

Defense Advisory Committee on Women in the Services (DACOWITS)

Quarterly Meeting Minutes

12–13 December 2017

The Defense Advisory Committee on Women the Services (DACOWITS) held a quarterly business meeting on December 12 and 13, 2017. The meeting took place at the Hilton Alexandria Mark Center Hotel, 5000 Seminary Road, Alexandria, VA 22311.

12 December 2017

Morning Remarks

The Designated Federal Officer and DACOWITS Military Director, COL Toya Davis, opened the meeting to the public and introduced the agenda topics for the day. The DACOWITS Chair, Gen (Ret.) Janet Wolfenbarger, welcomed the Committee and outlined the Committee’s primary goals for the December meeting. She announced the annual report would be published in early spring 2018 and available on the DACOWITS website.

Talent Management (RFI 2)

The Committee requested a briefing from the Office of the Under Secretary for Personnel and Readiness’s (OUSD P&R) Office of Strategic Initiatives to provide a comprehensive update related to its request for information (RFI) on all strategic initiatives that affect servicewomen and their families that were formerly categorized as part of the “Force of the Future” initiative. Under the “Force of the Future” effort by the previous administration, an in-depth review process captured nearly 80 individual reform initiatives, of which more than 20 focused on permeability, recruitment, and retention.

Dr. Taylor Fairley, Principal Research Scientist, Office of People Analytics (OPA), Joint Advertising Market Research & Studies (JAMRS)

Dr. Fairley began by providing an overview of the newly established OPA, which brings all of JAMRS’ staff who conduct personnel research together in one office to serve as the analytic arm for OUSD (P&R). OPA takes advantage of both cutting-edge research tools and established survey and focus group tools. Four main segments of the Defense Manpower Data Center (DMDC) were folded into the office, including the market research and outreach work by JAMRS, cognitive and noncognitive testing such as the Armed Services Vocational Aptitude Battery, personnel surveys and related research, and personnel security research. OPA has three research programs and a new data science program that is being stood up to examine big data issues and machine learning. The three research programs cover recruiting, retention and readiness, and health and resilience. As an example of the types of data OPA examines, Dr. Fairley presented data from the Status of Forces Survey of Active Duty Members. The data indicated women were less satisfied than men with the quality of both their supervisors and

coworkers and had less intent to remain in the military. Dr. Fairley indicated the differences largely stemmed from lower satisfaction among enlisted women.

Dr. Fairley then presented updated data related to recruiting women for military service. Among women aged 16 to 21, propensity to join the military was 8 percent in the DoD Youth Polls survey conducted in the spring of 2017. Propensity was lower for women than men (19 percent) but has remained fairly stable from 2001 to 2017. When examining the impact of opening combat roles to women, surveys revealed that women in the military and those in the general population saw the change as furthering equal opportunities for women; however, few women were interested in combat jobs. Only 2 percent of female new recruits wanted to earn a military specialty in armor, artillery, or infantry (compared with 12 percent of male new recruits). Opening the positions also did not increase women's likelihood of joining the military, although the change had a stronger impact on female youth who were already propensed to join compared with female youth who were probably or definitely not propensed.

Dr. Fairley stated that increasing interest in military service among female youth requires focusing on key drivers of propensity such as relatability, efficacy, and lifestyle associations. Most female youth did not identify with those who serve even though 75 percent of women felt the military is a highly respected career path. Women also had concerns about the military lifestyle; they were less likely than their male counterparts to view the military as offering an attractive lifestyle and a balance of work and family. Finally, regarding confidence—a key factor that drives people to make decisions regarding their career paths—women were less confident than men in their ability to have a successful career in the military. Fewer than 20 percent of women felt they could probably or definitely have a successful career in the Military Services. One area of opportunity for increasing women's interest in the military is through education, as women tend to be more education-oriented than men. Most female youth believed the military offers opportunities for continuing education but did not associate the military with the educational opportunities of interest to them or with the ability to serve in the military as a supplement to full-time schooling.

In describing how OPA uses this data, Dr. Fairley noted that JAMRS does not run programs. Instead, it provides the information it gathers to the Military Services through briefings held at least quarterly and to OUSD for the Office of Military Personnel Policy (OMPP)'s Office of Accession Policy to inform policy. There is also a branch of JAMRS that does research-based joint-level outreach. FUTURES Magazine is an example of such outreach. The magazine is distributed annually to all DoD high schools and 90 percent of non-DoD high schools, through guidance counselors, and to more than 1,100 community colleges. It features Service members from all branches. JAMRS also manages TodayMilitary.com, MyFuture.com, and MedicineandtheMilitary.com and produces public service announcements.

LTC Rebekah Lust, Assistant Director, Force Management Office

LTC Lust briefed the Committee on the Career Intermission Pilot Program (CIPP). The program was initially authorized through the Duncan Hunter National Defense Authorization Act (NDAA) for fiscal year (FY) 2009 and allowed the Military Services to inactivate a Service member for up to 3 years to allow the member to meet personal or professional goals. CIPP began as a pilot program to allow the Military Services to determine if CIPP provided the flexibility and enhanced retention to which it aspired. Initially, CIPP was for active duty members only, was not available for Service members serving their initial obligation or receiving

a recruiting bonus, and allowed a maximum of 20 officers and 20 enlisted members to participate per year. The FY 2013 NDAA extended CIPP eligibility to the Active Guard Reserve population, and the FY 2016 NDAA repealed the limitation on the maximum number of participants authorized per year and removed the limitations on participation during the initial Service obligation. Moreover, there were two extensions to CIPP, the most recent of which extended the program through December 31, 2019.

Under CIPP, participants receive 2/30ths of their base pay but lose any special pay they previously received for the duration of their participation in the program. They are authorized one PCS move to where they will be living while participating in CIPP and one PCS move back upon completing or leaving the program. They maintain their commissary and exchange privileges, as well as medical and dental care through TRICARE Prime. Participants sign an agreement to serve a payback of 2 months on active duty for each month of inactivation through the program.

To date, 290 Service members were selected for CIPP, and 225 have participated in the program. Of those who participated, 92 were officers, 143 were enlisted members, 104 were male, and 121 were female. The rate of participation was slow at first, but the number of applicants increased each year. The average cost for the program is \$6,200 per Service member. Each member who participates is obliged to serve 6 years upon returning to active duty. The Navy implemented CIPP in 2009, followed by the Marine Corps in 2013 and the Air Force and the Army in 2014. Application and selection procedures differ by Service; the Navy and Marine Corps use rolling application windows, and the Army and Air Force use selection panels. All the Military Services use a whole-person concept to select participants; they look for candidates with a record of exemplary past Service and high potential for the future. In examining Service members' motives for participating in CIPP, 60 percent used it to pursue additional education (including bachelor's, master's, and doctoral degrees), 25 percent used it for family reasons (such as aligning tours for dual-military couples or caring for children or ailing parents), 10 percent used it for education and family reasons, and 5 percent used it to pursue other goals (such as traveling with a spouse to a civilian job overseas). The last day for Service members to enter the program is December 31, 2019. A report is due to Congress on June 1, 2023, detailing the achievements of the program; to date, these include enhanced retention, changes to career progression, and success in allowing members to achieve their personal and professional aims. Interim reports are due from the Secretaries of the Military Services in June of 2019.

Ms. Carolyn Stevens, Director, Office of Military Family Readiness Policy (OMFRP)

Ms. Stevens addressed three programs in her presentation. She first provided an update to the Committee on the status of MilitaryChildCare.com, a web-based childcare waitlist management system allowing parents to request care from anywhere in the world at any time. The program allows parents to request care in several locations through one portal without needing to contact each location individually. As of August 2017, MilitaryChildCare.com is now fully implemented DoD-wide. Although no formal survey of users has been conducted, informal feedback from families has indicated that the system is user friendly and that users appreciate the status updates and ease of the enrollment process. Families have expressed concern, however, related to the anticipated wait time to obtain childcare. Another concern was the system's ability to accurately predict the date when a family can obtain childcare.

Next, Ms. Stevens discussed the HealthySteps program. This 3-year demonstration pilot is being implemented at Walter Reed National Military Medical Center, Madigan Army Medical Center, and Naval Medical Center San Diego. The program is an evidence-based, interdisciplinary, pediatric primary care program that uses embedded child development professionals in pediatricians' offices to partner with families during well-child visits. HealthySteps Specialists advise parents about family support programs during these visits and can refer parents to programs such as the New Parent Support Program and family advocacy programs available in the local community.

Lastly, Ms. Stevens addressed nonmedical counseling. DoD continues to offer support to Service members and their families through Military and Family Life Counselors (MFLCs) and the MilitaryOneSource call center. Service members and their families are eligible for up to 12 sessions per person per concern for everyday life issues such as problem-solving help. This support can be provided in person, through online chat, video chat, or by telephone and is provided by master's-level licensed and credentialed counselors. MFLCs are deployable if needed. Ms. Stevens stated that the primary reasons for families to contact MilitaryOneSource are relationship and financial issues, including tax help.

Discussion

MG (Ret.) John Macdonald first noted that the intent of RFI 2 was to map the "Force of the Future" initiatives to current DoD efforts. He then requested clarification about the goal of CIPP and whether it was to retain Service members for 20 years or longer or simply to retain them for the 6 years of payback required by the program.

LTC Lust clarified that only 18 CIPP participants have returned at this point and that the first participants will not begin their 6-year payback period until 2018. For those first 18 participants, there are no pending separations, which indicates they intend to stay beyond the payback period. Moreover, the results of the surveys administered to the participants upon their return to service indicated CIPP has been meeting their needs and that they intend to remain in their respective Military Services.

Dr. Kyleanne Hunter asked Dr. Fairley if she had collected data on how women were made aware of the change to the combat exclusion policy.

Dr. Fairley responded that her office has considered that issue at length but does not have exact metrics for it. She noted that women tend to believe they either have the ability to be successful in an activity or they do not, rather than believe they can train up for success, and that most of the messaging related to the policy change was carried out through news articles focused on women who had tried and failed in these new roles. She speculated that these two factors likely reinstilled the idea that women cannot be successful in these newly opened roles.

CSM (Ret.) Michele Jones asked if the data on retention and readiness provided by Dr. Fairley was broken out by Active Component versus Reserve Component or active duty versus reserve duty. She recognized that the distinction is important because data may be different for Reserve versus Active Component members.

Dr. Fairley stated that the Status of Forces Survey of Active Duty Members includes anyone on active duty at the time of the survey and that there is a separate survey for the Reserve Component. She indicated she would check with her colleagues who carry out the survey to determine how activated Guard and Reserve members are classified for this survey.

RADM (Ret.) Cari Thomas asked LTC Lust if there are any efforts planned to standardize the Military Services' implementation of CIPP.

LTC Lust reported that there were no efforts planned to standardize who the Military Services allow to participate but that there is a standardized reporting format to allow for tracking trends and statistics. She also noted there are fewer participants from the Marine Corps and Army.

Ms. Sharlene Hawkes queried Ms. Stevens regarding the typical wait time for counseling and if there are enough counselors available to meet the demand.

Ms. Stevens indicated that the typical response time is no more than 72 hours and that there are enough counselors to meet the demand. She further noted that there are many different avenues for receiving counseling and that counseling may be obtained by phone or other means rather than through an in-person counselor.

Mr. Brian Morrison asked Dr. Fairley if her office has examined what causes changes in propensity to serve.

Dr. Fairley indicated her office has done much modeling related to what predicts propensity. The results of this research showed influential factors included consideration of military service, which is fed in part by having a family member who served; the general attitude about military service, which is affected by one's expectations related to lifestyle, education, and family issues while in military service; and the ability to relate to someone in the military, which comes from knowledge of the Military Services and contact with a Service member. Dr. Fairley reported that JAMRS does an advertising tracking study to measure one's awareness of military ads and ability to recall which can be broken out by gender, and the results tend to show that women gravitate toward outreach efforts with a personal story.

Lt Gen (Ret.) Judy Fedder asked how OMFRP plans to use the data it collects on the synchronizing of requirements and availability through MilitaryChildCare.com to shape the childcare capacity across DoD.

Ms. Stevens responded that the system collects data to let a family know the anticipated date by which care will be available. That data then informs OMFRP on care gaps at particular locations. She noted that childcare waitlists are extremely fluid and change depending on the sponsor's status and the age of the child. She acknowledged that OMFRP needs to do more than depend on installation Child Development Centers (CDCs) to provide care and reported the office is looking earnestly at what can be done to allow Service members to obtain care in their communities. To do this, OMFRP is looking at efforts States have in place to improve the quality of care and is eyeing Virginia and Maryland in particular as test areas. The office is seeking ways to help childcare programs in the community improve the quality of their care; for example, by examining State standards.

Ms. Janie Mines stated that physical requirements at the outset are seen by focus group participants as a barrier to recruitment and asked Dr. Fairley if that is a factor examined when looking at propensity to serve.

Dr. Fairley indicated that issue is addressed in the questions on self-efficacy; for example, one of those questions asks recruits about their ability to complete boot camp. She also noted that the statistics on searches conducted by visitors to Military.com show many people search for information on what boot camp will be like.

Col (Ret.) John Boggs asked Dr. Fairley if the data on propensity differ based on the urbanicity of the area.

Dr. Fairley stated that the data are examined by region, urbanicity, and State and that depending on the topic examined, there are differences by urbanicity. Propensity varies by region, but extremely urban centers are less propensed. Less urban areas represent the lion's share of accessions.

Dr. Hunter asked Dr. Fairley if the data showing that women want more story-driven messaging has been examined by urbanicity.

Dr. Fairley reported that this issue has not been examined but that it is a great idea for future analyses.

SMA (Ret.) Kenneth Preston stated that among currently serving military members, 87 percent have a family member who served, and asked how that factor has affected propensity trends in light of the recent operational pace.

Dr. Fairley indicated JAMRS surveys have not asked about operational tempo, but they have asked about the effects of the situation in the Middle East and shown that it has negatively affected propensity. She noted that questions about operational tempo would be more relevant to the New Recruit Survey than the Youth Poll. She also mentioned that operational tempo has been identified as a stressor in the Status of Forces Survey of active duty members.

Ms. Pat Locke asked Dr. Fairley if she could provide any metrics on the impact of FUTURES Magazine and noted that as urban areas increase, the Military Services will eventually have to recruit from there. She also asked if there is any partnership between the magazine and other DoD outreach programs.

Dr. Fairley responded that the magazine reaches 90 percent of high schools nationwide but that she does not have the urbanicity breakdown of those schools.

Ms. Locke further asked if JAMRS is considering outreach to middle schools. She noted that other institutions are targeting those schools, so the military needs to be doing so as well.

Dr. Fairley confirmed JAMRS is aware career decision making starts early, before high school, and that some DoD outreach does reach down to middle school. However, the mission of JAMRS is recruiting, and it cannot legally recruit anyone under 17 and must be careful in how it conducts its outreach. Going back to FUTURES Magazine, Dr. Fairley clarified that it goes to guidance counselors. In annual focus groups with those guidance counselors, many counselors have said it is helpful because their knowledge of the military is limited.

FLTCM (Ret.) JoAnn Ortloff queried Dr. Fairley about women's propensity to serve and train to fight in a war. She pointed out that Dr. Fairley's results showed a high percentage of women value the opportunity to do something meaningful, yet most report low confidence that they could fight in a war.

Dr. Fairley stated that women see military service as a very meaningful, good thing but that they also lack confidence and do not feel a military lifestyle is for them. Meaningfulness does resonate with them but there are other hurdles to overcome too.

Gen (Ret.) Janet Wolfenbarger asked if Dr. Fairley could share information on other DMDC surveys related to sexual harassment and sexual assault.

Dr. Fairley has not worked on surveys related to sexual harassment and sexual assault but stated they are administered among all of the Military Services. An audience member from OPA stated there are a variety of efforts related to these topics. One effort that will be ready to administer in spring 2018 is the Workplace and Gender Relations Survey, which will be administered to both active duty members and civilians and cover sexual assault, sexual harassment, gender discrimination, and the situational factors that align with when these events occur. Other efforts in this area examine sexual assault on the campuses of the Military Services Academies, including a survey and focus groups; this data will be wrapped into the annual Sexual Assault Prevention and Response Office report to be released in May 2018.

MG (Ret.) Macdonald stated that one issue hampering the ability for military families to receive childcare is the number of civil servants who obtain childcare from CDCs, particularly in places such as Washington, DC, where there are many civil servants who use the system on a long-term basis. He asked Ms. Stevens how the policy for civil servants accessing the CDC could be amended to better accommodate Service members who move constantly. He also asked if the Army has addressed the issues with the fee assistance system for paying non-DoD childcare providers.

Ms. Stevens stated that within the DoD childcare system, 15 percent of enrollment is civilian sponsors. She said OMFRP is aware of concerns about civilian use of DoD's system but noted her office must consider that in some installations, access to childcare for civilians is a union-negotiated item, and must also consider the civilian child's care. Ms. Stevens said that she could not offer a solution at the time of the briefing but that her office has continued to examine this topic of concern. Regarding the childcare fee assistance program for families, she indicated that the Army has moved away from using General Services Administration (GSA) to administer the program and that the prior problems have been resolved under the current administrator, Child Care Aware of America. She indicated that further question on the topic would need to be directed to Army personnel. All four DoD Services now use Child Care Aware of America to administer their fee assistance programs, which provides a more standardized approach.

Ms. Therese Hughes asked Ms. Stevens for clarification about the union-negotiated parity for civilians to receive access to DoD CDCs and for the percentage of installations where this occurs.

Ms. Stevens responded that access to childcare is prioritized based on the status of the sponsor but that at some installations, the union has negotiated parity with civilians and active duty Service members. Wounded warriors receive first priority, followed by childcare providers, then single- and dual-military Service members, then single- and dual-military civilians (i.e., DoD civilians married to DoD civilians), and then Service members with a spouse who is employed but not an active duty member of the military. Ms. Stevens stated she did not know the percentage of installations with parity negotiated by the union but that it is tracked by each Military Service. However, she added, her office could provide the information.

Ms. Hughes noted that focus group participants frequently indicate a lack of childcare upon arriving in a new location is a big stressor for Service members.

Ms. Stevens clarified that the number of installations with union-negotiated parity is small and that it tends to be depots where there are many civilians and civilians are in charge of maintaining ships, aircraft, etc. Responding to focus group participant reports about a lack of childcare, Ms. Stevens stated that there is often a shortage of care for children younger than 3

rather than a general lack of care and that increasing the capacity for care for that age group is a focus area for her office.

Ms. Monica Medina commented on Dr. Fairley's presentation showing that the propensity for women to serve is affected by their belief in balancing work and family and indicated there is clearly still a large challenge in that area regarding childcare. She asked Dr. Fairley if there has been any discussion of the need to improve access to childcare, particularly for children at younger ages, to improve propensity.

Dr. Fairley acknowledged that the perception of work-life balance affects propensity but noted that the data is from 16- to 24-year-olds and commented that their responses were related to work-life balance overall, not children specifically. She added that participants in their focus groups often lack knowledge of the military; for example, they ask whether Service members are allowed to become pregnant and whether they may have pets.

Gender Discrimination and Talent Management (RFI 6)

The Marine Corps asked to provide an updated briefing on the status of its efforts to eradicate unethical behaviors in the Marine Corps. DACOWITS made five recommendations to the Secretary of Defense regarding concerns surrounding the impacts of sexual harassment via social media on Service members in 2015 and continues to be interested in this topic. This briefing followed up on one provided by the Marine Corps during the June 2017 quarterly business meeting to discuss its Social Media Task Force and the steps it was taking to address the Marines United photo-sharing scandal.

Gen Glenn Walters, Assistant Commandant of the Marine Corps

Gen Walters began by stating that the Marine Corps views the situation with the Marines United Facebook group and other social media sites as the best opportunity the organization has had to change how Marines treat each other, benefit female Marines as well as minority racial/ethnic groups, and begin conversations to change how the organization thinks about talent management and minorities. Gen Walters reviewed the steps that have been taken to date, including the "Leaders' Handbook and Discussion Guide," which provides commanders more succinct guidance on social media and how to treat each other in the Service. He indicated the most important step related to training and education has been establishing the Personnel Studies and Oversight Office (PSO), currently led by Ms. Melissa Cohen. The Marine Corps worked for a few months to select the name for this new office, which serves a new function and required a change in the organizational structure. PSO provides the needed oversight and carries out the actions necessary for the Marine Corps to achieve its objective. The office serves as the conscience of the Marine Corps. The training and education PSO has provided to date include offering symposiums, examining unconscious bias, and bringing in subject matter experts to discuss relevant topics with leadership in the Marine Corps. PSO is implementing the symposiums at Quantico and then expanding them to programs of instruction throughout the Marine Corps.

Gen Walters then reported on case dispositions from the Marines United scandal. There is mandatory escalation up to commanders for anything that was posted in violation of policy, as well as mandatory reporting up to the Headquarters Marine Corps. There were approximately 30,000 members of the Marines United Facebook page, and it is believed that approximately 500

members had access to the drive containing the photos. The initial investigation by Naval Criminal Investigative Service (NCIS) employed facial recognition technology to help identify victims. The implementation of Task Force Purple Harbor included adding 75 investigative agents. The other Services were invited to participate in this as well, and all did so. As the agents looked at the social media along with the forensic team, they reviewed 131,000 pictures with something in the photo that indicated it was probably a Marine in the photo. Photos that were reviewed included any photo that included a Marine, not only those that were risqué. These photos were pulled from 168 social media platforms as well as Marine Corps Enterprise Network (MCEN). Of those photos, there were 116 subjects of interest to investigate, 22 of whom were not DoD-affiliated at the time of the investigation. Anything discovered for the non-DoD-affiliated individuals was passed on to civilian agencies. To date, no civilian agency has prosecuted any of those 22 non-DoD-affiliated individuals. Of the 94 DoD-affiliated subjects, 68 have completed dispositions, including 5 special courts-martial, 1 summary court-martial, 10 nonjudicial punishments (NJPs), 5 administrative separations, 25 adverse administrative actions, and 22 with no formal adverse action taken. All 10 of the NJPs included a reduction in rank. For the 22 with no action taken, it was determined that the offense did not reach the level of NJP or court martial. The team receives weekly reports on social media misconduct. When this reporting first began, they were receiving 20 to 30 reports per week; this number has now decreased significantly.

Ms. Melissa Cohen, Director, PSO, Headquarters Marine Corps

Ms. Cohen provided an overview of PSO. Its overarching objective is to examine the culture in the Marine Corps, including how to evolve the negative aspects and strengthen the positive aspects. It does this through (1) examining whether the Marine Corps is investing in and leveraging a diverse force, (2) working in partnership in examining destructive behaviors, and (3) producing teamwork messages. So far, PSO has completed a culture study consisting of 150 interviews and 32 focus groups with Marines across the Corps to gain insight. The results of that study are forthcoming, and PSO will use the results for many initiatives to come. The office has also hosted several lectures, bringing in subject matter experts from all over the United States to discuss gender bias, social media misconduct, leadership, mentoring, and empowering people to break habits based on prejudice. The interim task force that preceded PSO will be phased out in March 2018, and the office will carry on the work the task force began. PSO has implemented 26 initiatives to date, always with a focus on leadership and retention. These initiatives include CIPP, exit surveys, dual-military assignments, and doctrine review. The Marine Corps sees CIPP as a retention tool and is examining how it can advertise the program. Exit surveys were launched in October, and PSO will review the results with a focus on how it can utilize this data to make improvements, such as how it can advocate for dual-military spouse assignments. In another effort, related to doctrine in the Marine Corps, PSO is ensuring the language is gender neutral and is taking an overarching look at training. The office also implemented the #bepartoftheresolution campaign to combat sexual harassment and assault.

Gen Glenn Walters, Assistant Commandant of the Marine Corps

Gen Walters indicated the Marine Corps is focusing on addressing subconscious bias. It is examining ways to teach Marines that everyone has subconscious biases and how they can overcome them. He believes it is an important part of the curriculum because if the Marine Corps does not address subconscious bias, it will never undergo the needed culture change.

Gen Walters also indicated he reviewed the 2017 DACOWITS' recommendations, and of the 17 recommendations, he believed the Marine Corps' initiatives were addressing 11 of them. He acknowledged, however, that the initiatives may not address the recommendations through the methods recommended in the report.

Discussion

Dr. Hunter asked how the Marine Corps is attempting to engage white men in this discussion, as they make up the majority of the officer corps.

Gen Walters reported that he is the Marine Corps' assigned talent management officer and that as such, he is considering how the Marine Corps fills positions, beginning with The Basic School (TBS), and how it recruits. Recruiters will take whoever is available to meet their goals, so he does not see an impediment to diversity on the recruitment side. The Marine Corps also has commercials targeting women. On the training side, Gen Walters tells Marines in the Commander's Course and Sergeant Major's Course to seek out someone who looks different than they do for a long serious conversation because it will make them a better leader. Gen Walters addressed the changing nature of war and why diversity is necessary for success on the battlefield.

In terms of minority status, Gen Walters reported the incoming class of officers and enlisted has the largest percentages of minority students (37 percent), and female students (10 percent total and 15 percent in the incoming officer class) to date. Gen Walters reported that a new Deputy Commandant for Information position was added to the Marine Corps this year, which creates a senior leadership position for a group of occupational specialties that contains a large portion of the female Marine population and was previously led by a lower ranking Marine. With the leadership of this segment increased to the level of a three-star general, he sees additional opportunities for female Marines to view themselves as a greater part of the team in the way that Marines in logistics, aviation, and ground combat occupational specialties do. He emphasized that a team atmosphere of treating all members with dignity and respect is necessary for success. Gen Walters also noted that his office is researching TBS data to find ways to evaluate individuals to be less subjective and see how it changes their standing. They are also looking at the TBS standing for Marines who have achieved the rank of colonel to see if there is potential there for changes in how the Marine Corps does occupational specialty assignments.

MG (Ret.) Macdonald asked about the use of cohesion-oriented tasks, done to gain respect for one another, and if having segregated basic training leads to the beginning of the "Marine with an asterisk" mentality (i.e., the mindset of seeing female Marines as different than other Marines).

Ms. Cohen responded that she viewed the training and spoke with Marines and leaders at the training. She reported that she was surprised at the level of integration of training efforts and interaction. The greatest separation occurs during the first 3 weeks, but in talking with leadership there, the Marine Corps has reasons for doing that to mentor and acclimate men and women separately. She reported that after the first 3 weeks, training becomes more interactive.

Gen Walters stated that much of the training is not gender segregated. Male and female Marines live separately but training is more integrated than before. The Marine Corps made several changes to Basic Training this year, including adding a fourth, fully integrated phase. After the first 3 weeks, the training is done either side-by-side by platoons or is integrated. The fourth

phase is integrated and is designed to teach them how to be Marines. The phase was added because there was a gap identified between recruit training and when recruits report to their units. The program of instruction for Drill Instructor School has also changed to emphasize the process of transforming recruits from civilians to Marines. Gen Walters noted that the staff is gender integrated for all training battalions even though there is still only a small number of women going through the training. There are approximately 4,000 women that go through basic training each year compared with about 32,000 men. Finally, Gen Walters stated that beginning in March 2018, women will be able to attend training on the West Coast; they previously had to attend basic training in the East Coast training facility.

CSM (Ret.) Jones asked if victim witnesses that come forward to report crimes are offered protection under victim support.

LtCol Iain Pedden (Branch Head, Military Justice Office, Social Media Awareness Team of Task Force Purple Harbor Lead, Criminal Justice Information Reporting Task Force Lead) responded that there is a resource coordinator for victims. He also stated the Marine Corps has bystander training. Marines have a legal obligation to report all offenses of which they are aware unless doing so would incriminate them, and this is enforceable under the Uniform Code of Military Justice (UCMJ).

Gen Walters added that some of the court martials resulting from the Marines United scandal occurred because of bystander reporting.

Ms. Medina brought up the #metoo campaign—a popular social media movement at the time of the meeting intended to demonstrate solidarity with individuals who have experienced sexual harassment or sexual assault—but emphasized the “deafening silence” among senior leaders in the military in speaking up about being sexually assaulted and joining the #metoo campaign. She asked the briefers to comment on how to promote this movement among Service members.

Gen Walters reported that there are women in the Marine Corps who have come forward. He stated that a few months prior to the meeting, his office set up a mailbox to allow anyone who had been sexually assaulted to describe their experiences, not for the purpose of initiating any actions but simply to share what they had experienced. He reported they had received about 30 reports through the mailbox by the time of the meeting. Gen Walters noted that he emphasizes respect for teammates by putting an operational spin on it so Marines will understand why that respect is so important to accomplishing the mission.

Col (Ret.) Boggs asked what the Marine Corps is doing about conscious bias.

Gen Walters stated that he tracks reporting on harassment weekly. He noted there has been an uptick in reporting and believes this is because people are starting to trust the system more. Gen Walters also reported that of the seven commanders relieved of their assignments in the Marine Corps this year, four involved bias and mistreatment of others. All actions were overt, and all of the commanders were relieved of command. The Marine Corps is hoping the 360 degree reviews at the Commander’s Course will help prevent this kind of behavior. He commented that the Marine Corps does a good job of teaching people how to be but that it sometimes does not address how not to be. The 360 reviews are currently being implemented at the O5 and O6 levels for officers and at the sergeant major level for enlisted and will be implemented at the O4 and staff sergeant levels in the future.

Mr. Morrison asked for additional information regarding what types of behaviors fit into which punishment categories for the dispositions slide.

LtCol Pedden responded that the cases must be addressed on a case-by-case basis, starting with determining what the victim wants to have happen. For clarification, he provided a few examples. In one special courts martial case, the system intervened before the images were shared. Some of the special courts martial cases led to charges of extortion—e.g., someone threatened to share photos, but another person spoke up and intervened prior to the photos being shared. Another example shared by LtCol Pedden was a case of conspiracy to capture images; the individual was charged with attempt and conspiracy. Some cases involved actual sharing of photos, others involved threatened sharing, and others were conspiracy to collect such images. In explaining the NJP cases, LtCol Pedden reported that in one case, there was a sharing of one image. In this case, the victim spoke up; as a result, the guilty party was separated with an “other than honorable” characterization of service.

Gen Walters commented that the Marine Corps is looking to determine if any image-sharing offenses may disqualify a person from receiving a good conduct medal. He also shared that the Commandant has now directed that in cases involving wrongful sharing, an administrative separation is now mandatory.

Panel Discussion: Military Service Academy Admissions (RFI 3)

The Committee requested a panel briefing from all Military Service Academies (MSAs) on their application and appointment/nomination processes. The Committee is aware that the MSAs are working to appoint a greater percentage of women to their incoming classes and is interested in the actions being taken to achieve this objective. The Committee requested data on the number of applications initiated versus the number completed by gender, the percentage of women selected, and information on any current or planned initiatives to increase the percentage of women that apply to the MSAs.

Army: COL Deborah McDonald, Director of Admissions, United States Military Academy (USMA)

COL McDonald began by stating that USMA’s policies are similar to those for the other MSAs and other colleges. The evaluation process looks at academic factors, leadership factors, and the candidate fitness assessment, with 60 percent, 30 percent, and 10 percent of the evaluation based on each criterion respectively. USMA treats all applicants equally; it does not have different standards for men versus women, aside from one area in the candidate fitness assessment for which women are authorized to perform the flexed arm hang rather than the pull-ups. Col McDonald noted, however, that more than 40 percent of the women in this year’s class executed more than four pull-ups. She also stated that there has been a change over the years in the nomination sources and that many now focus on bringing in diverse cadets.

In looking at admission trends for women, COL McDonald reported that the smallest proportion of women applicants was 7 percent in 1980, the first year women could submit applications to the Academy. The following year, the smallest proportion of women entered USMA—also 7 percent. The class of 2021 had the highest percentage of women entering, 24 percent, whereas the class of 2019 had the highest percentage of women applicants, 30 percent. For marketing purposes, MSA used women-specific marketing when women were first admitted but then

ceased women-specific marketing until recently. Other avenues USMA pursued to increase women's interest in USMA have included adding a women's rugby team and a women's lacrosse team. COL McDonald pointed to low propensity as the reason there is less interest among women in USMA compared with other colleges and noted a similar lack of interest among women can be seen in certain departments at other schools as well, particularly in science, technology, engineering, and mathematics (STEM) fields. Close to 30 percent of the staff and faculty at USMA are women, which allows young women to see that they can succeed in the Army.

In discussing the success of USMA's marketing strategy, COL McDonald indicated female applicants have responded to the email campaign at a higher rate than men, and the number of applications by women increased by approximately 32 percent following the first email. The emails take them to a call-to-action page with a link to the application. USMA also has a social media presence on Facebook and Instagram that is inclusive of women. COL McDonald reported that the social media marketing has shown positive results for 13- to 24-year-olds.

Navy: Mr. Stephen Latta, Dean of Admissions, United States Naval Academy (USNA)

Mr. Latta stated that many of the admissions practices for USNA are the same as those for USMA. USNA allows all who want to apply to do so. The staff do a first look with the help of a computer model to verify the applicants meet the minimum requirements. The admissions requirements highlight academics, leadership, extracurricular activities, and recommendations from school leadership. Applicants must pass the fitness test and a medical exam. Each applicant also needs a nomination from an official source, such as a member of Congress or the Vice President.

Mr. Latta reported that 28 percent of women applicants were offered appointments last year. Female application completion rates trailed men, but both have increased over the last 10 years. There has been an 88-percent increase for women compared with a 31-percent increase for men. USNA has worked to increase completion rates through texting, counselors contacting applicants via email or phone, or face-to-face visits. If possible, counselors include parents in the face-to-face visits because they have noted that involving parents helps recruit women. When looking at the selection rates, women are selected at a higher percentage than men. This does not result from the procedure favoring women but instead is the result of USNA receiving applications from great female candidates. USNA's retention rate has been high in recent years, so the Academy is offering fewer appointments than it did in the past. The most recent class had the largest proportion of women ever admitted, and the last three classes have included the highest representation of women the Academy has ever had.

Mr. Latta stated that marketing efforts are moving in the right direction. Applications among women have almost doubled over the last 10 years. The most important factor in achieving this result is engaging students before the 12th grade, as well as convincing them to visit the campus and participate in some program there (seminar, camp, etc.); involving parents and bringing them to the Academy to talk to midshipmen and other parents; and connecting potential applicants with midshipmen leaders at USNA in order to match them with female mentors. The office staff at the USNA is 60 percent female, and they engage the female students as well. All marketing materials are inclusive and feature women at USNA, and female midshipmen and officers at the Academy have been showcased extensively in USNA's social media outlets. The three most important programs through which prospective applicants visit USNA are the summer camps,

which included more than 33 percent female participants last year; the STEM camp for students in the 9th–11th grades, which included more than 40 percent women last year; and overnight visits. Outside the Academy, USNA counselors do school visits, including visits to all-girl schools, and use the Academy’s choral groups to engage students and parents. Mr. Latta concluded by stating that the number of applications from women was up about 6 percent this year, and the quality of the applicants is high.

Air Force: Col Arthur Primas, Director of Admissions, United States Air Force Academy (USAFA)

Col Primas began his briefing by showing an “I Can Be Anything” video as a demonstration of one of USAFA’s most successful ads. He then presented data on the percentages of women applicants, candidates, completed applications, and appointments offered to women. Except for 2013–2016, the numbers for women increased in all categories over the past ten years, and the percentage of women remained consistent across the cycle from submitting applications to receiving appointments. The percentage of women admitted to USAFA increased from 22 percent for the class of 2012 to 29 percent for the class of 2021. Col Primas attributed this increase to efforts to reach out to women and to keep them engaged throughout the process.

The evaluation process for USAFA is similar to the processes used by USMA and USN. The evaluation criteria are 50 percent academic factors, 20 percent extracurricular factors, and 30 percent character-related factors, with the additional requirements to pass a medical assessment and obtain a nomination. Col Primas noted that the candidate fitness assessment is part of the character evaluation criteria.

In terms of marketing to women, USAFA puts much effort into online marketing. This includes a concerted effort in targeting advertising on social media to women. Col Primas also described a program called MyFiveFaves that allows cadets to show their top five places on campus and includes women cadets. Other efforts include direct marketing to women, adjustments to USAFA’s print marketing to include a strong female presence, and establishing relationships with women’s organizations such as Women in Engineering, Women in Aviation, and Women of Color in STEM. The Secretary of the Air Force recently directed USAFA to meet the goal of 30 percent of applicants being women. The Academy nearly met this goal for its most recent class, achieving a female applicant rate of 29.4 percent. To attain this goal, the outreach budget has been restored to the \$850,000, the amount for 2010. USAFA is also hiring women officers in the Outreach Division and aims for women to make up at least half of its staff of admissions advisors (i.e., new graduates that stay another year to assist with outreach). Moreover, USAFA holds campus visits, which are 4-day immersive programs with a participation target of 50 percent women to allow students to see themselves at the Academy and enhance their commitment to attend.

Coast Guard: Mr. Daniel Pinch, Deputy Director of Admissions, United States Coast Guard Academy (USCGA)

Mr. Pinch first noted that USCGA differs from the other Academies in that it is one-quarter of the size and has only six admissions officers to cover the entire country; however, he did note that USCGA is assisted by several volunteers. He also stated that USCGA has graduated women since 1980 and was the first Academy to have a female superintendent. USCGA is not as well-known as the other MSAs, especially in middle America, which is a challenge for recruitment.

In terms of the application process, it is similar to that for the other MSAs except that applying does not require a nomination. The application requires letters of recommendation, standardized test scores, a personal statement, and school transcripts, as well as a physical fitness examination. The physical fitness assessment is slightly different than those for the other MSAs. Outreach to the applicants is done once the application is completed.

Each application is read by two people who make a recommendation to the admissions committee on that applicant. Applicants are holistically evaluated across four dimensions: their potential to succeed academically within USCGA's rigorous mathematics and science curriculum; their potential to develop into a leader of character; their potential to contribute to USCGA's extracurricular activities; and their potential to enrich the USCGA community. The final admissions decision is made by the Captain. There has been a steady increase in women submitting applications; for 2017, 27.8 percent of the applications were completed by women. The percentage of appointments offered to women has also been increasing and is currently at 36.2 percent.

USCGA is not investing funds to increase the enrollment rate of women, as it is currently just shy of 36 percent. Marketing efforts are sensitized to both race and gender. USCGA aims to recruit prospective women by purchasing an equal distribution of contact information for men and women to use in outreach efforts, balancing the gender composition of the recruitment staff, training staff to understand differences in perspective and cultural norms for the military by gender, and using segmented messaging by gender in certain communications. The Academy has a summer program similar to those of the other MSAs; 560 students participated in the program this year. 2017 is the first year in which the majority of those who participated were women. There has been an increase in women attending USCGA events. These events include overnight visits, open houses, a STEM event solely for women, events across the States, and hometown recruiting among cadets over the holidays.

Discussion

Lt Gen (Ret.) Fedder asked if the MSAs encourage applicants who were not accepted to look at other commissioning sources.

Mr. Latta (Navy) stated they encourage all applicants to apply to all commissioning sources they are interested in and to pursue Reserve Officers' Training Corps (ROTC) options as well. USNA shares data with ROTC programs so they can contact those applicants.

COL McDonald (Army) reported USMA began sharing data with ROTC programs in 2008 or 2009 in a similar manner. USMA encourages all applicants to apply to at least five colleges and encourages applicants who were not accepted to reapply the following year. COL McDonald stated that more than 25 percent of USMA students have applied more than once. She also noted that preparatory school is an option as well.

Col Primas (Air Force) indicated agreement with the responses from USNA and USMA.

Ms. Medina questioned Mr. Pinch (Coast Guard) about USCGA's satisfaction with the stable 35-percent female enrollment and asked if 35 percent is a ceiling for women.

Mr. Pinch responded there is no ceiling for women at the Academy. He said that he expects the percentage of women to increase and that USCGA continues to recruit quality students, both male and female. The number of women attending USCGA events is increasing.

Col Primas (Air Force) responded that USAFA has not yet met the 30-percent goal for women it is striving to achieve but that even after that goal is reached, the Academy does not want to stop working to increase female enrollment.

Mr. Latta (Navy) indicated USNA does not have a goal set for female midshipmen but is increasing its female applicant pool. USNA is encouraged that the number of women who enroll is increasing each year and that the quality of female applicants has remained strong. USNA also has seen an increase in the number of women entering its summer programs. The percentage of female midshipmen at USNA seems to increase by 1 to 2 percent each year.

COL McDonald (Army) stated USMA does not have demographic goals. She reported that when Gen Raymond Odierno took as the Chief of Staff of the Army several years ago, he said to increase the proportion of women and minorities but provided no specific numbers. After that call to action, USMA increased marketing to women and has increased the percentage of women cadets to greater than 24 percent this year. COL McDonald reported USMA has made great strides, especially regarding nominations.

Ms. Hawkes noted that 30 percent of the evaluation criteria for admission to USAFA is based on character and asked what percentage character plays in the other MSAs' admission evaluations.

Mr. Latta (Navy) advised that there is a DoD policy requiring all the academies to perform a character review on each applicant. He noted that the academies use many of the same measures across the Military Services in evaluating character.

COL McDonald (Army) reported that USMA does evaluate character but that the factor is not assigned a quantitative value. The applicant's character is evaluated based on the application essay, teacher evaluation (which is quantitative), arrest record, and expulsion record. USMA also conducts interviews along with the character assessments.

Col Primas (Air Force) noted that he observed a board at USNA recently and determined it is looking for very similar things in its character evaluations.

Gen (Ret.) Wolfenbarger asked if the briefers had any insight on the quality of the female applicants compared with that of the male applicants.

COL McDonald (Army) indicated that it varies. She stated that prior to 9-11, the quality of admitted women was much higher academically. After 9-11, however, that is no longer the case. She did note, though, that the quality of female applicants is improving as demonstrated by achievement among women cadets; about 40 percent of leaders in the USMA Cadet Corps are women, while only 20 percent of the members in the Army are women.

Mr. Latta (Navy) stated that the quality of the women applying to USNA is higher than that for men, in his opinion. The number of women who are valedictorians is proportionally higher, last year's SAT test average for women was higher than that for men, and the women who are accepted but decline to enroll at USNA often attend high caliber schools such as MIT, Harvard, and Stanford.

Mr. Pinch (Coast Guard) indicated USCGA is seeing higher quality women versus men apply right now as well.

Mr. Morrison asked if there were any trends of female nominators nominating women at higher rates than men.

COL McDonald (Army), Col Primas (Air Force), and Mr. Latta (Navy) all said that they had not noticed anything to cause them to believe this was the case but that they had not examined data on this factor. When asked if data on this factor exists, all three Services indicated they would look into it.

Dr. Hunter stated that this is a common trend seen in many industries, with women perceiving they must be more than qualified for top positions before they will even apply. She asked if the MSAs are working to appeal in their messaging to women who feel they are not qualified even though they may be so the MSAs can further diversify the applicant pool and keep women from self-selecting out of applying.

COL McDonald (Army) stated USMA is looking at messaging with women according to what they are interested in, similar to what other colleges are doing, and that she believes that is why women's interest in the Academy is increasing.

Col Primas (Air Force) reported USAFA's admissions officers are good at connecting with women, which they have found to be very effective. USAFA sends admissions advisors out to do events every week.

Mr. Pinch (Coast Guard) stated that USCGA promotes the Coast Guard as a humanitarian service, which tends to resonate better with women than men. He also noted, however, that the Academy offers only eight majors and that six of them are in STEM fields.

Pregnancy and Parenthood (RFI 4)

The Committee requested a panel briefing from the Military Services on the policies related to Service members' residency at development professional military education (PME) schools, including the Command and General Staff College, the United States War Colleges, the Senior Enlisted Academies, the Top Level Schools, or the Military Service's equivalent. The Committee asked about the following issues: policies surrounding the ability of pregnant Service members to obtain or maintain residency at PME schools, policies surrounding assigning Service members on medical light duty for non-pregnancy-related issues to residency at the schools, policies for deferment from school versus reselection for school with regard to medical light duty status for pregnancy versus non-pregnancy-related issues, and any exceptions to these policies, including the level of command authorized to grant such exceptions.

Army: Ms. Terri Ashley, Policy Analyst, Deputy Chief of Staff (G-3/5/7)

Ms. Ashley focused her briefing on the Sergeants Major Academy, the Command and General Staff College, and the United States Army War College. At each of these schools, the school's commandant can determine whether a Soldier can remain at the training, in accordance with Army Regulation 350-1, Army Training and Leader Development, which governs PME. Ms. Ashley stated that policies related to obtaining and maintaining residency do not differentiate between pregnancy and other medical conditions that are temporary in nature. If a Soldier has a temporary medical profile that precludes the Soldier's full participation in the course, the training will be deferred or the Service member will be removed from the course without prejudice. If a Soldier already in training receives a medical profile, the situation is evaluated by the commandant for continued enrollment based on the Soldier's ability to fully complete the education based on the limitations of the profile. Contentious issues are then elevated if needed. Any deferment or removal from the course for medical reasons is done without prejudice, and

the Soldier is not required to re compete to attend the training again once the medical light duty status is lifted. The decision-making authority for exceptions for medical deferments is the Commanding General of Human Resources Command for active duty Soldiers, the Chief of the National Guard Bureau for Army National Guard Soldiers, and the Chief of the Army Reserve for Army Reserve Soldiers. For Soldiers already attending the course, the authority is the school's commandant or dean for residency issues. Ms. Ashley concluded by noting that the commandant may use flexible options to mitigate excessive absence or allow different measures to allow a Soldier to complete the education despite having a medical profile.

Marine Corps: Capt William Dennis, Policy Analyst, Manpower & Reserve Affairs, Headquarters Marine Corps

Capt Dennis stated that PME is aligned under training and education command but that there is no special policy for pregnant Marines. Instead, the relevant policies are Marine Corps Order (MCO) 5000.12E, Marine Corps Policy Concerning Pregnancy and Parenthood, and MCO 1300.8, Marine Corps Personnel Assignment Policy. Under these policies, pregnant Marines are not permitted to relocate after 36 weeks, are not involved in hazardous training, and are not to be sent through the gas chamber training exercise. In short, a pregnant servicewoman shall not be assigned to duties that may adversely affect her health or the health of her unborn child. If a pregnant Marine must defer her seat at a school, she will be allowed to attend later if she meets the school's requirements and a seat is available. The decision to allow a pregnant Marine to complete the training or defer is always done on a case-by-case basis. Enlisted schools are more physically demanding than officer schools, where the focus is on exercises and classroom activities. Enlisted schools have a waiver process in place, whereas officer schools make such decisions on a case-by-case basis. If a pregnant Marine is not able to attend a course and unable to attend a nonresidence course, an endorsement from the O6 in command is needed for a waiver. The main considerations are whether the Marine can relocate while pregnant, and can she complete the course if she has the child at the school location. For non-pregnancy-related issues of temporary limited duty (TLD) status, the Marine may be eligible for PCS orders if the attending physician documents that the Marine can receive the same level of medical treatment at the new medical treatment facility, re-locating the Marine will not aggravate or worsen the illness/injury, and the Marine will likely return to full duty within no more than two periods of TLD. School policies on deferment versus reselection policy for those on TLD is generally the same as the policy for pregnant women, although the TLD policy does not address school deferments as the pregnancy policy does. Exceptions for pregnant Marines are examined on a case-by-case basis and approved by the school director. They are initiated by the O6 commander in the pregnant Marine's chain of command.

Navy: CDR Genevieve Ubina, Advanced Education Specialist, Office of the Chief of Naval Operations (OPNAV) N127

CDR Ubina noted that, similar to the Army briefing, her presentation focused on the United States Naval War College (NWC) and Naval Postgraduate School (NPS). The Navy has one instruction relevant to this issue, OPNAV Instruction (OPNAVINST) 6000.1C, Navy Guidelines Concerning Pregnancy and Parenthood. Section 102 of the policy, Workplace Assignment and Medical Considerations, is key to this issue. The Navy has few restrictions on school attendance in an uncomplicated pregnancy of a physically fit servicewoman working in a safe environment as long as the servicewoman is not assigned to duties where she is a hazard to herself or others. Pregnant Sailors' ability to obtain or maintain residency at schools are reviewed by Navy

Personnel Command (PERS-4) on a case-by-case basis. They can request a projected rotation date extension to take their maternity leave and then return to complete the course. Medical light duty for non-pregnancy-related issues to in-resident schools are reviewed on a case-by-case basis. Being pregnant does not prohibit or limit the ability to assign women to a school.

Exceptions are handled at the NWC or the NPS at the O6 level. Schools work with individual students affected by medical issues (including pregnancy) to craft tailored solutions to facilitate the completion of the educational course of instruction. Every effort is made to enable the student to complete all graduation requirements when faced with a medical light-duty situation or a pregnancy. In the past, these individualized solutions have included such actions as the creation of blended (resident and nonresident components) academic plans or the suspension of academic studies until the student is fit for duty and ready to reenter the program at a viable point.

Air Force: Col Suzanne Lipcaman, Chief, Air Force Learning Division, Directorate of Force Development, Air Force Headquarters

The Air Force has no specific policy for pregnant women attending in-residence PME. The relevant policy would be Air Force Instruction 36-2110, Assignments, which prohibits a pregnant Airman from receiving orders for a PCS or temporary duty during the 12 weeks prior to delivery or 12 weeks after delivery and authorizes the deferment of PCS or temporary duty for up to 6 months post-delivery. Another relevant policy is DTM 16-002, DoD-Wide Changes to Maternity Leave, which authorizes 12 weeks of maternity leave that commanders cannot deny, although Service members can waive the time voluntarily.

For schools that require a temporary duty, such as Squadron Officer School and enlisted PME, the approval authority is the commander or senior rater. Members or their commanders may submit an exception to policy request. The Air Force prefers Airmen not attend these courses while on medical profile for pregnancy or other reasons but allows them to attend if they need to for their career progression. For Airmen on medical profiles, the school is notified in advance so it can make the necessary accommodations. Intermediate and senior schools require a PCS, and the exception approval authority is the Air Force Personnel Center commander. These schools also receive advance notice so they can accommodate Airmen on medical profiles. The majority of these are 10-month residency courses. Air University manages maternity leave on a case-by-case basis. Most of the reading can be done on maternity leave, and Airmen can attend live classes virtually to participate or watch guest speakers on a computer at home while on maternity leave. They can also arrive at the school early to give birth and settle in before a class begins. For fellowships and sister Service schools, the Air Force works with those program managers to accommodate pregnant servicewomen if possible. Pregnant Service members whom a school cannot accommodate will be given the option to transfer to Air University. Pregnant Airmen are also offered a maternity deferment option that allows those who have been selected but have not reported to school to operational deferment for 1 year. Pregnant Airmen formerly had to re compete for their slots but now will automatically be selected to attend during the following year if they submit a package requesting to do so.

Coast Guard: LTJG Kelsey Gray, Policy and Standards Team, OMPP

The relevant policy for pregnant women attending PME is Instruction 100.9, Pregnancy in the Coast Guard. The policy states that a pregnant Service member should not be assigned to a Class "C" school if her projected graduation date will occur during her last trimester, and a pregnant

Service member in receipt of orders to Officer Candidate School will be placed in a medical hold status at her unit until after her delivery and postpartum convalescent leave period. When she is fit for full duty, orders will be issued for her to attend the next scheduled class. If a Service member becomes pregnant during training, the commanding officer of the training command will determine if she can complete her training. If possible, training will be terminated at a point when it will be academically feasible to reenter the training at a later date without repeating any previously completed portions. Members on non-pregnancy-related medical light-duty status will be handled on a case-by-case basis based on a military medical officer's determination. If the member is able to complete the course/training while on light duty, then the curriculum can continue. If the member is not able to continue the course/training, then the training coordinator and training command will decide whether to allow deferment or require reselection. Requests for a waiver of assignment restrictions due to pregnancy shall be promptly submitted to the servicewoman's Commander. The appropriate office will make the final determination regarding assignment eligibility.

Discussion

Dr. Hunter asked if there is a push toward more consistency across the Military Services on these policies given the number of cross-Service schools available, especially for officers. She noted that there are a few areas of noncommonality, including that Service members who receive a deferment for the Air Force and Army do not have to recompute for the course, but members in the Marine Corps do. Moreover, the Navy and Air Force have programs in place to accommodate the member during pregnancy and postpartum, especially in academic settings. She asked if the Army and Marine Corps have similar programs or any formal policies for this. Dr. Hunter also asked the briefers about how the physical fitness test (PFT) required for many of these schools upon arrival are handled for pregnant servicewomen.

Ms. Ashley (Army) responded that pregnant Soldiers who are unenrolled do not have to recompute and that schools that are more academic than physical offer options similar to those offered by the other Services, including distance learning and solutions individually tailored by the commandant. Regarding Dr. Hunter's second question, Ms. Ashley (Army) stated that Soldiers must be Army PFT qualified to enter the course. If they do not meet the standards at the beginning of the course, they are deferred.

CSM (Ret.) Jones clarified that the requirement to be Army PFT qualified varies from school to school. For those schools that do require it, Service members are typically given a window to gain the qualification in the last 30 days, 60 days, etc., of the course.

Ms. Ashley (Army) further clarified that the Army does not distinguish a pregnancy profile from other medical profiles.

Capt Dennis (Marine Corps) reported that he would need to look into the deferment's effect on the selection board. He stated Marine Corps schools do not allow Service members to attend classes virtually as the Air Force does but that it does offer nonresidency options. Responding to Dr. Hunter's second question, Capt Dennis said the PFT would be waived if the Service member is on a limited-duty status.

CDR Ubina (Navy) stated that the Navy tries to have the Sailor complete the course to avoid having to recompute. For other Services' schools, the Navy defers to how the other Service wants to handle the member's situation. The Navy offers distance learning, in-residence learning,

and a combination option. CDR Ubina also noted there are three core courses, and Service members can complete one, skip the next, and then resume. Service members are expected to complete a physical fitness assessment, but if they are on limited duty, that requirement is waived.

Col Lipcaman (Air Force) similarly reported that the Air Force does not require a PFT if the Service member is on profile.

LTJG Gray (Coast Guard) stated that most “C” school classes are Temporary Duty (TDY) and, except for physically rigorous schools, do not require a physical fitness test. A pregnant Service member who cannot take a physically rigorous class would be recommended for participation at a later date.

MG (Ret.) Macdonald asked how many pregnant servicewomen have been deferred. He also noted that in many cases, the final decision is commander dependent. He stated that anecdotally, the Committee has heard that many commanders do not understand the physical capabilities of pregnant women and will let a Service member with a bad knee attend a class but will not let a pregnant woman attend.

Ms. Ashley (Army) stated that pregnant Service members will be deferred if they become pregnant before the course begins, but the commandant decides whether to defer a member if she becomes pregnant during a course. A representative from Army Human Resources Command (HRC) in the audience reported that approximately 6 to 10 officers defer each year for pregnancy, and none have ever been prevented from enrolling the following year. The HRC representative further noted that these women have the option to attend through distance learning, but none ever have taken that option. Nine women were granted medical deferrals for other reasons. Of these women, four went back to attend the course, one completed the course through distance learning, and four left the Military Service. To the HRC representative’s knowledge, the United States Army War College has never had to deal with the issue of deferment because it has very flexible policies that allow the college to create tailored solutions.

Col Lipcaman (Air Force) stated that pregnancy deferments are voluntary in the Air Force and the Military Service does not track deferments. She reported that one Airman took an operational deferment and attended the class the following year, two withdrew their packages, and one attended the following year.

CDR Ubina (Navy) indicated the Navy does not track deferments.

Capt Dennis (Marine Corps) and LTJG Gray (Coast Guard) both stated they had requested this information and were awaiting the data.

FLTCM (Ret.) Ortloff asked if the physical assessment is waived for pregnant Service members at the beginning of an academic course.

Capt Dennis (Marine Corps) reported that there is a waiver for the enlisted side. For officers, it is waived automatically by being in temporary duty status.

CDR Ubina (Navy) stated she would have to look into the question.

Col Lipcaman (Air Force) indicated the exception to policy is for the physical fitness requirement. For the Air War College, the physical assessment is waived because the member is on profile.

LTJG Gray (Coast Guard) reported that a physical assessment is usually only required for exercise-intensive schools.

Lt Gen (Ret.) Fedder asked if the briefers were aware whether any servicewomen have had concerns about the policies and attending schools while pregnant. All briefers stated they were not aware of any concerns.

Dr. Hunter asked about the numbers of women who have had to leave courses because they became pregnant, particularly at the commander's discretion, and their rates of return. She stated that the Committee has heard during focus groups of women who were made to leave courses because of pregnancy and did not know their options for returning.

The representative from Army HRC stated anecdotally that when she was in Intermediate Level Education (ILE) last year, she expressed a desire to stay and was allowed to stay at Leavenworth; she completed the course through a blended in-residence and distance-learning option.

Capt Dennis (Marine Corps) and LTJG Gray (Coast Guard) both stated they sent a request for the numbers of women who have had to leave courses because they became pregnant and were awaiting numbers.

CDR Ubina (Navy) indicated she would ask for the numbers of women who have had to leave courses because they became pregnant but reminded the Committee that the Navy tries to push the member through the course to avoid the cost of a PCS move. The only Service members that do not complete their courses are those on academic probation.

Col Lipcaman (Air Force) stated that pregnant women would not involuntarily be removed from the course.

Final Remarks

COL Davis, the Designated Federal Officer and DACOWITS Military Director, thanked the attendees and closed the public meeting.

13 December 2017

Morning Remarks

COL Davis, the Designated Federal Officer and DACOWITS Military Director, opened the meeting and indicated that there would be two briefings prior to the public comment period. COL Davis reminded the public that the opinions of the panel members do not reflect the opinion of the Committee. Gen (Ret.) Wolfenbarger, DACOWITS Chair, welcomed all attendees to the last day of the December meeting and asked all Committee members and meeting attendees to introduce themselves.

Transition to Veterans Assistance Program (RFI 5)

The Committee requested a briefing from DoD's Transition to Veterans Program Office (TVPO) on the following topics: (1) breakdown of the current Transition-Goals, Plans, Success/Transition Assistance Program (T-GPS/TAP) curriculum (e.g., topics covered, duration/length per curriculum objective); (2) who is responsible for overseeing and facilitating these courses to Service members (e.g., each Service branch, the U.S. Department of Labor); (3) whether the T-GPS/TAP curriculum addressed the U.S. Department of Veterans Affairs (VA) medical care (e.g., how to file a VA disability claim, women's health options); job assistance programs (e.g., VA Vocational Rehabilitation and Employment); current veteran statistics and information on how to seek help once members are no longer in uniform (e.g., unemployment, suicide rates, homelessness); and the gender wage gap; and (4) DoD's position on the proposed "Hot Handoff" pilot program by the VA Women's Health Services and Air Force Women's Initiative Team.

Dr. Karin Orvis, Director, TVPO

Dr. Orvis explained that TAP falls under the Office of the Secretary of Defense (OSD) and that she is responsible for the oversight of the program and of the Military Services executing the program. She explained the mission of TVPO is to design, oversee, and evaluate TAP and to promote, advance, and instill a culture of career-ready Service members throughout their respective Military Life Cycles (MLCs) through career readiness planning and transition assistance policy and program oversight. The vision of TVPO is to change DoD's culture from end-of-Service commitment transition planning to using an approach based on the MLC, emphasizing career readiness planning at every step of a Service member's career.

Dr. Orvis noted that 200,000 Service members transition each year, a number that has remained stable over time. According to the most current separation data, 80 percent of these members are active duty, and 70 percent have fewer than 10 years of Service. She explained that women make up 16 percent of the transitioning Service population, which mirrors their participation in the military in general. Dr. Orvis provided an overview of TAP and indicated the program was recently redesigned. TAP was implemented in 1991 but was redesigned in 2011 through an interagency partnership. The redesign was considered to be fully implemented at the end of 2014, and in 2015, TAP was in effect throughout all military installations. In light of these changes, Dr. Orvis cautioned that when asking people about their experiences with TAP, it is important to ask when they went through the program.

Dr. Orvis explained that TAP moved to an MLC approach, which starts at the first permanent duty station and includes key touch points. Service members must meet career readiness standards with personal goals for the transition. She explained the curriculum and learning outcomes are standardized and that Service members receive the same curriculum wherever they are but that the curriculum can be tailored. Dr. Orvis noted that it is the Commander's or designee's responsibility to make sure the separating Service members have met their career readiness standards. If they have not, the Commander or designee will need to ensure the member has the needed resources to transition successfully. TVPO reexamines the TAP curriculum every year and continues to make modifications and enhancements based on feedback from stakeholders and Service members.

Dr. Orvis indicated the interagency redesign included the involvement of seven federal agencies: DoD, VA, the U.S. Department of Labor (DOL), the Small Business Administration, the U.S. Department of Education (DOE), the Office of Personnel Management, and the U.S. Department of Homeland Security. There are two bodies of senior leaders and a variety of working groups with subject matter experts who make recommendations to decision-making bodies about policy changes, evaluation strategies, and data sharing for TAP.

Dr. Orvis discussed the MLC Transition Preparation Model. Each Service has its own life cycle. The touch points mirror each other but they are different and need to be modified to meet each Service's need. Transition preparations happen at the first drilling station, where Service members start to plan and think about their careers in the military and beyond. A Service member continues to revisit the plan until it becomes the transition plan. The touch points are driven by professional and personal achievements. The last touch point in the MLC is the transition. One of the changes made to TAP is that pre-separation counseling is now mandatory, unless the Service member has an exception. As part of this counseling, members discuss training, education, and employment goals as well as health, well-being, and transportation resources. The policy is that Service members who are retiring activate their transition plans 2 years before leaving the military, and Service members who are separating activate their transition plans 1 year prior to leaving.

Dr. Orvis explained that after pre-separation counseling, the TAP curriculum begins. DoD provides 5 days of instruction. DoD leads modules on resilient transitions, including (1) suicide prevention and pre- and post-transition resources if facing certain stressors, and (2) financial planning. TAP is now undergoing an in-depth review to prepare the new curriculum for 2018. TAP has modified the curriculum on resilient transitions and financial planning. In DoD, financial planning now occurs across the MLC, including education on post-separation taxes, childcare, and healthcare.

The VA provides 6 hours of instruction in which it covers benefits and health education. Dr. Orvis noted the VA's curriculum is also undergoing a redesign for 2018. The VA will offer facilitated registration, during which it will walk through VA benefits in the classroom. The DOL instruction provides 3 days of employment training, which includes interviewing, writing a resume, networking, and negotiation salaries. The VA and DOL curricula are also being redesigned for 2018.

There are additional 20-day tracks, including DoD-led courses on accessing higher education (e.g., how to apply, how to identify a good school, how to connect to veterans' resources on campus) and DOL-led career technical training. The career technical training is undergoing

major changes for 2018. There will be more of a focus on apprenticeships and information about salary differences as related to education level. A third 2-day track is on entrepreneurship and is led by the Small Business Administration. There is also an 8-hour course for women interested in entrepreneurship. Along with the additional courses, all Service members are provided follow-on resources through American Job Centers, where veterans have priority.

The final piece of TAP is the capstone event, which is a critical part of the program and the final touchpoint. The capstone happens no later than 90 days before the transition. During this event, Commanders review a Service member's plan to ensure it is viable and has met all the standards. If additional support is needed, the Service member is handed over to a partner agency for further assistance.

Dr. Orvis discussed a new initiative through which DoD and VA are now helping with suicide prevention. There is a working group focused on the transition and what can be done to support at-risk people. The group is looking not only within TAP but also at the whole transition window. Dr. Orvis noted the group is examining how it can improve and enhance education. There is an ongoing pilot study being conducted by the VA and Air Force that is very much in support of this effort. The other Services are now looking to participate in the pilot program as well.

Dr. Orvis noted that as far as evaluating the curriculum and policies, there is an interagency evaluation strategy that has been approved by the Office of Management and Budget. Accountability measures include facility site visits and quality assurance activities such as exams and assessments. She noted that TAP receives positive feedback. To gauge customer satisfaction, there is an online assessment which asks about each module and track and an overall assessment that asks about experiences. Questions include, "Did you gain valuable information, skills?" "Did you enhance your confidence?" "Did you use what you learned?" Ninety percent of responses were positive. Dr. Orvis explained that when women were compared with men, women were slightly more satisfied (92 percent). Ninety-five percent of women said they knew how to access needed resources. TAP also looks at program effectiveness and if it is working. The program ensures that it is compliant with the Veterans Opportunity to Work Act and that Service members receive warm handovers if needed. They also examine unemployment rates and whether veterans are starting new businesses, taking advantage of post 9-11 GI Bill benefits, and attending school and graduating. TAP reviews the results of its surveys on an annual basis.

Dr. Orvis summarized the key takeaways from the briefing as follows: There is a standardized curriculum and evaluation strategy. TAP is now taking a broader, strategic approach to ensure Service members transition seamlessly. TAP regularly engages the public and private sectors to educate their representatives on TAP and how it prepares Service members, and emphasizes the value of veterans, including looking at how to support pathways for veterans and looking for gaps that veterans can fill.

Discussion

FLTCM (Ret.) Ortloff inquired about particular challenges for female veterans involving health, education, and suicide and whether an additional day to educate veterans on women's issues was warranted.

Dr. Orvis responded that it is not the person's gender causing these issues but rather other associated factors. She noted that risk factors must be identified; for example, determining

whether the Service member has housing and transportation, the lack of which has been linked to homelessness. Dr. Orvis noted that employment and education have improved for female veterans, and the results of the VA and Air Force pilot program will show this.

Lt Gen (Ret.) Fedder inquired about measuring success aside from feedback.

Dr. Orvis responded that the interagency group is working on that and that it has measures on employment and graduation rates, which are success factors. There is an intensified push to link outcomes to TAP elements such as the career readiness standards for employment. Dr. Orvis noted it is challenging because it requires data sharing.

CSM (Ret.) Jones asked where TVPO is obtaining its information for making its determinations about female veterans. She noted there are differences in female veterans who have transitioned.

Dr. Orvis responded that DOL provides data on education and employment. She cautioned that research findings might paint different pictures depending on the source and that one must examine findings cautiously. She noted that much research is based on convenience sampling and that the populations might have been biased. She said TVPO has noted differences based on the sources of research. She noted VA's research on suicide has shown the rate is higher for female veterans than female civilians. In terms of data internally, TVPO looks at parting assessments and does comparisons between men and women. Dr. Orvis indicated women have said they do not want to be treated differently during the transition process.

Col (Ret.) Boggs said that he sits on the Arizona Public Council for Veteran Careers and that assessments are important. He inquired whether TVPO is looking at programs such as DoD's Skill Bridge and speaking to corporations and companies that bring in veterans, noting that one of their challenges is retaining veterans. He asked if they are assessing people who have found jobs and the issues they face finding jobs. He noted that one challenge is that Service members are being taught to transition by people who have not transitioned themselves.

Dr. Orvis responded that Skill Bridge is important but that it is not under the authority of her office. She noted that there is an opportunity to receive job training in the last 180 days of active duty service. The benefit for employers is that they can train potential employees, and on the military side, there is a high probability of employment for the transitioning member. TVPO is engaged with employers and other organizations. There are large organizations that value Service members and smaller ones that do not fully understand the value of veterans and hold stereotypical views about veterans. She noted that she agreed with the point about veteran retention and that there has been recent research that in general, people are switching careers more often. It is not an issue unique to veterans, but it is highlighted for this group because it is a smaller number that employers are trying to retain. As part of the postseparation assessment, VA is spearheading a survey which will track veterans longitudinally and is looking at benefits use and the effectiveness of TAP for people who have transitioned. The VA survey is undergoing OMB review; pending approval, it will be implemented this coming fiscal year. This survey will help to look at the longer-term success of veterans in the civilian workforce. In terms of assessments, Dr. Orvis noted that TAP continually reviews the curriculum and seeks input from its interagency partners. In light of its expertise on employment, DOL has reached out to the private sector on what should be integrated into TAP and what about TAP can be improved.

Ms. Medina mentioned that she worked on TAP when she was in the Secretary of Defense's Office and applauded TAP's progress since that time. She noted that if the transition out of

military service is affecting women more severely than men, then that issue deserves more attention. She also noted that she has heard focus group discussions in which women mention not having the same opportunities in the workforce that they did in the military. She asked about education and the predatory practices used by some for-profit education institutions and how TAP is addressing the issue.

Dr. Orvis explained that within the higher education track, there has been discussion about not-for-profit and for-profit schools and the differences between the two. DOE has been an active participant, and it is a key focus.

Dr. Hunter inquired about the timeline and assessing Service members who obtain follow-on education. She noted women are accepted to universities based on their veteran status but are often left unsupported once they are there. She asked whether TVPO tracks female veterans even after they leave college and provides guidance on obtaining employment.

Dr. Orvis noted that this is one of the reasons Service members are required to do the employment workshop unless they have an exemption. In terms of tracking, she noted that the VA is in the process of obtaining OMB approval for its survey, which will be administered to veterans 6-months post-TAP. She also noted that once a veteran has been out of the Military Services a certain amount of time it becomes harder to isolate the factors that are influencing the success of that person; even if data are available, it is hard to say whether the outcomes can be linked to TAP.

Ms. Hughes noted how people can be employed and do well in their fields but then lose their jobs. She asked that with the focus on women and mental health whether there are any intentions of following up with female veterans who are laid off. She expressed concern that such veterans are slipping through the cracks.

Dr. Orvis replied that at that point, veterans can access the resources available to them through American Job Centers, where they have priority status. Part of TAP is educating veterans on the resources available to them, including education. She mentioned it would be interesting to determine what industries are laying off workers. The DOL has labor market information on the workforce.

SMA (Ret.) Preston noted that all professional services require licensing and credentialing. He asked if transition monies could be used to cover this, noting that DoD is working to allow Service members to use transition assistance monies to obtain certifications and credentials. Dr. Orvis responded that it was outside her purview but that she would follow up to obtain the information.

RADM (Ret.) Thomas asked if the MLC preparation program is being modified with the implementation of the blended retirement system and if the change has affected any Service members.

Dr. Orvis said TAP is working closely with a group called Financial Readiness on developing a financial literacy and readiness curriculum.

Women Veteran Statistics (RFI 5)

A representative of the U.S. Department of Labor's (DOL) Women Veteran Program (WVP) also provided a briefing in response to RFI 5 (described above).

Dr. Nancy Glowacki, WVP, DOL

Dr. Glowacki explained that every January, she closely examines the latest data from DOL's Bureau of Labor Statistics. She presented the 2016 findings. She noted that WVP looks at annual averages because there is insufficient monthly data. She explained her presentation would focus on unemployment averages, demographics, and trends in occupation and industry. She also noted that WVP does three webinars that present the same data.

Dr. Glowacki noted that a common misconception is that female veterans are less likely to be employed, which is not true. This misconception is due to misinterpreting definitions. She noted that there is an employment difference by age, however. She explained that unemployment means that a person is available and currently seeking work. She noted that individuals who have been unemployed and have not sought work for 4 weeks are not included in these statistics.

In the civilian labor force, female veterans are more likely than male veterans and women nonveterans to be in the labor force. Dr. Glowacki noted that she examined this trend over the past 20 years and found that unemployment rates have been highest among female veterans and male nonveterans. She noted that this requires a deeper look because these findings are related not to the veteran status of these individuals but rather to the fact that they may be disabled or do not choose to work. She noted that at younger ages, women are more likely to stay home to raise their families rather than work. She noted that this trend could also be because female veterans became discouraged and gave up trying to find work. She discussed the unemployment rate among veterans and nonveterans of both genders and how the difference was not of sufficient statistical significance to qualify as a finding. In terms of length of unemployment for veterans versus nonveterans, the average duration of unemployment is shorter for female than male veterans, but female veterans are likely to be unemployed for longer than female nonveterans.

In terms of education, Dr. Glowacki noted that female veterans are more likely than male veterans and nonveterans of both genders to have some college or to be college graduates. Female veterans are more likely to be enrolled in school overall. She noted that female veterans aged 18–24 are least likely to be enrolled but that female veterans aged 25–54 are the most likely to be enrolled. Dr. Glowacki noted that there is a concern that if female veterans are enrolled in school, they are less likely to work, which is not true according to the data. She noted that people aged 25 or older are more likely to have financial responsibilities at home than their 18-year-old counterparts and are more likely to work while in school. Among 18- to 54-year-olds enrolled in school, nonveterans are more likely than veterans not to be in the labor force. Among 18- to 54-year-olds enrolled in school and seeking employment, veterans are more likely than nonveterans to be seeking full-time work.

Dr. Glowacki discussed unemployment rates for veterans and nonveteran men aged 18–54 enrolled in school and not enrolled in school, and for veterans and nonveterans aged 55 and older. The highest unemployment rates, particularly for female veterans, were among those aged 18–54 enrolled in school. Unemployment rates for those aged 18–54 and not currently enrolled in school were very similar among the four populations. Among women 55 years and older, the unemployment rates for veterans were a full percentage point higher than the rates for nonveterans, although they were not high rates in general.

In terms of demographics, veterans make up 9 percent of the U.S. population and 7 percent of the civilian labor force. Dr. Glowacki noted that the difference between these numbers was related to male veterans aging out of the workforce. Women make up 50 percent of the population and 10

percent of the overall veteran population. Female veterans constitute 12 percent of the veterans within the civilian labor force. Dr. Glowacki noted that male veterans constitute 16 percent of the overall male population (including grandfathers and great-grandfathers who served), meaning that one in six men is a veteran. Dr. Glowacki noted that this number indicates that everyone has likely encountered a veteran who is a man, but the same is not true for women, which is why female veterans may feel isolated. Moreover, one in nine individuals in the civilian labor force is a man. Female veterans make up 1.6 percent of the overall population and 1.7 percent of women in the labor force.

With respect to the population aged 35 and younger, veterans constitute 2.7 percent of this age group, and veterans in this age group make up 3 percent of the civilian labor force. Within the veteran community, women make up 18 percent of the population aged 35 and younger. Dr. Glowacki noted that female veterans are still the minority. Male veterans make up 4.4 percent of the male population aged 35 and younger. Women constitute 1 percent of the female population aged 35 and younger, and veterans constitute 1 percent of women aged 35 and younger in the labor force. Dr. Glowacki explained that because of these low percentages, female veterans are being unintentionally overlooked. She noted that female veterans are more than twice as likely as male veterans to have served in Gulf War II only, are more likely than male veterans to have served in Gulf War I only, and are almost twice as likely to have served in both Gulf War eras. Male veterans are almost three times as likely as female veterans to have served in the WW II, Korean War, and Vietnam eras.

Regarding race and ethnicity, female veterans are less likely than male veterans to be White. Female veterans are almost twice as likely as male veterans or nonveterans of either gender to be Black or African American.

In terms of age, female veterans are twice as likely as male veterans to be younger than 35. Female veterans are more likely to be of working age than male veterans. Half of all male veterans are aged 65 and older compared with 17 percent of all female veterans. Female veterans make up only 3.8 percent of those aged 65 and older.

In terms of industry, women are more likely than men to work in government, with 16 percent working for federal, 7.2 percent working for State, and 7.3 percent working for local governments. Dr. Glowacki noted that this is important because when the government is not hiring, female veterans may need more support to find work in the civilian sector.

At the conclusion of her presentation, Dr. Glowacki indicated that there is no valid data on “couch surfers,” which could be a contributor to homelessness.

Discussion

Mr. Morrison indicated he was stunned by the good news about employment rates for female veterans and that it seemed like female veterans were overparticipating in the labor force compared to male veterans.

Dr. Glowacki clarified that this was not the case because she did not show unemployment rates by other age groups.

Mr. Morrison replied that at a high level, female veterans seemed to be doing better than male veterans in terms of unemployment and workforce participation.

Dr. Glowacki responded that this was not the case in terms of unemployment because the difference was not statistically significant. She agreed with his assessment of the unemployment rate.

Col (Ret.) Boggs asked if self-employment and entrepreneurship were reflected in the numbers.

Dr. Glowacki replied that these factors were not reflected in any great level of detail because the number is so minuscule for female veterans. She indicated that she could provide him with those numbers.

FLTCM (Ret.) Ortloff applauded the good news for female veterans and asked if the data showed the wage earnings of female veterans in the types of jobs they hold in the workforce.

Dr. Glowacki replied that she did not have access to that data.

Ms. Kayla Williams, Director, VA Center for Women Veterans (DACOWITS Ex-Officio) commented that there is Census Bureau data on wages for female veterans. She noted that female veterans outearn nonveterans by about 9 percent. She indicated that she could provide the Committee with the link to the data but that it was reported at the household income level.

FLTCM (Ret.) Ortloff noted that she asked because male veterans tend to be hired into more senior positions, whereas female veterans are hired into entry-level positions.

Dr. Hunter asked if there were any trends in terms of how government downsizing affects female veterans.

Dr. Glowacki indicated that WVP has not performed a multiyear analysis on that issue. She noted that in times of economic hardship, it seemed as if female veterans experience more hardship than male veterans, but it was not clear if this was the case or if they were voluntarily leaving the labor force.

CSM (Ret.) Jones asked if the data is broken out by State.

Dr. Glowacki said some of the data was not broken out by State because it would not be meaningful at that level. She indicated that the data for veterans versus nonveterans were broken out by State, but not the data for veteran status by gender.

Public Comment Period

Maj Gen (Ret.) Marilyn Quagliotti (U.S. Army) Women In Military Service For America (WIMSA) Memorial Foundation

Maj Gen (Ret.) Quagliotti read remarks requesting assistance and support for the WIMSA Memorial Foundation. She explained WIMSA's mission is to recognize and honor all women who served in or with the Armed Forces, past, present and future; make their story a part of America's history; educate the public about the achievements and contributions of military women; and operate and maintain the Women In Military Service Memorial. WIMSA supports this mission through fundraising efforts and, in the past, with some federal funds. From 2010 until 2016, WIMSA received no federal funding. With the loss of this funding, fundraising efforts were not sufficient to support WIMSA's mission. The foundation was left with debt and obligations (contracts signed that could not be paid) of \$1.1 million. Despite fundraising efforts and \$5 million in federal funding approved for FY 2017, with an additional \$5 million pending in FY 2018 funding bills, WIMSA is approximately \$300,000 dollars in debt.

Maj Gen (Ret.) Quagliotti requested two things from DACOWITS; first, that the Committee support and work to secure some amount of funding in the DoD budget for FY 2019 and beyond to support WIMSA's mission; and second, that a sponsor within DoD be assigned to the foundation. The sponsor's role would be to ensure the survival of this tribute to the Women of the Armed Forces who have served this Nation.

Dr. Ellen Haring, (U.S. Army, Ret.), Women In International Security (WIIS)

Dr. Haring discussed some trips she made to Fort Hood and Fort Bragg, where she had conversations with women who were in armor and infantry. It was a follow-on meeting with some of the women but a first meeting with others. She noted that the women she spoke with indicated the Army's Expert Infantryman Badge is not being administered as a gender-neutral occupational standard requirement. They are concerned that women who receive the badge are not viewed as equal to their peers. Ms. Haring said that the women requested that she relay this message to DACOWITS because gender "norming" is still occurring, and they want to be recognized for their accomplishments.

Dr. Haring also provided a list of recommendations from the women. The recommendations included additional training to help address negative behaviors from their male peers. They would like training on how to deal with low-level sexual assault and harassment that does not rise to the level of Sexual Harassment/Assault Response and Prevention (SHARP) or Sexual Assault Prevention Response (SAPR) reporting. She noted that these women are younger enlisted members who do not know how to respond when their male peers make snide comments. They also do not know when to go to SHARP, and if they are told to go, they will not. Dr. Haring said that anyone who reports to SHARP is alienated, so none of them feel as if they can report. The women recommended providing bystander intervention training to units that are integrating. Dr. Haring also recommended that DACOWITS talk informally with young servicewomen about these issues. She mentioned Army Research Institute (ARI) did a similar study in September and did not obtain candid responses from its focus groups and interviews.

She also mentioned the women's comments on special equipment. She said that the Army has this equipment and that women request it but that it is only issued for deployments. She recommended that the equipment be issued when training starts and not just before a deployment.

Dr. Haring noted that there was a news article published recently that indicated that \$35 million had been devoted to facilities modifications but that none of these modifications had been seen at Fort Hood or Fort Bragg. She commented that the women had requested security cameras and that it would be prudent to put them in the barracks and in parking lots.

Lydia C. Watts, Esq., CEO, Service Women's Action Network (SWAN)

Ms. Watts presented results from a 2016 survey that SWAN conducted. Servicewomen were asked to list their greatest unmet needs. Mental health was number one for female veterans, whereas bias and discrimination was number one for active duty women. She noted that as a result of last year's needs assessment, SWAN's 2017 survey focused on the mental health needs of servicewomen and garnered responses from more than 1,300 women across all branches, including the Coast Guard. SWAN also hosted a 2-day summit and held 8 focus groups with 80 servicewomen.

She noted the survey found that the number one factor negatively affecting the mental health of servicewomen was sexual assault. When asked what about military service most positively or negatively had affected or was affecting their mental health, 30 percent of the responses identified military sexual trauma, whereas only 9 percent cited deployments or combat. For some women who responded, the sexual violence occurred while deployed. Moreover, 11 percent of respondents said that sexual harassment negatively affected their mental health, and 7 percent said gender bias and discrimination also negatively affected their mental well-being.

Ms. Watts noted that the most concerning about the survey results is that about 49 percent of responses attributed servicewomen's negative mental health not to combat deployments but to the gender bias, sexual harassment, and/or sexual assault servicewomen said they received at the hands of fellow Service members. Furthermore, 60 percent of respondents said military service had a negative impact on their mental well-being, and 21 percent of respondents reported having intentionally harmed themselves.

Ms. Watts also cited some promising findings, including the fact that 88 percent of respondents agreed that mental health treatment could improve their quality of life. SWAN compared the data collected in its survey with other national data samples and found that a national sample of military veterans showed that one-quarter of military women have been diagnosed with a posttraumatic stress injury or depression. In the sample SWAN surveyed, that number was higher; 61 percent of respondents had been diagnosed. National averages have shown that approximately 10 percent of military and civilian women self-report symptoms that indicate the presence of an undiagnosed mental health condition. The SWAN survey showed undiagnosed conditions (meaning a self-reported presence of one or more symptoms that may indicate a problem) were low in retirees and veterans but high (20 percent) in active duty women, possibly indicating a stigma in this community against seeking care.

Ms. Watts indicated that based on the data results, there are several steps the Military Services could actively take to address the poor mental health of women in the military: reduce the stigma associated with active duty women seeking mental health treatment; eliminate gender bias, sexual harassment, and sexual assault by holding offenders accountable in a timely and appropriate manner; and effect a culture change to one in which women in the military receive equitable respect and treatment to their male counterparts.

SWAN continues to hear that a military culture entrenched in gender bias, sexual harassment, and sexual assault has a direct negative impact on servicewomen's mental health, and this effect follows them after they leave the military. Women have reported that when they access VA services, they face harassment from male veterans. Service members who harass women in the military become veterans who harass women at VA centers.

Ms. Watts commented that for years, the military has attempted to address the problem of sexual assault and harassment through changes in policy and through training such as SHARP. However, the sexual assault statistics show that the military cannot train itself out of this problem. Changes in personnel policy and SHARP trainings have failed, and continue to fail, in transforming the current military culture into one that is intolerant of gender bias, sexual harassment, and sexual assault. Until the military commits itself to a transformation of a culture entrenched in misogyny, the sexual assault statistics will remain the same.

Ms. Watts noted that the statistics represent very real servicewomen who at this very moment are dealing with gender bias, sexual harassment, and sexual assault and their after effects in their


units, and that there are thousands of servicewomen trying to continue to do their jobs while hiding the mental health effects of sexual assault. The negative impact the sexual assault epidemic in the military has on unit readiness, trust and cohesion, mission effectiveness, and the professionalism of the Military Services cannot be dismissed.

Final Remarks

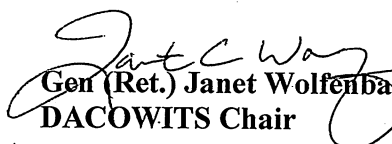
Gen (Ret.) Wolfenbarger presented Lt Col Veronica Senia, USAF, with a DACOWITS coin in appreciation of her service as a representative to the Committee. COL Davis thanked the attendees and closed the public meeting.

Meeting was adjourned.

Report Submitted by:


COL Toya Davis, USA
DACOWITS Military Director

Report Certified by:


Gen (Ret.) Janet Wolfenbarger, USAF
DACOWITS Chair

Members in attendance:

Gen (Ret.) Janet Wolfenbarger, USAF, Chair
SMA (Ret.) Kenneth Preston, USA, Vice Chair
Col (Ret.) John Boggs, USMC
Lt Gen (Ret.) Judy Fedder, USAF
Ms. Sharlene Hawkes
SGM (Ret.) Norma Helsham, USA
Ms. Therese Hughes
Dr. Kyleanne Hunter, USMC Veteran
CSM (Ret.) Michele Jones, USA

Ms. Pat Locke, USA Veteran
MG (Ret.) John Macdonald, USA
Ms. Monica Medina, USA Veteran
Ms. Janie Mines, USN Veteran
Mr. Brian Morrison, USN Veteran
FLTCM (Ret.) JoAnn Ortloff, USN
RADM (Ret.) Cari Thomas, USCG
Dr. Jackie Young

Members who were absent:

Dr. Kristy Anderson
Maj Gen (Ret.) Sharon Dunbar, USAF
VADM (Ret.) Carol Pottenger, USN