

SUBJ: DACOWITS RFI 5 – June 2024 QBM

FROM: USCGA

TO: DACOWITS Committee

THRU: Office of Diversity & Inclusion (DPR-4)

IMPACT OF KEY INFLUENCERS ON SERVICEWOMEN’S CAREER PATHS

The Committee continues to observe modest increases in the percentage of women joining the military and consistently low rates of women entering previously closed positions, such as Special Operations, Special Tactics Officers (STOs), Combat Rescue Officers (CROs), Navy SEALs, etc. The Committee is trying to understand how Reserve Officer Training Corps (ROTC) engages potential future ROTC cadets (students applying to ROTC and currently in High School or in college but not enrolled in ROTC) and current ROTC cadets to educate them, especially females, on all career opportunities, but specifically on the previously closed career fields.

In March 2024 (via RFI 4), the Committee received briefings from the Military Service Academies on the key influencers and opportunities to educate cadets/midshipmen about prospective career fields. Many of the briefings discussed events but lacked the needed level of specificity.

5.2 – The Committee requests a **written response** from the Military Service Academies (MSA) the following:

DACOWITS:

- a. Annual learning plans showing opportunities to educate and inform cadets/midshipmen on previously closed positions and for the year of the cadet/midshipmen (e.g., X event occurs in freshman year, sophomore year, etc.). Request calendars for 2020 and beyond by FY and/or academic year.

- b. Annual calendar of events showcasing specific topics on previously closed positions (e.g., monthly meetings with different members serving in those positions to educate cadets/midshipmen on the lifestyle, operations tempo of the career field; ad hoc opportunities by visiting members who serve in those career field to the MSAs, formally planned events to educate/inform students on those career fields, etc.). Request calendars for 2020 and beyond by FY and/or academic year. The calendars can and should be the planned events, as well as retroactively include those ad hoc events that occurred by happenstance. Also list the focused audience for the event (e.g., freshman, sophomore, seniors who selected/received that specific career field/specialty).

- c. Service Academy developmental plans to include policies, instructions, regulations, and annual objectives and/or goals to educate/inform students on previously closed opportunities

through summer programs (e.g., Ops Air Force, USNA's Summer Training Program, etc.). The goal of the Committee here is to understand how summer programs educate to influence.

d. Metrics for graduates, by graduation year for 2017 through 2023, for those applying for (having in their top 5 desired career choices), being selected for previously closed positions. Provide data by year, gender, name of specialty code (MOS/AFSC) of the previously closed position. If no specific plans are designed just for women, provide the plan, purpose, objective, goal, and outcome for cadets, midshipmen, officers, future enlistees, or current enlistees regardless of gender.

CG Response:

The CGA does not have career paths that were previously closed, so we are responding in regard to career path training in general. Women and men receive the same career path training via the items noted in the March briefing. For instance, we have OPM provide assignment briefings and direct discussions with cadets through their time at CGA and in the field during the Freshmen and Junior year summer assignments. The remainder of the training is provided on an ad hoc one-on-one basis, individual to each servicemember as their interests dictate. No calendars of these trainings are maintained as they are often on-on-one and not tracked. No metrics exist for graduates as there are no previously closed paths.