MINUTES
BOARD OF VISITORS SUMMER MEETING
July 29, 2020
West Point, NY
Virtual – MS Office 365 Teams

1. DESIGNATED FEDERAL OFFICER’S REMARKS. Colonel (COL) Mark Weathers, United States Military Academy (USMA) Chief of Staff, stated for the record that the USMA Board of Visitors (BoV or Board) operates under the authority of US Code Title 10, Section 7455. The Board is an Advisory Board subject to the Federal Advisory Committee Act. He further stated the meeting was a virtual meeting, using Microsoft Office 365 Teams and teleconference, and asked that Board members ensure their cameras were turned on while speaking, and to mute their microphones when not speaking.

2. CHAIRMAN’S REMARKS. Congressman Steve Womack called the meeting to order and welcomed the members. He thanked them for taking the time out of their busy schedules to attend the meeting and reminded the members that the Board of Visitors has an advisory role and is not in USMA’s chain of command. Meetings are a way for members to gather information in an official capacity. Congressman Womack also noted this was the first fully virtual meeting in the Board’s 205 year history.

3. SUPERINTENDENT’S REMARKS. Lieutenant General (LTG) Darryl Williams thanked the Board members for their virtual attendance at the meeting, and their continued support to the United States Military Academy and the Corps of Cadets. Specific thanks for helping prepare these events went to the following USMA Staff Members: Gary Albaugh of the Office of the Chief Information Officer; Carmine Cocchia, Rich O’Dell, and Mike Lynn, all from the Visual Information Branch of the Public Affairs Office; and Sergeant First Class Giovanni Cardoza, the Superintendent’s Communications NCO. He noted the COVID-19-related documents that were sent to all members via e-mail, as well as the COVID-19 Center for Army Lessons Learned (CALL) After Action Report (AAR), West Point’s multiple Playbooks and videos that highlight the excellence the Cadets exhibit every day. Since February’s meeting, USMA has operationalized the fight against COVID-19, which has touched all aspects of American life and affected everyone in some way. West Point is winning the fight against COVID-19. He then introduced USMA’s Lines of Efforts and spoke a few words about each one.

   a. Line of Effort 1 – Developing Leaders of Character: LTG Williams noted that developing leaders of character is the number one line of effort and will remain so. There are squad and platoon-sized elements training across the installation. The Class of 2024 arrived earlier in July and is going through Cadet Basic Training; Air Assault School is being executed, and cadets are shooting, marching, navigating, and firing artillery, among many other training tasks. Due to COVID-19, the way Cadets are taught in the classroom has changed and couldn’t have been possible without the information technology (IT) transformation that has been happening over the past several years. The Academic year finished strong, while implementing creative ways to conduct some year-end events online, including the very first “virtual Projects Day.”

   b. Line of Effort 2 – Cultivate a Culture of Character Growth: Although developing leaders of character is the most important aspect of USMA’s mission, the second line of effort, cultivating a culture of character growth is emphasized continuously throughout summer training and into the academic year. Whether in the classroom, on the fields, or rappelling out of a helicopter, it’s about all Cadets, men and women, developing into strong leaders of character.
Momentum from Honorable Living Days is being maintained, focusing on resiliency, honor, healthy relationships, diversity and inclusion, as well as topics that are more prominent now, in the public consciousness. We will show you today how USMA is combating trust-breaking behaviors by building empathy, bolstering resiliency, and listening with the intent to “hear” and “act.”

c. Line of Effort 3 – Building Diverse and Effective Winning Teams: The US Military Academy welcomed the Class of 2024 through a series of three R-Days, that respected the traditions, yet adapted to the reality of COVID-19. The Class of 2024 is the most diverse class in the history of the Academy:

- African Americans – 17 percent
- Hispanic Americans – 10 percent
- Asian Americans – 9 percent
- Women – 23 percent
- Athletes – 20 percent
- Soldiers – 7 percent

Also, the newest members of the staff & faculty are being integrated into the program in preparation for the rigors of the classroom. The Superintendent recounted how he had a chance to engage with four Cadets; the Dean invited them to sit on a panel and discuss their experiences as persons of color within the Corps, with the new faculty. The faculty then transitioned to afternoon discussions about how to have tough conversations.

d. Line of Effort 4 – Modernize Sustain, and Secure: West Point’s success in the fight against COVID-19 is due to the mobilization of the Academy and the entire West Point enterprise to plan and execute Operation Resilient Knight, which is a total team effort to protect both the force and continue the leader development mission. The Academy and West Point are postured well for the ongoing challenging and unpredictable future of COVID-19. With help from the Army, USMA built the capacity to test, treat and monitor for COVID-19, and deliberately and methodically implemented a plan to safely return the Corps of Cadets to West Point. First was the Class of 2020, for their graduation ceremony on June 13, 2020. The President of the United States gave the Commencement Address. After Graduation, the remainder of the Corps returned for Summer Training, then the incoming Class of 2024, for Reception Day. This was possible due to the efforts of every member of the West Point Team to sustain and secure the Academy and Garrison; every Soldier, teammate, and civilian contributed to this effort. It’s because of their hard work and herculean efforts the mission was able to continue during this time. Further, there was tremendous support from Congressional and Army leaders to make this possible. The Academy is in an ongoing multi-year effort to modernize aging utilities and infrastructure throughout the Cadet Area. In the coming years, the Academy and West Point will invest about $1.6 billion in military construction, renovation and maintenance, including upgrading Camp Buckner and Camp Natural Bridge, which have not received upgrades of this level in several decades.

e. Line of Effort 5 – Strengthen Partnerships: Strengthening USMA’s partnerships enables its preeminence daily. From Headquarters, Department of the Army (DA), to Department of Defense (DoD), to Academic and Collegiate organizations, Alumni, the local community, congress and the American People, USMA will continue to engage in strategic partnerships to help West Point realize its vision of preeminence now and into the future. Mutual aid partners to USMA, from across the Hudson Valley Region have been a big support as COVID-19 was navigated at West Point. Close relationships with agencies across DA ensured USMA had the
right capabilities to successfully posture for training and educating in the COVID-19 environment. West Point and USMA support Army North; this spring, USMA is sharing COVID-19 lessons learned across the Army, DoD, the Academy and collegiate sports. The USMA’s Alumni were instrumental in providing a margin of excellence that allowed for the graduation of the USMA Class of 2020 and demonstrate strength and leadership across the Nation. Internationally, COVID-19 provided challenges due to travel restrictions. USMA was able to successfully integrate 12 International Cadets from 11 countries into the Class of 2024 and allows USMA the opportunity to build international relationships that will last a lifetime.

The Superintendent noted that today, he and his team would share more details of the events over the past several months, how USMA and West Point operate in the COVID environment, lessons learned, and provide a look ahead at USMA’s the framework for the upcoming Academic Year. The USMA is ready to begin another academic year in a few weeks. The framework allows USMA to adjust to current conditions, balance risk to the mission, and its men and women. The Department of Defense Education Activity (DoDEA) schools are projected to open on time as well, with in-room classroom learning. Adaptive testing to target suspected infections quickly will be incorporated to stem the spread of COVID-19 across the Academy and the Garrison as we move forward.

4. SENATOR JOE MANCHIN REMARKS. Joe Manchin, a Senator from West Virginia and a Board Member, requested to address the Board, as he needed to leave the meeting, for another meeting. Senator Manchin stated he was proud to be part of the Board. He then thanked LTG Williams and his staff for setting up the virtual meeting as well as his leadership during these tough times. He noted that members of his staff, including Aaron Sheinberg, a member of USMA's Class of 2003, Kerry Berkely and Olivia Chartier would remain for the rest of the meeting. Senator Manchin offered LTG Williams a note of encouragement for his efforts to welcome the new Cadets who arrived in early July. He stated that if there was anything he could do, in his capacity as a member of the Senate Armed Services Committee, to let him and his staff know. This year, Senator Manchin sent a full slate of candidates to West Point, three were selected and one was selected to attend the USMA Prep School. He then encouraged West Point leadership and the Admissions Team to do more to increase representation at the Academy in West Virginia, particularly in the more rural areas of his state, as well as rural areas nation-wide. He would like to see more of West Virginia's youth attend West Point. To increase interest across West Virginia, he held multiple “Virtual Academy” information sessions, that included CPT Kathleen Rogers, who joined the virtual information session from West Point and did a magnificent job. Senator Manchin reiterated his offer to help increase applications and admissions from rural areas across the nation and thanked LTG Williams and his entire staff for what they do.

Congressman Womack noted that he as well as his Chief of Staff had spent a weekend at Camps Buckner and Natural Bridge and wanted to give a “shout out” to the Superintendent and his entire team for the wonderful opportunity to see “from A to Z” the training activities going on at the Camps, not to mention the program that was initiated to bring the Cadets back to West Point. It was impressive, well organized, well controlled, and he was grateful for the opportunity to have seen it first-hand. Congressman Womack stated the meeting today might be somewhat awkward and asked that COL Weathers remind everyone of the participation procedures after the Honorable Wardynski made his opening remarks.

5. HONORABLE E. CASEY WARDYNKSI’S REMARKS: The Honorable Dr. E. Casey Wardynski, Assistant Secretary of the Army for Manpower and Reserve Affairs (ASA(M&RA)) was the Secretary of the Army’s representative to the USMA Board of Visitors meeting. He
noted the Secretary of the Army and Chief of Staff sent their greetings to the Board. This past year, the Secretary of the Army and Chief of Staff of the Army signed the first-ever “Army People” strategy, which brings together all the disparate activities of the Army to do four things:

a. Acquire Talent
b. Develop Talent
c. Retain Talent
d. Employ Talent

The US Military Academy assisted to create just about every element of this program. The Army will be working with West Point to pilot programs at West Point in the area of culture; a curriculum that reaches across the Academic, Physical and Military programs. This will not be as a course, but as a set of interwoven activities and undertakings to help Cadets see the value of diverse formations and the value of each member of a team. This will help them as they leave West Point to become leaders in the Army, they can help build this culture across the Army.

The most recent innovation was the revision of the way officers are promoted. After a 2-year study, it was determined that photos should be removed from the Promotion Board process, because of the effects potentially caused when photos are present. This also could be expanded to include pronouns, names, and files to determine if those should be removed as well in order to ensure the Army has the very best, diverse talent going forward in the Army. The ultimate goal is to lead large formations, serving as combatant commanders and leaders of the Army, such as the Chief of Staff of the Army and Vice Chief of Staff of the Army, and commanders of major commands.

In addition to all this great innovation coming from West Point, on-site education, West Point is also helping the Army understand how to deal with the Coronavirus across the Army.

6. ADMINISTRATIVE ANNOUNCEMENTS. Colonel Weathers first reminded Board members to use the “hand-raise” function in Microsoft Office 365 Teams, to be recognized. For those attending the meeting via teleconference, when appropriate, break into the conversation and identify yourself, so the Chair can give you time to make comments. The following topics were covered during the Administrative Announcements:

a. COL Weathers then noted the last meeting of the Board of Visitors was February 26, 2020, in Washington, D.C. A quorum was present, and the Board of Visitors meeting included Board Business in which the following was voted on, or discussed:

(1) Elected 2020 Board Chair and Vice Chair (Congressman Womack and Secretary Nicholson were re-elected)
(2) Swearing in of Presidential Appointees
(3) Approved the minutes from the November 2019 meeting
(4) Approved the 2020 “Rules of the USMA Board of Visitors”
(5) Confirmed the date of the Summer 2020 meeting
(6) Held open discussion of three topics:
   (a) Variable Active Duty Service Obligation (ADSO)
   (b) Discussion of the Report on Sexual Assault at Military Service Academies
   (c) USMA Honorable Living Day
The Board received briefings from the Academy on the following topics: Line of Effort 1 – Develop Leaders of Character and Line of Effort 4 – Modernize, Sustain, and Secure, as well as discussing upcoming events at USMA.

7. **ROLL CALL.** For the record, a quorum of the Board was present. A list of attendees annotated to reflect members arriving late or departing early is appended to these minutes (Appendix A). The following members were in attendance, Congressional members: Senator Richard Burr, Senator Jerry Moran, Senator Joe Manchin, Congressman Steve Womack (2020 Board Chair), Congressman Mike Conaway, Congresswoman Stephanie Murphy, Congressman Warren Davidson, and Congressman Anthony Brindisi. Presidential appointees included: Ms. Meaghan Mobbs; Secretary Jim Nicholson (2020 Vice Chair); LTG(R) Guy Swan; LTG(R) H.R. McMaster; and GEN Jack Keane. The following members were not present: Senator Tammy Duckworth and Mr. David Urban. For the record, the Assistant Secretary of the Army for Manpower & Reserve Affairs, the HON Dr. Casey Wardynski, is present today as the Secretary of the Army’s representative. Slides from this meeting are at Appendix B.

   a. Colonel Weathers stated that the following documents were e-mailed to the members and their staff prior to the meeting, along with links to four videos, which were shown during the meeting. The following documents were sent to members via e-mail:

   (1) Minutes from the February 26, 2020 meeting
   (2) Meeting Slides (Appendix B)
   (3) Statements (Appendix C):
   (a) Mr. Craig Jung, USMA Class of 1975, regarding the "Anti-Racist West Point Policy Proposal" from recent West Point Graduates
   (b) Anti-Racist West Point Policy Proposal from recent West Point Graduates"
   (c) USMA Current “Placemat”
   (d) U.S. Army Garrison West Point COVID-19 Playbooks
   (e) The Center for Army Lessons Learned (CALL) After Action Report (AAR)

8. **BOARD BUSINESS:**

   a. Congressman Womack presented the first order of business, approval of the minutes from the February 26, 2020 meeting. There was a motion to approve the minutes, which was seconded. The minutes from the February 26, 2020 meeting were approved.

   b. The second item of Board business was to set a tentative date for the Fall meeting of the USMA Board of Visitors. Due to the Coronavirus and the General Election in November, it was decided to determine the date later. Once a date is set, likely after the election, Board members and their staffs will be notified. A motion was made to set the date for the Fall meeting at a later time, and seconded. This motion was approved by the members.

   c. The third, and final, item of Board business was open discussion about a letter sent to the Superintendent, Army leadership, and the press from nine recent USMA graduates, titled, “Anti-Racism West Point Policy Proposal” regarding racism at the Academy. Congressman Womack then directed the members’ attention to a letter from Craig Jung, USMA Class of 1975, discussing the letter from the nine graduates. Congressman Womack also noted that another graduate, from the Class of 1961, had sent a letter to him about this issue. Before opening the discussion to the Board, he yielded to the Superintendent to provide remarks on the subject.
(1) The Superintendent noted that he did receive the letter from former graduates, including some top graduates a few weeks ago. He asked the USMA Chief of Staff to respond, only to acknowledge it was received. He stated he has received hundreds of letters since in response to the graduates’ letter. His next actions were to start an internal investigation, through the Command Inspector General’s (IG) office. The IG was given guidance from the Superintendent to investigate 3 areas. The IG was given until October 1, 2020 to complete the investigation, which will be a longitudinal, very deliberate look internally at the allegations. He then reminded the Board of his lines of effort, previously discussed, as well as the update the Board would receive later in the meeting, that the Academy builds leaders of character. The Academy picks the Nation’s great sons and daughters, all from different backgrounds, and hopefully, after their 47-month experience, they lead honorably, live honorably, and demonstrate excellence. With that, he asked if the Board members had questions. Colonel Weathers opened the floor to discussion, for the members to provide input and insight.

(2) Open Discussion:

(a) Lieutenant General (R) Guy Swan noted that Mr. Jung’s letter was useful from a terminology perspective. Due to the debate going on in the Nation, much of the terminology around racial issues and interpersonal actions can be misinterpreted as to the characterization of these interactions. Mr. Jung’s discussion of the differences between terminology such as prejudice, discrimination, racism, systemic racism, etc., will be very important to the IG’s investigation to ensure the right terminology is being used. LTG (R) Swan’s own opinion is that these terms get conflated with one another and can confuse these important issues. He believes the proposal from the graduates may have merit and shouldn’t be dismissed out of hand, even though they are junior leaders and have limited experience.

(b) Secretary Jim Nicholson, the Board’s Vice Chair, noted that he has received correspondence from his classmates, and specifically mentioned a letter from the President of the Class of 1961, Bob Glass, to the Superintendent regarding “Reconciliation Plaza” at West Point, which is a series of statues and vignettes adjacent to the USMA Headquarters building (Taylor Hall). (**NOTE** a copy of this letter is not available as it was not provided to the DFO). Reconciliation Plaza was installed as part of the Class of 1961’s 30th reunion and is about the reconciliation of West Point graduates after the Civil War. It’s about reconciliation and gaining peace and bringing people back together.

(c) Congressman Warren Davidson thanked LTG Williams for his leadership, and feels the Superintendent sets a great example, and will do the same on the issue of race. As has been highlighted in past meetings, USMA develops leaders of character. Leaders of character don’t treat others in a sexist or racist manner, and this is clear throughout the Department of Defense. He is confident these recent graduates will find that to be the case as well. Unfortunately, there will continue to be instances of racism that occur. The Department of Defense has led the way on race relations, and he looks forward to the IG’s report. He again expressed confidence in the Superintendent and looks forward to helping in any way he can.

(d) Lieutenant General (R) H.R. McMaster thanked Secretary Nicholson for his comments and wanted to add a slightly different perspective. There are two main factors to consider about the monuments (Reconciliation Plaza): The first is: When was it constructed and why was it constructed? Many of the monuments that are considered most contentious were erected in the era of “Jim Crow” to solidify the myth of a lost cause, and some were erected in reaction to the return of African Americans who fought in World War I, as a way to keep them from thinking they might have equal rights in some areas of the country. The second
factor is: How is it perceived by the Cadets and the American public? He thinks a concern is that many of the monuments were erected in the spirit of reconciliation. Historians generally agree that a motivator behind monuments is due to reconciliation between white people in the North and South at the expense of African Americans. Lieutenant General (R) McMaster then mentioned a book, by BG (R) Ty Siedule, former Professor and Head of the History Department at USMA, titled "Robert E. Lee and Me" about his growing up in the South and being an admirer of Robert E. Lee, however through his study of history and his Army experiences, came to see it from different perspectives.

(e) General (R) John M. "Jack" Keane noted that the more serious allegations from the recent graduates' dealing with systemic racism. President Truman integrated the Army in a period of five years, which at the time was alarming speed. Then there was a period when the Army had genuine institutional racism, probably for 20 years or so. The Army worked hard to turn this around. Education was the principal way to do this. It modified behavior and the Army needed to get rid of bigots, which to a large degree, the Army did, but not all of them. As an Infantry Officer, he dealt with close combat fighting units and had to deal with racial slurs or racial graffiti. He then mentioned a book by two prominent sociologists, Moskos & Butler, who wrote a book titled, "Be All You Can Be" about racial integration in the United States Military, and their belief was that it was the most successfully socially integrated organization in America. It was a study about how the military dealt with racism in the 1970's and 1980's to get the military where it is today. He recommended the Board members be given a reading list on this subject to reacquaint themselves with the Army, that the Cadets, when they are officers, will be dealing with.

The Superintendent appreciated the Board members' sage insights, which will be helpful to him. Racism is disruptive to cohesive squads and platoons, and how the young men and women are going to fight, is something he want to make sure they understand before they graduate and become leaders. He wants to ensure West Pointers are the best and brightest, the preeminent leaders who have the tools to be part of cohesive and dominate teams that will dominate the enemy. He Thanked the members for their comments and wanted to let them know, he isn't waiting for the IG's report to come out in October. Although there will be no changes to building names, or movement of monuments, he is working with the ASA(M&RA), Secretary of the Army, and Chief of Staff of the Army, and will take their lead. Right now, it's about listening and hearing, and ensuring the Academy affects real change, if that's what is needed.

9. SUPERINTENDENT'S UPDATE: The Superintendent highlighted the slide, of Cadets from the Class of 2020 at their graduation ceremony in June. He noted that they returned to West Point and executed graduation magnificently, and they left a great legacy. A lot was learned from this class that will inform how USMA goes forward this summer. He went over the Vision and Mission statements. Due to COVID-19 Operations, USMA has to work harder to be preeminent; being preeminent in this environment requires some measured risks, which he is willing to take. However, LTG Williams stated, he will never undermine the safety of the Cadets or Community who support this institution. It's critical that the Academy reevaluates what "educate, train, and inspire" means in this environment. The Superintendent then went over his priorities/lines of effort, which he discussed during his opening remarks. He then went over recent events, since February's meeting, and included events that were postponed or canceled due to COVID-19 Operations. Lieutenant General Williams concluded his remarks and introduced Dr. Jeffrey Peterson, Director of the Character Integration Advisory Group (CIAG).

a. Dr. Peterson presented his Character Development Framework briefing to the Board. Dr. Peterson assists the Superintendent integrate character development efforts across the
entire program to ensure all Cadets graduate as leaders of character. There are four aspects Dr. Peterson briefed the Board on are:

(1) Emphasize the internalization of the Cadet Honor Code and what that implies, being a leader of character.
(2) On an individual level, ensure graduates demonstrate dignity and respect towards others.
(3) Make sure graduates know how to lead and build inclusive teams.
(4) Ensure graduates are resilient leaders, who can respond to failure and persevere through difficult times.

The Character Integration Advisory Group (CIAG) incorporates Lines of Efforts 1 and 2, "Developing Leaders of Character" and "Cultivate a Culture of Character Growth." Line of Effort 1, Developing Leaders of Character, was the first part of Dr. Peterson's brief to the Board. As soon as a Cadet reports to USMA, they are started in the foundational level of the Cadet Honor Code, learn the Respect Creed, and memorize the Cadet Creed. New Cadets have conversations with the Honor Captain, the Respect Captain, and the Trust Captain, who establish minimum standards of behavior that is expected of them. Training continues through Cadet Basic Training, with 5 lessons which are conducted at Squad Leader level in order to facilitate small group discussions. As the Cadets progress through the system, they receive training and education on virtues. For of these virtue categories: Moral, Civic, Intellectual, and Performance are from the Classical Studies of Virtue Ethics. In contrast, Military Virtues are part of West Point's purpose to develop officers and be committed to the military profession. One of these challenges is that education is not enough. Cadets need to be given opportunities to practice the skills necessary, and demonstrate good character individually, and then as a member of the Army team. “Relational Character” is the application of virtues that promote healthy relationships and wellness and includes dealing with issues of sexism and racism. Demonstrating honor and resiliency is how leaders in the Army execute their duties. Dr. Peterson introduced the Board to the word, “phronesis” which is an old word, meaning a "very important thing of practical wisdom." Leaders of character who practice phronesis know how to live honorably by taking the right actions, for the right reason, with the right attitude. All four programs (Academic, Military, Physical, Character) contribute to Character Education.  

Dr. Peterson then discussed Line of Effort 2, Cultivate a Culture of Character Growth. In this aspect of the Character program, he only discussed a few elements. The first was the importance of role models, such as the Cadets themselves, Staff and Faculty, and all members of the West Point Team who set examples of “what right looks like.” A good role model can shape the character of another Cadet or another Soldier or any class can. A significant amount of time is spent certifying our faculty, staff, and Cadets are being good role models as it relates to character. The Army Ethic is West Point's “North Star” when as it relates to moral leadership; it's what the moral compass aligns with. Within the Army Ethic is the requirement that all people are treated with dignity and respect, build cohesive teams who are inclusive leaders, and demonstrate moral leadership in order to sustain these conditions regardless of what the surrounding social forces may be. Character Integration supports the Army People Strategy and sustains a professional culture that creates leaders of character who will lead and build cohesive teams, and will ultimately help the Army retain talented personnel who are satisfied and valued, knowing they are part of an important team.

b. Mr. Russell Strand, the Sexual Harassment Assault Response and Prevention (SHARP) Program Manager introduced himself. He recently joined the USMA Team after the departure of Ms. Samantha Ross, the previous SHARP Program Manager. He spent 22 years on active
duty, culminating as a Special Agent in the Army Criminal Investigation Division (CID); after retirement, he spent 20 years as Chief of Behavioral Sciences for the US Army Military Police School. These positions gave him a better understanding of the psychology behind sexual assault and harassment, which helped him understand the psychology of these victims, working with perpetrators, etc. He retired in 2016, then decided to return to Government Service and was selected as the USMA SHARP Program Manager. Mr. Strand began his update by explaining the various assessments that have been done over the years, which have helped the SHARP Office grow and provide important insights into what it is doing. The assessments allow the SHARP office to change as trends change. The evaluation this year is a self-evaluation, which is due to Congress by the end of January 2021. One of the assessments USMA relies on is the Sexual Assault/Gender Relations (SAGR) survey. Due to COVID-19, this year's SAGR survey has been postponed. Although this data will be missed, there are other great opportunities for obtaining essential data to keep the SHARP Office informed of trends, including Command Climate Surveys.

Another evaluation program that has been used for the past four years is EverFi. This program gives the SHARP Office almost real-time data from the Cadets on how they perceive the environment, gives them training about sexual harassment and assault, as well as prevalence data, which allows the program to continue to grow and change as necessary. Mr. Strand noted that COVID-19 doesn't stop sexual harassment or sexual assault, nor does it stop the SHARP Office's job. After Spring Break ended, the Cadets were directed to remain where they were, due to COVID-19. The SHARP office initiated a safety and response plan to ensure Cadets were cared for until they returned to West Point. The SHARP Office obtained the zip codes of where the Cadets were located, did their research, and found available resources in the Cadets' areas, in the event a Cadet reported a sexual assault or sexual harassment. One Cadet did report, and the SHARP Office was able to ensure they received the resources and services they needed and ensured the Cadet was in a safe location. Also due to COVID-19, the April 2020 Sexual Assault Awareness Month activities were uncertain. Many of the activities were conducted virtually. The Cadets initiated a Sexual Assault Awareness virtual run on their own, which was very successful; there was a virtual panel for the Cadets to speak to experts about sexual assault and answer Cadets' questions.

The last thing Mr. Strand highlighted is one of the initiatives: Relational Character, which Dr. Peterson had spoken about earlier. The SHARP Office initiated a course designed to ensure Cadet facilitators have the necessary education background and experience to be peer facilitators for upcoming Honorable Living Days, Character Lunches, SHARP discussions, and other events requiring peer facilitators. Relational Character talking points included definitions about the application of virtues which promote healthy relationships and overall wellness. Healthy relationships are essential to addressing the problem of sexual assault and harassment. Unhealthy people have unhealthy behaviors. If those behaviors can be corrected and individuals can recognize what healthy relationships are, some of the impacts of sexual assault and harassment can be mitigated. A course that was conducted this summer, based on the Socio-Ecological Model recommended by the Centers for Disease Control. Thirty-six Cadets were in the course - 10 were selected by the Tactical Officers (TACs) and 26 volunteered. They received 1.5 credit hours and were required to do daily journaling and self-reflection. Prior to training, the Cadet self-reported if they had significant challenges such as defining and discussing intersexuality:

1. Understanding the difference between healthy and unhealthy relationships.
2. Distinguishing between sexual orientation, and behavior and identity.
3. Discussing privilege.
(4) Defining and discussing objectification, components of consent, communicating relationship boundaries.

(5) Understanding the elements of bystander intervention.

(6) Feeling comfortable facilitating the discussion on sensitive topics (the most important, which the Cadets had significant challenges with).

At the conclusion of this training, an evaluation was conducted, and the vast majority of Cadets reported they had confidence and understanding in these and many other areas which were taught during the course. This will help facilitate better discussions surrounding not only sexual harassment and assault, but also racism and other difficult topics such as unhealthy relationships and treating people with dignity and respect.

c. Colonel Matt Dabkowski, from the Department of Systems Engineering (D/SE) briefed the Board on the science used to track COVID-19. West Point is in Orange County, and 33 miles north of the northern edge of New York City, which was widely considered the epicenter of the COVID-19 epidemic, until recently. Prior to the New York “Pause” Order, issued by Governor Cuomo daily, about 750,000 individuals were commuting from the five boroughs and metro subway regions, to other counties bordering Orange County. When the New York State “Pause” order was issued by Governor Cuomo on March 22, 2020 this provided opportunities for mixing and Orange County experienced one of the highest COVID-19 prevalence rates across the country, and USMA has tracked the virus’ local growth and decline since mid-March. The Pause Order occurred at the same time Spring Break was ending, and Cadets were told to remain where they were and not return to West Point. Therefore, the Class of 2020 was distributed across about 500 counties in the United States, so maintaining a national level of awareness of the COVID-19 threat was critical. The Academy leveraged authoritative data from several sources, including, but not limited to, the following to track the Covid-19 threat level at the county and state level:

(1) USAFacts.org
(2) Johns Hopkins University
(3) Models from:
   a. University of Washington’s Institute for Health Metrics and Evaluation
   b. Los Alamos National Laboratory
   c. Youyang Gu

Mr. Ian Kloo, a Data Scientist in D/SE, developed a COVID-19 analysis application. The app allowed USMA to customize the metrics USMA had, to track the threat, including the effective “reproduction number” or “Rt” which provides a measure of disease growth or decay. “Rt” is the number of new infections generated in the population from a single sick individual at a given time. Knowing the Class of 2020 would eventually return, a variety of products were developed internally to better understand the future trend of COVID-19. He then gave an example, referencing slide 17 (point 3), in appendix B, which allowed USMA to determine that May 24, 2020 was the earliest anticipated date to begin the Class of 2020’s return for Graduation.

d. Colonel Paul Evangelista, also from the Department of Systems Engineering, briefed the Board on the science used to forecast the future impact of COVID-19 on the Academy, as well as the science behind planning the return of the Class of 2020 Cadets to USMA. Over the past several months, two modeling and analysis thrusts were focused on:
(1) The first involved a requirement to estimate the number of COVID-19-positive Second Lieutenants who would arrive at Reception, Staging, Onward-movement, and Integration (RSOI) in May. Two different approaches were used to address this requirement:

(a) A case-based simulation model supported by data and projections from Los Alamos National Laboratory, and

(b) A casualty-based simulation model supported by data and projections from the Institute for Health Metrics and Evaluation.

Both models allowed the Academy to estimate COVID-19 prevalence by state and by day which was interpreted as a probability of infection by state and by day. An interval estimate was created using this information, along with the number ofCadets in every state, to project the number of Cadets projected to be COVID-19-positive. Using these models, USMA scientists were also able to simulate the positivity rate for the remaining Cadets that returned over the summer, and their predictions were nearly identical, when the Cadets returned. The simulation model served an important purpose: The model provided confidence and supported the decision to return the Class of 2020 as well as the Classes of 2021, 2022, 2023 and welcome the Class of 2024 on Reception Day (R-Day). It also helped the Academy plan the appropriate infrastructure and resources to support their return to USMA. It remains important for the Academy to maintain awareness of COVID-19 trends and projections with a high degree of fidelity.

(2) The second involves depicting the per capita impact of COVID-19 on each state as well as the tracking of three different projection models considered credible. The geospatial arrangement of the tiles (on slide 18 of Appendix B), enables detection of regional patterns and important associations. These types of situational awareness products are maintained for three important reasons:

(a) Academy leadership need this awareness to support planning decisions.

(b) The need to understand the risks facing Cadets, Staff, and Faculty.

(c) The data is used to support modeling and analysis requirements unique to USMA.

The current modeling and analysis priority centers on supporting a long-term testing strategy to protect the Cadets, Staff & Faculty, and the entire West Point Community during the upcoming academic year. Using the modeling representation and input from a multi-functional team of scientists, physicians, and operational leaders from across the Academy, USMA planners are almost complete with the execution plan for this strategy.

Lieutenant General (Ret) Swan asked if this information was being shared outside the West Point Community; it would be very useful to other military schools, military service, and colleges and universities. Lieutenant General Williams responded that the information is being shared with the other Service Academies, however the information is specific to the US Military Academy population.

e. Colonel Laura Dawson, USMA Medical Officer and COVID Coordinator, discussed the response from the medical community to the COVID-19 environment. This included transforming a vacant Obstetrics Ward into a COVID unit, required out-of-the-box thinking from the Keller Army Community Hospital (KACH) facility engineers, as well as training providers to handle a wide spectrum of acute and supportive-care patients. It also required access and logistics to support the equipment including ventilators and other supplies. As a part of the
COVID-19 Operation, protecting the West Point Community, as well as those coming onto post, health screening was provided. An outdoor Emergency Room was created to safely triage potential COVID-19 patients, and if indicated, treat and test them. Two GeneXpert 16 analyzers increased internal testing capacity to support the mission to bring the Class of 2020 back to West Point, Summer Training, and movement into the academic year. The establishment of forward testing sites at Camp Buckner allowed KACH to complete PCR nasal swab testing for COVID-19 on over 1,100 Second Lieutenants and Cadets and also allowed the completion of a mandatory readiness lab and medical requirements, along with testing and completing the testing of 431 antibody tests. Colonel Dawson then explained the process of bringing the Second Lieutenants and Cadets back to West Point for graduation and summer training, respectively. At least 14 days out, before the Lieutenants or Cadets traveled they began completing a daily survey, which was monitored, and were asked about a small amount of primary symptoms related to COVID, such as change in taste/smell, new dry cough, sore throat, and were asked to take their temperature daily. Lieutenants and Cadets, who had completed 10 surveys and had no indication of COVID exposure were able to return to West Point on the pre-determined day with their Cohort. Individuals who had issues of concern from a medical perspective, requiring interaction or daily monitoring, including possible exposure to COVID-19 were asked to complete COVID-19 testing prior to traveling. Cadets who had not met the threshold of 10 surveys in the required time, prompted a requirement for Tactical leadership to reach out to them directly and determine why the surveys hadn’t been completed. In many cases the surveys were not able to be completed through no fault of the Lieutenants or Cadets, but required a Tactical Leader to reach out to them to ensure they could return to West Point with their Cohort, or another Cohort. Lieutenants and Cadets who were not cleared, because of COVID-19 or direct contact with recent COVID-19-positive individuals, or exhibited COVID-19 symptoms were not cleared, at that time, to return to West Point. The process was very deliberate, in order to establish a “bubble.”

f. Colonel James Riely, the USMA G3/Operations Officer, briefed the Board on Operation Resilient Knight, which established USMA’s campaign plan; a conditions-based, decision-making framework for the long-term response against COVID-19. The West Point COVID-19 response included a series of playbooks:

(1) The US Army Garrison West Point Community Playbook contains information and guidance needed for the West Point community writ large.

(2) The US Army Garrison West Point Operational Playbook contains information, guidance, and battle drills pertinent to the protection of the force.

(3) Mission Specific Playbooks address specific applicable details for certain missions or training cohorts, and example is the Class of 2020’s return, Summer Training details, etc.

The playbooks encompass installation-wide authorship and are built upon guidance and best practices from installations across the globe. They describe how the West Point Military Reservation monitors, tests, treats, traces, and if needed, isolate and quarantine. They also established and continue to resource the critical teams which contribute to area defense and protection of the West Point community. The teams are:

(1) Team Screen conducts screening and questionnaires at the gates (Thayer, Washington, and Stoney Lonesome). To date, Team Screen has escorted 115 individuals to the hospital and 23 to their quarters.

(2) Team Overwatch ensures non-pharmaceutical interventions stay disciplined.

(3) Team Quarantine manages the flow of personnel maintenance and future planning of isolation and quarantine facilities. Since March, Team Quarantine has processed, and after
recovery, released over 298 individuals. The five facilities have a maximum capacity of 457 individuals.

(4) Team Trace executes West Point’s primary tracing operations and makes isolation and quarantine recommendations to public health experts on the installation. Team Trace has completed 223 traces since March.

(5) Team Clean oversees the holistic cleaning and training of entities to keep the virus at bay. Team Clean has conducted cleaning of over 130 major installation offices, including the Transportation Motor Pool (TMP), Logistics Readiness Center, and other offices necessary for graduation, summer training, and the upcoming academic year.

The playbooks provide protocols and definitions, public health guidance, and best practices that collectively provide a condition-based approach to managing risk-to-risk, to the mission and the force.

g. Lieutenant General Williams went over the phases of Reception, Staging, Onward-movement, and Integration (RSOI). He pointed out that in total more than 6,100 personnel, broken into 31 cohorts, had been returned to West Point.

(1) Phase 1: Reception. This phase included the reception of 31 cohorts, across five days in May, all of June, and July. The Second Lieutenants whose graduation ceremony was on June 13, 2020, were the first to return. Afterward, the Classes of 2021, 2022 and 2023 returned. Reception Day was July 12, 2020. The Cadets and Second Lieutenants arrived by ground and air: 2,673 traveled by air, through West Point’s A-Pod at Newark Airport; 3,463 traveled by ground through the Academy’s G-Pod.

(2) Phase 2: Staging and testing. Upon arrival, each cohort’s arrival, they were screened by a medic for symptoms and for COVID-19 and held in a monitoring area until results were returned from KACH. During this time, they received information briefings from Academy leadership, Public Health Officials, and training leaders connected to the teams or events they were about to join. Of the 6,136 tested, 88, or 1.3%, tested positive for COVID-19.

(3) Phase 3: Onward-movement. Those who tested negative were moved to a controlled monitoring training environment. In line with Army Forces Command (FORSCOM), Army Training & Doctrine Command (TRADOC), and other Army units, West Point adopted a controlled monitoring mindset early, with the Class of 2020 to be safe, but continued to train and lead in the COVID-19 environment.

(4) Phase 4: Integration. If Cadets or Second Lieutenants who returned to West Point tested positive for COVID-19, they were moved to an isolation or quarantine facility, most of which were hotel rooms or apartments. All facilities included exercise equipment, WiFi, and mechanisms to stay connected and were supported by their leadership and other experts, as needed.

The controlled monitoring setting calls for small groups of trainees who tested negative for COVID-19 to live, eat, train, and exercise together in a small group, separate from others for 14 days to let COVID-19 symptoms to incubate within the small group prior to intermingling with larger groups. Social distancing and separation, in places such as hallways, bathrooms, stairwells and rooms were a cornerstone of controlled monitoring. Twice a day, temperatures were taken, and screening was completed. Conditions were rehearsed, and deliberate execution of travel, reception, and testing, and integration into training through controlled monitoring provided a system in which Cadets returned this summer.

Board members asked a few questions regarding General Swan's question:
(1) How well did this system work; that having control over the people involved, civilian counterparts and organizations make it seem like an extraordinary job was done by the Superintendent and his leadership team.

(2) Knowing there were cohorts who had few comorbidities, he was wondering what broader perspective for the country is there; is this a prototypical thing that could be used more broadly?

(3) Could the information, regarding bringing the Cadets back to West Point, be shared with higher education, at large, either through Congress or other academic institutions, as some institutions of higher education across the country are struggling to bring their students back in this environment.

Lieutenant General Williams responded by noting that an after-action review (AAR) was conducted, and it is extensive. It goes over many aspects the G3 (COL Riely) briefed earlier. He also looks forward to other opportunities to share the information with others, including the Patriot League, which Army West Point is a part of. The Superintendent looks forward to more opportunities to share lessons learned as it relates to COVID-19. Colonel Dawson noted that antigen testing and antibody testing were conducted when the Second Lieutenants reported, which required drawing blood and had a prevalence rate of around 5%. This was in late May. At the time, if one looked at the country as a whole, the average was about the same. The next opportunity to complete a mass antibody testing was with the Class of 2024, in July. During Combat Training, the Cadets completed a series of blood draws, with an opportunity to volunteer to have antibody testing, about 85% opted to do so. The prevalence was also around 5%. Keep in mind most of the Class of 2024 were 17- and 18-year-olds who accepted an offer of admission to the Academy in in the January-March 2020 timeframe and their families were likely protecting them more than normal due to COVID-19. Of those Cadets and Second Lieutenants who reported and tested positive for COVID-19, not one had symptoms. Those who did thought it was something else, such as allergies. An increase in serum prevalence over about 10 to 12 weeks which indicates there may be some asymptomatic spread, but stays close to the original 5% rate.

Another Board member asked about the models COL Dabkowski and COL Evangelista briefed and asked for information about the model for this fall; would the same data be used to make decisions in regard to cancellations of reunions. Reunions are a large part of the Long Gray Line and the fellowship that comes with it. Colonel Dabkowski responded that from a data perspective and attempting to forecast the future trend and what would be expected to see in COVID-19 is extremely difficult. It’s similar to trying to forecast where a hurricane might land before the hurricane is anywhere near a coastline. The national data currently suggests the pandemic is on the rise in the US. With respect to the fall, the Academy's COVID Threat Analysis Team will continue to track COVID-19 through thoughtful testing and surveillance strategy for the installation; there are several components involved.

h. The Dean of the Academic Board, BG Cindy Jebb briefed the Board about lessons learned in how the Academy is preparing for the future. The Academy transitioned to ‘remote learning’ in three days, due to Information Technology (IT) transformation. About 18 months ago, the Faculty Development Hub was created. It made sure there were workshops to ensure the faculty was prepared for remote learning. She noted that first and foremost, the Cadets and Staff and Faculty all did their part. When the Cadets left for Spring Break, they didn’t bring their laptops or other items needed for their courses, with them. Within a few days, after Spring Break ended, and Cadets were directed to remain where they were, all the Cadets had everything they needed to continue with remote learning. The focus was on developing leaders of character, which included focusing on discipline resiliency, adaptability, and cadets “owning”
their own education. Lessons learned include changing the workload from in-person to remote doesn’t always translate well, that the home environments are very uneven across the Corps, however these lessons allowed great cross-talk between USCC and the Coaches to ensure they all understood what was happening in any particular environment. There was a strong academic cadet change of command which provided feedback to academic officers down to the Company level, which provided great feedback and back-and-forth dialogue. When the grades came in, the Cadets had done better than expected. For the Staff and Faculty, there were some members who were homeschooling their own kids, and others who were living alone, however there was always great crosstalk among the Faculty. Wellness of Cadets and Faculty was always first and foremost. Expectations for the second half of the semester were adjusted, as were some policies. Compassionate grading was put into place, “Pass/Fail” was not used, letter grades were used, and there were term end exams. A great deal was learned during the second half of the semester. Brigadier General Jebb then discussed the way ahead and the priorities guiding those the Academic departments as USMA goes forward in the next semester. A Remote Learning Working Group was created, who has a great report, which is being shared. Deliberate work requirements were created, as of now, 15% will start remote, 37% of the courses will be hybrid, and 48% will be in person. BG Jebb then went over the seven priorities:

(1) Look after the health, safety and wellness of Cadets, Staff, and Faculty
(2) Invest in character development
(3) Provide a quality, inclusive educational experience
(4) Be ready to adapt to changing conditions and demonstrate resilience in challenging circumstances
(5) Allow flexibility within courses
(6) Be creative with technology to increase options and improve quality
(7) Explore opportunities to move forward

i. The Commandant of Cadets, BG Curtis Buzzard briefed the Board on Cadet Summer training. The goal this summer was to maintain the leader development model in a COVID-19 environment, to ensure the Cadets remain on a glide-path to meet the Army’s commissioning and readiness requirements and do so in a safe manner. The Academy continued to train, and to do that, coordinated with operational units from the Army, as well as basic training units, which included sending a team to Fort Jackson, SC, to observe their best practices. Due to COVID-19, and the mid-June graduation, training was purposely aligned to end at the start of the academic year. After Cadets returned and were cleared through controlled monitoring, they stayed in the same location to minimize Cadets coming and going throughout the summer. A Battalion task force from the Second Battalion, Second Infantry arrived after being tested at Fort Polk, LA, and have supported summer training and acted as mentors and Cadre throughout the Summer. These Soldiers have been augmented by several hundred other Soldiers from across the Guard and Reserve as well; they have also conducted their own training to maintain readiness. Cadet summer details were highlighted, who all went through testing and controlled monitoring. The first iteration was Cadet Field Training (CFT), which is for rising sophomores (Yearlings), and included the majority of pre-commissioning requirements, such as:

(1) Weapons qualifications
(2) Obstacle courses
(3) Small unit tactics
(4) Call for fire training with mortars and artillery
(5) A variety of other military tasks
This iteration of CFT graduated on July 28, 2020 and they all qualified on the Army’s new marksmanship standard, which is very difficult: Double the amount of 300-meter, long-range targets. Over 80% of the Cadets shot expert and over 90% received first-time “Pass” on the three obstacle courses. More than 1,500 mortar rounds and 1,600 field artillery rounds were shot. Individual road marches totaled over 80 kilometers; the Cadets took the new five-event Army Combat Fitness Test (ACFT). There was a Cadet who scored 600, the max score for the ACFT. Throughout the Army, there are probably only 10-20 Soldiers who scored 600. The coveted Racondo Badge, which signifies military and physical excellence, was earned by 114 Cadets; the badge can be worn on their Cadet uniform. The majority of the CFT graduates go onto Air Assault School, held at West Point run by the 101st Airborne Division’s Air Assault School Soldiers, and is a two-week school which teaches the Cadets how to rappel, conduct sling load operations, operating helicopters. Brigadier General Buzzard then went on to discuss Cadet Basic Training, which is for new Cadets. New Cadets were brought in over three days, and did a little over four weeks of foundational training, including knowledge of West Point, Military Drill and Ceremony, Customs and Courtesy, Weapons, Land Navigation training, Medical training, Mountaineering, and three of the companies were out on a five-day, four-night field training exercise; sleeping in the field. There is a Cadet Cadre at the USMA Preparatory School, for Cadet Candidate Basic Training. A new detail was created this year. The first week focuses on Character Development and the second week is a variety of Leader Development opportunities, largely focused on branches, and accession, due to the fact that First Class (Seniors) did not go to the Army during the Summer for Cadet Troop Leader Training. Other topics included Leadership, Officer-NCO Relations, etc. There is also another pilot, a mobile training team executing the Army’s Master Resiliency Training Course for 40 handpicked Cadets. West Point is open for business and training, and demonstrating to Cadets how to lead through uncertainty, with support from across the Army, for which USMA is grateful for.

j. The Athletic Director, Mike Buddie, briefed the Board on Army West Point athletics, and the impact COVID-19 is having on them. He relayed a couple of actions that were found to be reliable during COVID-19 operations. The coaches stopped being educators and developers of talent and became an extension of the Tactical Officers and NCOs. They were there to provide support to the Cadet athletes who had their seasons canceled. In the case of the Firsties (Seniors), their athletic careers ended abruptly and unexpectedly, finding themselves in remote-learning situations. Many of the Cadet Athletes dealt with COVID-19 on a personal level, not to mention the economic challenges and civil unrest. They became supporters of mental health efforts. The Athletic Department worked closely with the G3/Operations to develop the playbooks, designed to safely allow the Cadets to return to competition and allow the staff to return to work. Looking at the national landscape, it’s changing hourly at this point, the following are affected by COVID-19:

(1) No NCAA Basketball tournament (Revenue)
(2) Eight Division 1 conferences have cancelled all athletics seasons until January 2021
(3) Nineteen Division 1 schools are cutting sports (e.g. Stanford, Dartmouth, Brown)
(4) Big Ten/PAC 12: Conference Only Schedules
(5) Patriot League fall sports cancelled; Winter Spring sports to be determined (TBD)
(6) Anticipate NCAA will cancel all Fall 2020 championships

The Athletic Department is paying close attention to Public Health officials as well as the decision makers at the State of New York level to ensure safe competition this fall. They are being very proactive with regard to the upcoming football season. He pointed out that 25% of the Athletic Department’s revenues come from football. The Athletic Department is trying to be
good stewards of revenue and in a good position to steward Intercollegiate Athletics in the future. Mr. Buddie concluded by thanking the Board for their support.

9. REMAINING BOARD BUSINESS. Congressman Womack pointed out slide 30, which has the demographics of the Class of 2024 and asked the Board members to be sure to look at the statistics and the bullet points that can be used in discussions with their colleagues and stakeholders as to how diverse the US Military Academy is. He commended the Superintendent and USMA Staff for this accomplishment.

10. ADJOURNMENT. Congressman Womack thanked LTG Williams and the USMA staff for a great update, and congratulated him for doing a marvelous job in managing USMA through one of the most challenging and difficult circumstances the Nation has been through. With there being no further business, Congressman Womack asked for a motion to adjourn, and seconded. There being no objection, the summer meeting of the USMA Board of Visitors was adjourned at 12:05pm.

Certified by:

[Signature]
STEVE WOMACK
US Representative
Chair, USMA Board of Visitors

[Signature]
DEADRA K. GHOSTLAW
Designated Federal Officer,
USMA Board of Visitors
Appendix A: Attendance

Congressional Members:
Senator Richard Burr
Senator Jerry Moran
Senator Joe Manchin
Congressman Steve Womack-Chair  
Congresswoman Stephanie Murphy
Congressman Anthony Brindisi
Congressman Warren Davidson  
Departed 10:20am

Presidential Appointees:
SEC R. James Nicholson – Vice Chair
Mrs. Meaghan Mobbs
LTG (Ret) Guy C. Swan III
LTG (Ret) H.R. McMaster
GEN (Ret) John M. “Jack” Keane
Departed 11:07am

The following members were absent:
Senator Tammy Duckworth
Congressman K. Mike Conaway
Mr. David J. Urban

Based on the BOV attendance, a quorum was present.

Other attendees:
HON Dr. E. Casey Wardynski - ASA(M&RA)
MAJ Ross Wallace, AdC-ASA(M&RA)
COL Greg VanPoppel, LNC-Pentagon
MAJ Cory Kastl, OCLL
MAJ Jeffrey Kocian, OCLL

USMA Command and Staff Members in Attendance:
LTG Darryl A. Williams, Superintendent of the United States Military Academy
COL C. Mark Weathers, USMA Chief of Staff
MAJ Jacob Haag, Superintendent’s AdC
LTC Justin Miller, Secretary of the General Staff (SGS)
Ms. Deadra Ghostlaw, Designated Federal Officer (DFO)/Ass’t SGS
 Mr. Jeffrey Reynolds, Chief of Protocol/Alternate DFO
Ms. Lori Doughty, FACA Counselor
BG Cindy Jebb, Dean of the Academic Board
BG Curtis Buzzard, Commandant of Cadets (USCC)
COL Jason Halloren, Deputy Commandant of Cadets
MAJ Andrew Hummel, XO-Commandant of Cadets
Mr. Michael Buddie, Athletic Director
COL Deborah McDonald, Director of Admissions
COL Holly West, USMA G5
Mr. Terry Allbritton, Chief Diversity Officer
Mr. Russell Strand, SHARP Program Manager
Ms. Stacey Rosenberg, SHARP Prevention Specialist
LTC Christopher Altavilla, Command Inspector General
COL Gregory Boylan, G5-R (Resources & Facilities)
COL Jennifer Hicks McGowan, G1 (Personnel)
COL Ted Stokes, Commandant, USMA Prep School
LTC Brian Novoselich, G5-E (Strategic Engagements)
SFC Giovanni Cardoza, Superintendent Communication NCO
LTC Christopher Ophardt, Public Affairs Officer (PAO)
LTC Heather Labrecque, USCC Sexual Assault Response Coordinator
COL James Riely, USMA G3 (Security/Operations)
COL Matthew Dabkowskki, Department of Systems Engineering (D/SE)
COL Paul Evangelista, D/SE
COL Laura Dawson, USMA Medical Officer
COL Amy Jackson, Commander, Keller Army Community Hospital
Mr. Carmine Cocchia, Chief, PAO/Visual Information (PAO/VI)
Mr. Richard O'Dell, PAO/VI
Mr. Michael Lynn, PAO/VI
Ms. Theresa Brinkerhoff, PAO
Ms. Cheryl Boujnida, PAO
Mr. Sherman Fleek, USMA Command Historian
LTC Michael Greifenstein, D/Geography & Environmental Engineering (Chief Preventive
   Medicine & Environmental Health)
Mr. Gary Albaugh, Deputy G6/Chief Information Officer
LTC Robert M. Kinney, USCC S3 (Operations)
Ms. Melissa Cardona, G8 (Resource Management)

Legislative Assistants:
Mr. Katie Sudhoff (SEN Duckworth)
Mr. Aaron Scheinberg (SEN Manchin)
Ms. Olivia Chartier (SEN Manchin)
Mr. Scott Nulty (SEN Moran)
Mr. Kevin Ryan (SEN Moran)
Ms. Carolyn Haggis (REP Murphy)
Ms. Jen Ahearn (SEN Duckworth)
Mr. Beau Walker (REP Womack)
Mr. Connor Jeffers (REP Brindisi)
Mr. Christopher Toppings (SEN Burr)

Members of the Public:

Mr. Trevor Kenney
LTC (Ret) Dana Allmond
Mr. Stephen Kalish
Mr. David Risler
Mr. David Cunningham
Mr. Will Merrill
Ms. Patricia Krier
Mr. Thomas Lynch
Mr. Robert Elischminger
Ms. Laura Cottrell
Mr. Tom Zarcone
**Members of the Press:**

Mr. Ken Kraetzer-Sons of American Legion (SAL) Radio
Agenda

• Opening Statements
• Board Business (30 min)
• Superintendent’s Update (5 min)
• Develop leaders of character/Culture of Character growth (10 min)
• SHARP Program (5 Min)
• Break (10 min)
• COVID lessons learned
  • RSOI Video
  • Data modeling— (5 min)
  • Hospital Capacity/Pre-screen (5 min)
  • Community Response (5 min)
  • Bringing back the Corps (5 min)
  • Graduation Video
  • Virtual Learning (10 min)
  • CST Video
  • Summer training (10 min)
  • Athletics (5 min)
  • R-Day Video
  • Admissions/Rday for ‘24 (5 min)
• Future operating framework— (5 Min)
• Closing Remarks
Congressman Womack
Opening Remarks
Superintendent
Opening Remarks
1. Approve Minutes – Feb 2020 Meeting
2. Next Board Meeting Feb 2021 (will determine a date when calendar is published)
3. Anti-Racism Paper

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West Point is the world’s preeminent leader development institution.

Our mission is to **educate, train, and inspire** the Corps of Cadets so that each graduate is a commissioned **leader of character**, committed to the values of Duty, Honor, Country and prepared for a career of professional excellence and service to the Nation as an **officer in the United States Army**.
Superintendent’s Priorities of Effort

• **Develop Leaders of Character (LOE1)**
  - Integrate and synchronize all Pillars (character, military, physical, academic)
  - Build 2LTs for our Army; prepared for the “crucible of combat”

• **Cultivate a Culture of Character Growth (LOE2)**
  - Create a safe and secure environment…built on “trust” and “Army/Cadet Values”
  - Focus our efforts on inclusion, and preventing sexual assault and harassment

• **Build Diverse and Effective Winning Teams (LOE3)**
  - Cadets, Staff and Faculty, Coaches, and the West Point community

• **Modernize, Sustain and Secure (LOE4)**
  - Infrastructure development and investment
  - Energy Resilience
  - Protect the Force

• **Strengthen Partnerships (LOE5)**
  - Seek opportunities to contribute to the Army Profession
  - Sustain partnerships with Academia, Alumni, Congress, and the American Public
  - Grow international partnerships

*Since August 2019*
Recent Events

**7 Mar**  Plebe Parent Weekend for Class of 2023
**30 Apr**  Projects Day (Virtual)*
**1 May**  Coach K Awards Dinner (Virtual)
**3 Jun**  CSA visit, GEN McConville
**13 Jun**  USMA Graduation - Class of 2020
**11 July**  USMAPS Graduation
**12, 13, 14 July**  R-day for Class of 2024
**15 July**  FORSCOM CG visit, GEN Garrett
**28 July**  TRADOC DCG visit, LTG Martin

**Events Cancelled or postponed**

**19-21 Mar**  McDonald Leadership Conference
**25-26 Mar**  Admissions Minority Visitation Program
**30 Apr**  MSCHE Reaccreditation Visit (postponed)*
**2 Apr**  National Discussion on Sexual Assault
**6-10 Apr**  DoD SAGR survey
**8-9 Apr**  Mission Command Conference
**17-18 Apr**  Sandhurst
**23-25 Apr**  Conf of Service Academy Superintendents
**30 May-12 June**  Summer Leaders Experience (USMA 2025)
**May-Aug**  Cadet Summer Training (CLDT, CTLT, Military Schools)
West Point
Character Development Framework

The journey towards living and leading honorably.

1. Internalize Honor
2. Dignity and Respect
3. Inclusive Leadership
4. Build Resiliency
From the Honor Code to Practical Wisdom within a Culture of Growth

Live Honorably
Right Actions
Right Reasons
Right Attitude

Lead Honorably
Moral Identity
Excellent Judgment
Practical Wisdom

Relational Character
Application of virtues that promote healthy relationships and wellness.

Professional Character
Application of virtues in a military context to strengthen officer identity.

Phronesis
Excellent Character

Army Ethic

Culture of Character Growth
Structured Reflection
Growth Mindset

Rewards
Developmental Experiences
Punishments
Culture of Character Growth

Moral, Civic, Military, Intellectual, Performance

Virtues

Cadet Honor Code

Role Models

From the Honor Code to Practical Wisdom within a Culture of Growth
Service Academy Gender Relations Survey (SAGR)
- 92% of Corps respond
- 56 SHARP reports FY18
  - SA Prevalence ~ 273, 88% by CDT peers
  - 45.5% women, 16.8% men experienced SH
  - CDTs trust leader engagement
  - CDTs mistrust peers to take issue seriously

SAGR Focus Groups
- 2% of Corps participants
- 52 SHARP reports FY19
  - Cadet culture tolerant of less serious behaviors creating “gray area” that impacts intervention decisions
  - USMA reporting is lower than active component, consistent with low reporting rate among college students

SAGR CANCELLED (COVID-19)
- 35 SHARP reports FY20
  - Next assessment of USMA Actions
  - Planning April 2022 execution

AY 17-18

AY 18-19

AY 19-20

RC 101
10-Minute Break
Class of 2020 Returns Video
From the outset, USMA task-organized its Threat Working Group (WG) to provide consistent, interdisciplinary analytical support.

- USMA’s Threat WG has been tracking and modeling the spread of COVID-19 since mid-MAR.

Minimizing the risk-to-force required a detailed understanding of the local area, a broad awareness of the county/state-level situations across the country, and prudent aggregation.

USMA is located just 33 miles north of the nation’s COVID-19 epicenter – NYC, and it is linked to the City via complex commuter exchanges.

- Class of 2020 was distributed across 487 counties, where 270 of the counties had a single Firstie.
- FEMA regions were selected as the top-level units of analysis.

Authoritative data sources and well-respected national models were utilized throughout the decision-making process.

- Usafacts.org and Johns Hopkins University provided most of our data.
- The University of Washington IHME, Los Alamos National Laboratory, and the Youyang Gu models were used for forecasting and projecting future COVID-19 cases and casualties.

Calculating the effective reproduction number Rt, conducting peak analysis, and estimating the number of COVID-19+ Firsties were our primary efforts.

Rt was calculated daily for each county across the US, providing critical insights into the ebb and flow of the virus.2

Peak analysis was conducted at the state and FEMA region level to understand the relationship between graduation and COVID-19’s trajectory.3

- The number of COVID-19+ Firsties was estimated using two independently developed, complementary models to test the veracity of the 1% assumption.

Developing a prudent testing plan and surveillance strategy is our current focus.

1 Figures from “The Ins and Outs of NYC Commuting” (NYC Department of City Planning, SEP 2019).
2 See https://iankloo.github.io/bigmap/ to explore the interactive features of Mr. Ian Kloo’s COVID-19 tracking app.
COVID-19 Modeling and Analysis
Team Projecting the Future

Estimate expected COVID+ 2LTs received during RSOI.

- Two custom models created to address this requirement: a casualty-based model and case-based model.
- Models start with alternative data to ultimately develop state-level prevalence.

### Casualty-based simulation

- For every state, simulate 200 COVID infection dates for every date of a COVID-related casualty.

### Case-based simulation

- For every simulated infection date, simulate infection duration to yield total infected by day and over time.

Both models used a common binomial simulation structure:

- Given a state-level estimate for the total infected on any given day, it is possible to infer the state \( P(\text{infection}_i) \) for a random citizen on day \( i \).
- \( P(\text{infection}_i) = \frac{\text{total infected}_i}{\text{total population}} \)
- \( P(\text{infection}_i) \) and distribution of cadets by state provides a means to simulate the number of infected cadets for a given day.

<table>
<thead>
<tr>
<th>Expected COVID+ 2LTs during RSOI</th>
<th>Casualty-based estimate as of 11 May</th>
<th>Case-based estimate as of 13 May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 6 and 18</td>
<td>Between 1 and 19</td>
<td></td>
</tr>
</tbody>
</table>

Maintain awareness of COVID trends and projections.

- Projections for the Southeast, Texas, and Arizona show impact of COVID on health care will peak in late summer. Projections for October and beyond remain uncertain.

Notes:
- Vertical axis of each plot represents casualties per million people.
- \( Rt \) is the number of new infections generated in the population from a single sick individual at a given time. If \( Rt \) is greater than 1, the disease is growing; if it is less than 1, the disease will rapidly decline.


*The casualty estimate on the slide is based on IHME.*
COVID Ward
• Transformed vacant OB Labor & Delivery unit
• Converted entire ward to negative pressure
• Installed ICRA containment walls
• Repurposed and trained clinical staff on vents/critical care
• Dedicated one Operating Room for COVID patients

COVID Operations
• Conducted health screenings at Access Control Point
• Performed COVID screenings outside Emergency Room
• Expanded use of Virtual Health appointments
• Established a Drive-Up Pharmacy service
• Protected patients/staff: masks, social distancing, etc.

COVID Testing
• Expanded internal testing capability (2 x GeneXpert 16’s)
• Established testing site @ Camp Buckner Aid Station
• Performed 1,106 COVID-19 PCR tests (Class of 2020)
• Completed 431 IgG Antibody tests
We used extensive surveying to prescreen all of the cadets prior to their return, which minimizes the risk of returning the Corps of Cadets.
• Playbooks to describes how the West Point Community leads, operates, and thrives in a COVID19 environment.

• Leveraged expertise from across the Academy

• Resourced Team COVID and build capacity to Test, Trace, Treat, Isolate / Quarantine

• Increase capacity using the Aviation unit
Bringing Back the Corps

- Balancing Risk to Mission and Risk to Force began with protecting our West Point Community
- Engage the entire West Point enterprise
- Every returning 2LT or Cadet was placed into a deliberately manifested cohort
- Technology enables health, welfare, and travel communications
- Controlled Arrival both Air and Ground
- Resourced/rehearsed arrival teams & processes
- Integration and controlled monitoring
Continuing the Campaign Plan in the COVID Environment
Transitioned to remote learning in “three days” and continued to adapt as the semester progressed

- Developing Leaders of Character
- Cadets
- Staff/Faculty
- Policy Adjustments
- Collaboration
- Way Ahead

Priorities
1. Look after the health, safety, and wellness of cadets, staff, and faculty.
2. Invest in character development.
3. Provide a quality, inclusive educational experience.
4. Be ready to adapt to changing conditions and demonstrate resilience in challenging circumstances.
5. Allow flexibility within courses.
6. Be creative with technology to increase options and improve quality.
7. Explore opportunities to bounce forward.
Cadet Summer Training Video
**Goal: Maintain USMA’s Leader Development Model in a COVID19 Environment**

<table>
<thead>
<tr>
<th>JUNE</th>
<th>JULY</th>
<th>AUGUST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
<td>Task Force 2-2 IN Reception</td>
<td>Task Force Support to Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cadet Field Training I (500 Cadets)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Air Assault (360 cadets)</td>
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<tr>
<td></td>
<td></td>
<td>Cadet Basic Training (1500 Cadets)</td>
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<tr>
<td></td>
<td></td>
<td>Cadet Field Training II (800 Cadets)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cadet Candidate Basic Training (329)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cadet Leader Development (1400)</td>
</tr>
<tr>
<td></td>
<td>Reorganization Week &amp; Academic Year 21-01</td>
<td></td>
</tr>
</tbody>
</table>

- Training is supported by ~ 900 Soldiers from all components of the Army
- All classes remain on track to meet pre-commissioning requirements.
- Character development integrated throughout Cadet Summer Training.
COVID Athletics Impacts

- COVID Lessons Learned
- COVID Actions
- Ongoing Efforts

National Landscape:
1. No NCAA Basketball tournament (Revenue)
2. 8 Division 1 conferences have cancelled all athletics seasons until January 2021
3. 19 Division 1 schools cutting sports (e.g. Stanford, Dartmouth, Brown)
4. Big Ten / PAC 12: Conference-Only schedules
5. Patriot League fall sports cancelled; Winter/spring sports TBD
6. Anticipate NCAA will cancel all Fall 2020 championships
R-Day Video
Class of 2024

Highly Diverse Class
- Record number of African Americans
- Highest number of Soldiers in six years
- Second highest number of Asian Americans ever admitted
- Third highest number of Hispanic Americans admitted
- Includes 12 International Candidates from 11 Nations
Future Operating Framework
**Interaction Operating Framework Drives Activities “Playbooks” Across All Developmental Domains**

- Enables Academy to **balance risk to force with risk to mission**
- **Drives execution** of mission-based activities with minimal disruption
- **Aligned with DOD/HQDA** and higher-education
- **Individual / Institutional Controls** become more restrictive as threat conditions escalate
- **Intentionally NOT over-prescriptive** to allow leaders/commanders to at echelon to execute mission command based on the risks they assess
- **Well-planned** testing, tracing, and containment strategies

- **Mess Hall Operations restructured to**...
  - Provide flexibility to adapt to conditions as they evolve
  - Enable other critical schedule adjustments

- **AY21 Schedule Mods provide agility to adjust**...
  - Enables COVID-based operating requirements
  - Achieves coherence, simplicity, and flexibility to adjust operations based on potential conditions

- **Decision Support Framework**
  - Enables decision space for critical in-semester decisions related to elevated health protection conditions
  - Allows leadership to assess and balance risk to mission and risk to force most effectively
Final Remarks
Dear General Williams,

The purpose of this note is to share some thoughts and perspectives regarding the June 25, 2020 Policy Proposal sent to West Point’s leadership, alumni, and all citizens by nine recent graduates.

I start with three definitions born of experience teaching race relations as a cadet at West Point and as an officer in the Army, working as a minority expatriate in a foreign nation, and supporting diversity initiatives as both a COO and CEO of multinational corporations.

While the three words defined below are at times used synonymously, explaining the differences between them highlights important distinctions in several of the incidents described in the June 25 Policy Proposal, seen from the granular lens of cadets versus the holistic lens of policy makers.

**Three definitions**

*Prejudice* is a synthesis of unfounded supremacist beliefs that manifests itself in unjust, offensive, intimidating, and dehumanizing conduct toward a person or people based on race, origin, gender, creed, or age.

Prejudice denies a person dignity and respect.

Three examples: ethnic slurs; graffiti on synagogues and churches; a burning cross.

*Discrimination* is a synthesis of unfounded supremacist doctrines that manifests itself in unjust systemic treatment of a person or people based on race, origin, gender, creed, or age.

Discrimination denies a person equal treatment and equal opportunity.

Three examples: discrimination in punishment; discrimination in compensation; discrimination in college admissions.

*Racism* is a synthesis of unfounded supremacist dogmas that manifests itself in unjust systemic subjugation, domination, or elimination of a people based on race or ethnic origin.

Racism denies a person equal rights and equal protection under laws.
Three examples: slavery; racial profiling; mass incarcerations.

After reading and re-reading the June 25 Policy Proposal, one must return to those three definitions to understand where West Point went wrong.

**The Endemic of Anti-Blackness: Simone Askew**

Lieutenant Askew recounted that two weeks after being appointed First Captain in 2017, an anonymous person slipped a folded note under the door of her room. The note bore a reprehensible racial caricature of her.

Three policy questions: 1) did the note deny Lieutenant Askew equal rights and equal protection under law; 2) did the note deny Lieutenant Askew equal systemic treatment or equal opportunity; or 3) did the note deny Lieutenant Askew dignity and respect?

Lieutenant Askew indicted West Point for systemic racism – a serious institutional charge – when the facts instead suggest a culture that is condoning prejudice.

The distinction is not insignificant. The first merits the relief of three general officers. The second merits reforming Academy culture, to include setting a zero-tolerance standard; punishment up to and including expulsion for conduct unbecoming a cadet and future officer; and structured and continual training for the Corps of Cadets.

As well, reforming cadet culture must include training on the moral responsibilities of leaders and conflict resolution skills. The First Captain of the Corps of Cadets failed to come forward to either the Commandant or the Superintendent and report an anonymous act of prejudice, the impact it had on her, that she did not regard it as an isolated incident, and to call for reform.

Lieutenant Askew quoted the definition of a leader of character: “Sir/Ma’am, a leader of character seeks to discover the truth, decide what is right, and demonstrate the character and commitment to act accordingly.” I offer a more certain excerpt from the Cadet Prayer: “Choose the harder right instead of the easier wrong.”

Lieutenant Askew remained silent and allowed herself to become a passive victim rather than an agent of change. In this, she failed to perform flawlessly. West Point shares blame.

As the First Step in her Call to Action, Lieutenant Askew called on West Point to take a clear and public stance on Black Lives Matter protests.

In response: “It is a matter of long-standing Department of Defense policy that military service members acting in their official capacity may not engage in activities that associate the Department of Defense with any partisan political campaign or elections, candidate, cause or issue.”

https://www.defense.gov/ask-us/faq/Article/1774809/what-is-the-policy-for-participating-in-political-campaigns/
As that policy applies to military officials acting in their official capacity, so it applies to the nation’s military institutions.

Black Lives Matter is an organized political movement and cause “whose mission is to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes.”

https://blacklivesmatter.com/about/

It is right for West Point to publicly affirm and declare that it opposes, does not condone, and will not sanction or tolerate prejudice, discrimination, or racism.

It is wrong for the United States Military Academy to publicly associate itself and the Department of Defense with a political movement and cause.

**West Point Fails to Teach Anti-Racism: Joy Schaeffer**

Lieutenant Schaeffer provided a humble first-person confession that strongly suggests that selected reforms in teaching at West Point are required.

That said, I find it difficult to believe that West Point does not teach cadets that diversity in race, origin, gender, and creed are essential in an Army that draws from – and serves – a diverse nation; nor the greater power, effectiveness and efficiency of a diverse Army and Army leadership teams.

I find it equally difficult to believe that West Point does not teach that inclusion is the sum of the conduct and behaviors that welcome, embrace, and unlock the power of diversity, that effective leadership is inclusion’s catalyst and driver, or that leading American soldiers requires strong moral values and a high sensitivity toward race, origin, gender, and creed.

Yet the valedictorian of the Class of 2018 confessed that she graduated from West Point without understanding the difference between diversity and inclusion.

I also find it difficult to believe that West Point does not teach a framework that helps cadets grasp the differences between prejudice, discrimination, and racism – that helps cadets differentiate the individual nature of prejudice and the institutional nature of discrimination and racism.

Yet the valedictorian of the Class of 2018 confessed that she graduated from West Point without understanding how racism differs from prejudice.

Thus, Lieutenant Schaeffer is right to call for selected reforms in teaching at West Point, for the Academy should set the standard for developing effective leaders of diverse teams.
However, without an understanding of the difference between diversity and inclusion, and the differences between prejudice, discrimination, and racism, Lieutenant Schaeffer is not qualified to prescribe what to teach.

From the outside looking in, with only the June 25 Policy Proposal as a guide, my assessment is that West Point needs reforms in what and how it teaches in four areas: leading and building strong diverse teams; constructive confrontation (active listening); interpersonal conflict resolution; and race relations.

These fall within the Dean’s area of expertise. Bob McDonald, former Secretary of Veterans Affairs and retired Chairman and CEO of Procter & Gamble, currently serves on the Association of Graduates Board. Indra Nooyi, retired Chairman and CEO of PepsiCo, is currently Class of 1951 Chair for the Study of Leadership. Both have access to subject-matter experts who can help the Academic Department appropriately revise the curriculum.

With regards to the Respect Committee, the hierarchy, structure, and process of West Point’s Honor Code and Honor System may provide insight and a model to bring about and sustain a zero-tolerance-of-prejudice culture grounded in dignity and respect.

An Anti-Racist Institution: An Anonymous Cadet, Class of 2021

The third narrative merits more thought and consideration by the Academy’s leadership.

If true, discrimination in disciplinary proceedings and punishments by commissioned tactical officers is a failure on two counts. First, discrimination is not just to a cadet unfairly punished. Second, it provides a wrongful and damaging example of leader conduct for the Corps of Cadets to emulate. The Commandant and Tactical Department should have no issue or concern in publishing a transparent summary of punishments awarded to cadets at the end of each semester with an analysis by race, origin, gender, and cadet class. I can think of no better way to affirm and role model equity in the administration of justice.

An old Army dictum holds that the best way to get a person’s attention is to hit them in the pocketbook. Yet, the new policy of reducing cadet pay as a disciplinary punishment is wrong-headed on several levels.

West Point is not the Army. West Point imposes restrictions, regulations, and punishments on cadets that the Army would never entertain and could never sustain. If the Tactical Department needs to overlay reductions in pay on top of existing punishment tours and special confinement to maintain discipline, then it is time for a new Tactical Department.

I have less empathy for Cadet 2021’s argument that cadets who are unable to pay a $2,000 initial deposit should not have $100 deducted monthly from their $200 monthly allowance to pay for their uniforms and equipment. Congress authorizes funds, not West Point, and the Superintendent cannot simply juggle accounts to make the problem go away. But the Association of Graduates can create an account and raise funds from graduates to pay the initial deposit for cadets from low-income families. I encourage you to request their help.
Regarding Cadet 2021’s call for the need for a space for black cadets to gather in their free time, it is worth remembering that racial minorities, ethnic minorities, women, gays, and people of faith are all traditional targets of prejudice and discrimination. And they all, as minorities, find fellowship and strength from others within their minority group.

If the Japanese Forum, Korean-American Relations Seminar, Vietnamese-American Cadet Association, Native American Forum, The Corbin Forum, Chi Alpha Christian Fellowship, the Baptist Student Union, the Church of Christ, the Latter-Day Saints Student Association, Hillel, the Muslim Cadet Association, and the Cadet Secular Student Alliance are all afforded space to meet, I cannot imagine why dedicated space cannot be found for black cadets. Each of these groups knows that if it abuses its space or charter, it will forfeit its privilege to meet. That’s how West Point works.

As to divesting Confederate memorialization at West Point...

I know that we show forgiveness, but not dignity and respect, when we insist that part of the Corps of Cadets live in a barracks named for a graduate who commanded an army that fought to keep blacks enslaved. I know this is particularly true for the twelve percent of cadets who are black.

The History Department has a saying: “Much of the history we teach at West Point was made by the people we taught.” West Point’s business is building officers to fight and win our nation’s wars. West Point will always teach the Civil War and cannot escape teaching both Grant and Lee. While Lee lost, it took four years, five commanders of the Army of the Potomac, Ulysses Grant, and a total war strategy to defeat the Army of Northern Virginia in a state across from the nation’s capital. An education in the military art is incomplete without studying his tactics and tenacity.

Lee can never be forgotten at West Point. It’s not essential that the school has a barracks or a road or a gate named Lee. It’s not essential that his portrait hang in Jefferson Hall. It is essential that Lee’s campaigns and career be studied and debated at West Point. His life, heroic and tragic, aspirational and divisive, is a critical round table case study to drive needed conversations with cadets about our Constitution, duty, honor, and ethics.

Lee Barracks, dedicated in 1962 during General William Westmoreland’s term as Superintendent, was the first Confederate memorial foothold at West Point. Westmoreland, from South Carolina, is the only Superintendent I have found whose biography states that his ancestors fought for the Confederacy. Westmoreland and Lieutenant General Lampert, who succeeded him as Superintendent, were both members of the Class of 1936. They were the last Superintendents to silence a black classmate – General Benjamin O. Davis, Jr., for whom Davis Barracks was named in 2017.

It is time for Confederate memorials at West Point to go.

The harder right instead of the easier wrong.
West Point’s Board of Visitors

A friend observed, in the aftermath of the June 25 Policy Proposal, that West Point’s Board of Visitors has no African American, Hispanic American, or Native American appointees. Two members are Asian American. West Point’s Board of Visitors is not diverse. This needs to be corrected by the Board of Visitors, working with the White House.

You are fighting a battle that requires both strong will and support. You need a Board of Visitors that embraces diversity within its own ranks to give you diverse perspective and counsel. There are 57 African Americans, 51 Hispanic Americans, and 4 Native Americans in Congress. Highly respected retired African American general officers and graduates include GEN (Ret) Lloyd Austin, GEN (Ret) Vincent Brooks, LTG (Ret) Nadja West, and LTG (Ret) Tom Bostwick. GEN (Ret) Dave Rodriguez is a highly respected retired Hispanic American general officer and graduate. Their perspective and counsel can help win the fight you are leading to ensure that West Point’s faculty becomes more diverse, and that the prejudice and any discrimination in punishment that cadets have encountered never happens again.

Anti-Racism at West Point

I differ from the nine young graduates in their assessment of West Point.

The lieutenants use racism as a synonym for prejudice and discrimination. They do so because they have not been provided a framework that helps them, as future policy makers and Army leaders, grasp the differences between prejudice, discrimination, and racism.

Racism denies a person equal rights and equal protections under laws. I have read nothing in the June 25 Policy Proposal that suggests this has happened at West Point.

West Point is in need of Affirmative Action.

And I add a cautionary note born of experience as an executive, COO, and CEO in several large corporations.

Institutions almost always get one thing wrong with Diversity & Inclusion initiatives: they focus on African Americans and exclude Hispanic Americans, Asian Americans, and Native Americans. In doing so, Diversity & Inclusion becomes an exclusionary tool in which the needs of one minority group are favored over the needs of the others.

Thank you for your consideration.

Respectfully,

Craig Jung
West Point Class of 1975
Copy List:

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Senator Tammy Duckworth
Senator Joe Manchin
Senator Jerry Moran
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Congressman Mike Conaway
Congressman Anthony Brindisi
Congresswoman Stephanie Murphy
Congressman Warren Davidson
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