, cadets will explore personal responsibility and leadership expectations of caring for others and setting Air Force standards. 90 minutes.

Developmentally Appropriate SAPR Subject Matter Expert: Flexible small or large group presentation or discussion delivered by subject matter expert. The session aligns with the SAPR Developmental Cadet Training Plan and addresses current needs of each cadet class as determined by local trends and assessments. The third class year focuses on applying bystander intervention techniques, comprehending how to respond to and support victims and comprehending how to address retaliation. During AY 17-18 a social impact theater group called Pure Praxis delivered a presentation to the three degrees.

Third class Human behavior & Relationships In Varied Environments (THRIVE), Character & Leadership (CL) 202: The purpose of this program is to engage Third Class Cadets in a seminar

experience where they (1) participate in a personality assessment and (2) comprehend how different personality types affect leadership. The PITO Model Personal Competency (build personal awareness of strengths, developmental needs and impact on others) and Interpersonal Competency (promote mutual respect, fairness and dignity in interactions) are developed during this seminar. In one lesson the third class cadets will comprehend the 4 colors that make up personality temperaments, comprehend the joys, values, needs, and stressors of the 4 colors in the True Colors spectrum, comprehend their color spectrum, particularly their primary/dominant style and non-dominant style, apply the True Colors model for understanding self and others in interpersonal relationships that serve as the basis for enhancing communication and reducing conflict. This is a graduation requirement.

Third Class Living Honorably Education: The purpose of this program is to engage Third Class Cadets in a classroom experience where they can (1) model the principles of living honorably in the Cadet Wing, (2) prepare for their commitment to living honorably in the Profession of Arms, and (3) continue the interpersonal development as a leader of character. Lesson 2: "I Don't Think I'm Biased!" – Comprehend biases that could potentially hinder leading.

Second Class Cadet Curriculum

Developmentally Appropriate SAPR Subject Matter Expert: Flexible small or large group presentation or discussion delivered by subject matter expert. The session aligns with the SAPR Developmental Cadet Training Plan and addresses current needs of each cadet class as determined by local trends and assessments. The second class year will focus on an understanding of the results of climate surveys conducted with cadets at USAFA, becoming more confident in addressing local topics as leaders at the Academy and among peers and comprehending their personal role in SAPR. Last year the presentation was the Neurobiology of Trauma presented by 10 Air Base Wing Mental Health Director.

Instilling and Modeling the Profession of Arms and Character in a Team (IMPACT), Character & Leadership (CL) 202: The purpose of this program is to engage Second Class Cadets in a seminar experience where they can comprehend (1) the foundational principles of team leadership and (2) the role of a team leader as a steward of culture and climate in the Cadet Wing. With respect to culture and climate, cadets will comprehend team leadership responsibilities and how to oversee the desired attitudes and behaviors of the Cadet Wing. In one lesson the second class cadets will apply the Team Leadership Competencies to solve cadet-written scenarios, comprehend their role as stewards of culture and climate of the Cadet Wing. This course is a graduation requirement.

Social Decorum Training 300 (SDT 300): A comprehensive training program instructing cadets on the correct protocol for social and business situations (USAFAI 36-3537, Cadet Social Decorum, 25 April 2012). Second class cadets will comprehend proper social introductions, behavior when alcohol is available, social event planning, civilian dress standards, and written and verbal social communication skills.

Second Class Living Honorably Education: The purpose of this program is to engage Second Class Cadets in a classroom experience where they can (1) foster the moral development of the Cadet Wing as leaders of character, (2) apply the virtues of living honorably to their daily lives, and (3) continue their development of team competencies of tactical/team leaders. Lesson 1: Bouncing Back from Adversity – Comprehend resiliency when encountering adversity; Lesson 2: Making a Difference – Comprehend how positive and/or negative attitudes can impact culture and climate in a Squadron; Lesson 3: Achieving Excellence in Teamwork – Comprehend how to integrate personal and organizational excellence to effectively align with team outcomes Lesson 4: Defining Excellence: Mission & Vision – Comprehend mission, vision, and strategies to create buy-in.

Military Leadership Credit: Per United States Air Force Academy Curriculum Handbook (page 18 - 1-5, c.), it is a graduation requirement that each cadet must successfully complete leadership programs, one of which must be Military Leadership. Comprehend how the core values impact individuals, teams, and organizational commitment; Know how to identify organizational strengths and weaknesses and apply organizational improvement; Apply leadership TTPs at the element leader and above level in support of the mission; Apply leadership TTPs to enhance subordinate development; Comprehend the impact respect and dignity has on an organization.

First Class Cadet Curriculum

Commissioning Education 400: Commissioning Education provides the basic and essential knowledge, skills, and abilities needed to ensure success for all new Air Force officers upon entry to commissioned service in accordance with AFI 36-2014, Commissioning Education Program. Lesson 3: Human Relations in the Air Force - Know the importance of managing diversity and the concepts and consequences of discrimination and sexual harassment; Lesson 4: Human Relations in the Air Force, Case Studies - Know the importance of managing diversity and the concepts and consequences of discrimination and sexual harassment; Lesson 5: Religious Respect - Know the Air Force policy on religious accommodation and comprehend how to effectively administer Air Force policy on religious accommodation.

Developmentally Appropriate SAPR Subject Matter Expert: Flexible small or large group presentation or discussion delivered by a subject matter expert. The session aligns with the SAPR Developmental Cadet Training Plan and addresses current needs of each cadet class as determined by local trends and assessments. Last year the First Class Cadets received a presentation by Attorney Anne Munch, The Unknown Conspirator.

Instilling and Modeling the Profession of Arms and Character in a Team (IMPACT) II, Character & Leadership (CL) 402: The purpose of this course is to help First Class Cadets comprehend their role as stewards of a healthy culture and climate in order to establish trust, earn loyalty, and build commitment in the Cadet Wing. IMPACT equips First Class Cadets to use the Awareness, Reasoning, Decision, and Action (ARDA) model and (2). Regarding decision-making, cadets will understand the ARDA model to recognize alternatives among available options, respect the dignity of others, and use judgment to select the best alternative. This course is a graduation requirement. Cadets will comprehend the Awareness, Reasoning, Decision, and Action (ARDA) model; Cadets will comprehend their role as stewards of culture and climate of the Cadet Wing.

First Class Living Honorably Education: The purpose of this program is to engage First Class Cadets in a classroom experience where they can (1) lead the moral development of the Cadet Wing, and (2) prepare to be Leaders of Character in the Profession of Arms. Lesson 1: Pride Destroys, Humility Prevails! – Comprehend pride and humility in leadership positions and in personal life; Lesson 2: The Happiness Challenge – Comprehend how decisions can impact happiness and performance; Lesson 3: Power and Authority, The Struggle is Real – Comprehend power and authority and their importance as a leader; Lesson 4: Your Legacy Awaits... - Comprehend strategies to create a legacy of contribution in the operational Air Force; Lesson 5: Medal of Honor Speaker – Value how living honorably in the Profession of Arms is/was integral in combat and personal life.

All Cadet Year Curriculum Opportunities

In AY 17-18, the Department of Law Curriculum Committee approved the offering of an elective course titled, Law 495: Sex and the Law for the Fall 2018 semester. The course was proposed to offer cadets a deeper understanding of the law and societal issues concerning to sexual assault, gender/gender identity discrimination, and privacy rights. The official course description is below:

Law 495. Sex and the Law. This course uses the subject of sexuality to explore critical legal concepts in the areas of constitutional and criminal law. In the last century, sexuality and gender-related issues have provided the critical defining line for the public-private boundary in law. In the area of constitutional law, cadets will examine the development of the Court's privacy doctrine as it relates to reproductive rights and the right of couples to engage in private sexual conduct. In the area of criminal law, cadets will explore laws and jurisprudence prohibiting certain types of sexual conduct based on how and with whom one engages in sex, particularly substantive and procedural legal concepts concerning sexual assault and sexual harassment. Finally, the course will return to constitutional law concepts, in which cadets will study the equal protection clause and the evolution of jurisprudence in the area of gender equality, to include rights of LGBTQ individuals. In each of the topic areas, cadets will also learn about how these legal concepts apply to the unique military context. Final exam. Prerequisite: Law 220.

Falcon Heritage Forum: The purpose of this program is for cadets to connect with our nation's distinguished veterans/mentors and history in order to (1) strengthen appreciation for Air Force heritage and (2) enhance perspective as a leader of character in the Profession of Arms. Falcon Heritage is a two part program: semi-annual Falcon Heritage Forum and annual Falcon Heritage Experience. Falcon Heritage Forum is a semi-annual event, held in the fall and spring designed to link cadets with the wealth of experience and military heritage embodied in our nation's distinguished veterans/mentors.

National Character and Leadership Symposium (NCLS): This program connects participants (cadets, faculty and staff, and USAFA visitors) with powerful speakers and discussion sessions in a way that encourages reflection and action toward living honorably and becoming a leader of character. In addition, the cadet NCLS staff experience is designed to be a developmental opportunity that allows cadets to practice character-based leadership in a real world context.

1.10 Discuss steps taken to develop and implement a framework to capture prevention efforts for (and gaps in) all pre-entry pathways for Service members at the MSA.

Currently the USAFA does not have a framework to capture prevention efforts for all pre-entry pathways for service members in regards to perpetration or prior victims. The USAFA Admissions Office reviews all applications of potential cadet candidates. Any applicant that discloses any information within their application that the Admissions Office deems necessary to annotate, they will do so and submit those names with a general outline of what was disclosed to the Vice Commandant of Cadets. Additionally, if an applicant discloses any information to an Air Liaison Officer (ALO) during their interview, the ALO would also contact the Admissions Office to relay that information.