

INFORMATION PAPER

MASP-DIV
19 November 2018

SUBJECT: RFI #2 Conscious and Unconscious Bias

1. **Purpose.** To provide information on United States Military Academy's actions to assess and mitigate conscious and unconscious gender bias in response to the Defense Advisory Council on Women in the Service (DACOWITS) request for the 11-12 December 2018 Quarterly Business Meeting.

2. **References.**

- a. AR 600-20 (Army Command Policy)
- b. AR 690-12 (Equal Employment Opportunity and Diversity)
- c. USMA Regulation 10-1

3. **Request for Information.** What actions has USMA taken to assess and mitigate conscious and unconscious gender bias?

a. USMA has not conducted a formal assessment on conscious or unconscious gender bias. However, many actions and initiatives have been implemented to identify and address gender bias, across the Academy. These efforts are part of a comprehensive effort to improve Diversity and Respect and reinforce the Army Values across our Staff, Faculty and Cadets.

- 2008 changes made to the lyrics of the Alma Mater and The Corps, to make them both more gender inclusive
- 2017 Implemented the Hot Topics Program which enables Cadets to gather to discuss topics of contention in a safe environment to increase empathy and understanding
- Changes made to the Battle Monument, to make it less provocative
- Museum Historical Memorialization Committee comprised of staff and faculty, was tasked to review confederate naming and gender, race, and other biases
- Leverage the Margaret Corbin Forum to increase dialogue and a group that can generate greater appreciation, understanding and empathy
- Host Nine Ethnic Observances throughout the academic year (to include Women's Equality Day and Women's History Month) to generate appreciation, education, understanding and empathy
- 2018 Implementation of Diversity and Inclusion Studies Minor
- Hosted an annual Relationship 101 Symposium that brings notable guest-speakers to present on difficult topics and allow the Cadets to discuss those topics in small groups for greater awareness and empathy

- Hosted the Annual Diversity and Inclusion Leadership Conference focused at an appreciation and greater understanding of the strength and importance of diversity at West Point and in the U.S. Army

b. The Brigade Tactical Department (BTD), inside of the United States Corps of Cadets (USCC), are directly responsible for the discipline and behavior of the Cadets. They have the responsibility to integrate all programs for the greatest impact and have specific impacts as follows:

- BTD selects the strongest Cadets for leadership positions (regardless of gender, race, ethnicity, etc.).
- The Brigade Tactical Department, Cadet chain of command, Cadet Respect Committee, and the Simon Center for the Professional Military Ethic frequently assesses whether or not Cadet Company mascots and/or mottos are aligned with the values of West Point and the Army. The Commandant approved the group recommendations to remove or modify several mascots and mottos.

c. The Simon Center for the Professional Military Ethic partners with the Cadet Respect Committee. The Cadet Respect Committee works for the Cadet chain of command and is focused on the following:

- Contribute to curriculum that is focused on the civic facet of individual character
- Focus on opportunities that improve the command climate in the Corps by hosting Cadet-led discussion forums
- Work with and through the Cadet chain of command to identify and eliminate ideas and behavior (sexism, racism, etc.) that are inconsistent with exceptional service as a Cadet and commissioned officer
- The AY18 Cadet Respect Committee implemented a voluntary “implicit bias” survey within the Corps of Cadets. This survey focused on both racism and sexism. The Cadet Respect Committee did not learn anything conclusive from this and did not make any recommended policy changes.
- The Simon Center identifies, interviews, and selects the senior leadership of the Cadet Honor, Respect, and CASHA/Trust Committees. In the past four years (AY 16-19), the results indicate fairness:
 - 3 of the 4 Honor Captains were women
 - 1 of the 4 Respect Captains were women
 - 3 of the 4 CASHA/Trust Captains were women

d. The Department of History created a digital primary source reader, “The West Point guide to Gender and War” and the West Point Guide to the Civil Rights Movement.” Every Cadet taking American history writes their paper on one of these topics. What a person researches and writes plays a part in developing his or her character.

e. The above information paper provides a broad summary of many of the interrelated and reinforcing efforts that USMA has and continues to conduct to prevent gender bias. USMA efforts to assess and eliminate unconscious gender bias is an ongoing process. Conducting surveys, forum discussions, and focus groups assist in identifying exclusive behaviors that may have negative impact on inclusivity, innovation, performance, morale and retention. USMA will continue to explore strategies and best practices to sustain an inclusive environment where Cadets, Faculty, and Staff are valued and treated with dignity and respect.

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