



# Coast Guard Academy: Assessment of Cultural Competence

Final Action Memorandum  
*November 7, 2022*



U.S. Coast Guard

# Foreword

November 7, 2022

I am pleased to present the following final action memorandum, “Coast Guard Academy: Assessment of Cultural Competence,” which has been prepared by the U.S. Coast Guard.

Section 8272(c) of National Defense Authorization Act for Fiscal Year 2021 directs the submission of a Final Action Memorandum in response to all recommendations contained in the February 2022, National Academy of Public Administration’s Coast Guard Academy Cultural Competence Assessment.



Pursuant to Congressional requirements, this report is being provided to the following members of Congress:

The Honorable Maria Cantwell  
Chair, Senate Committee on Commerce, Science, and Transportation

The Honorable Roger Wicker  
Ranking Member, Senate Committee on Commerce, Science, and Transportation

The Honorable Peter DeFazio  
Chairman, House Committee on Transportation and Infrastructure

The Honorable Sam Graves  
Ranking Member, House Committee on Transportation and Infrastructure.

I am happy to answer any further questions you may have, or your staff may contact my Senate Liaison Office at (202) 224-2913 or House Liaison Office at (202) 225-4775.

Sincerely,

A handwritten signature in blue ink that reads "L L Fagan".

Linda L. Fagan  
Admiral, U.S. Coast Guard  
Commandant



# Coast Guard Academy: Assessment of Cultural Competence

## Table of Contents

I. Legislative Language .....	1
II. Executive Summary .....	2
III. Response to Recommendations.....	3
IV. Conclusion.....	13
Appendix A: Abbreviations.....	14
Appendix B: Coast Guard Academy Diversity & Inclusion Action Plan .....	15

# I. Legislative Language

This report responds to the language set forth in Section 8272 of National Defense Authorization Act for Fiscal Year 2021 (Pub. L. No. 116-283), which reads:

## **SEC. 8272. COAST GUARD ACADEMY STUDY.**

(a) In General.-The Secretary of the department in which the Coast Guard is operating shall seek to enter into an arrangement with the National Academy of Public Administration not later than 60 days after the date of the enactment of the [sic] this Act [Jan. 1, 2021] under which the National Academy of Public Administration shall-

- (1) conduct an assessment of the cultural competence of the Coast Guard Academy as an organization and of individuals at the Coast Guard Academy to carry out effectively the primary duties of the United States Coast Guard listed in section 102 of title 14, United States Code, when interacting with individuals of different races, ethnicities, genders, religions, sexual orientations, socioeconomic backgrounds, or from different geographic origins; and
- (2) issue recommendations based upon the findings in such assessment.

(b) Assessment of Cultural Competence.-

(1) Cultural competence of the Coast Guard Academy.-The arrangement described in subsection (a) shall require the National Academy of Public Administration to, not later than 1 year after entering into an arrangement with the Secretary under subsection (a), submit to the Committee on Transportation and Infrastructure of the House of Representatives and the Committee on Commerce, Science, and Transportation of the Senate the assessment described under subsection (a)(1).

(2) Assessment scope.-The assessment described under subsection (a)(1) shall-

(A) describe the level of cultural competence described in subsection (a)(1) based on the National Academy of Public Administration's assessment of the Coast Guard Academy's relevant practices, policies, and structures, including an overview of discussions with faculty, staff, students, and relevant Coast Guard Academy affiliated organizations;

(B) examine potential changes which could be used to further enhance such cultural competence by-

- (i) modifying institutional practices, policies, and structures; and
- (ii) any other changes deemed appropriate by the National Academy of Public Administration; and

(C) make recommendations to enhance the cultural competence of the Coast Guard Academy described in subparagraph (A), including any specific plans, policies, milestones, performance measures, or other information necessary to implement such recommendations.

(c) Final Action Memorandum.-Not later than 6 months after submission of the assessment under subsection (b)(1), the Commandant of the Coast Guard shall submit to the Committee on Transportation and Infrastructure of the House of Representatives and the Committee on Commerce, Science, and Transportation of the Senate, a final action memorandum in response to all recommendations contained in the assessment. The final action memorandum shall include the rationale for accepting, accepting in part, or rejecting each recommendation, and shall specify, where applicable, actions to be taken to implement such recommendations, including an explanation of how each action enhances the ability of the Coast Guard to carry out the primary duties of the United States Coast Guard listed in section 102 of title 14, United States Code.

## II. Executive Summary

The United States Coast Guard (CG) and the United States Coast Guard Academy (CGA) carefully reviewed each of the recommendations provided by the National Academy of Public Administration (NAPA) in their Assessment of Cultural Competence at the CGA. The CG and CGA are committed to maintaining a culturally competent, inclusive, and representative learning and working environment for all students and staff. This final action memorandum includes the CG's response to each of NAPA's recommendations and serves as the Final Action Memorandum prescribed in Section 8272(c) of the FY 2021 NDAA (P.L. 116-283).

### III. Response to Recommendations

**Recommendation 4.1:** Adopt leadership approaches of a “weaver leader” and “shared equity leadership” to advance cultural competence.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** The Academy’s Superintendent Equity Advisory Council (SEAC) will serve as a command-and-control function to set shared community expectations, and is intended to “bring together and leverage diversity, equity, and inclusion stakeholders from across the Academy and by extension across the Service.” This cross-campus group will represent and advance dialogue among the entire “tapestry” of junior, senior, military, and civilians alike. To actively engage 1,600 individual stories, the Coast Guard Academy (CGA) will implement the recommendations as described in 7.1, 7.2, and 7.3 and continue to grow the impactful key committees and offices within CGA already working to advance cultural competence. The CGA completed an analysis that evaluated the current structure and governance responsibilities within the Cadet Division. This analysis focused on opportunities to modify the cadet learning environment and allow Company Officers and Chiefs to focus on “deck-plate” leadership and mentorship, with specific intent to infuse the Corps of Cadets with the principles of a “weaver leader” and “shared equity leadership.” This recommends some re-organization of Cadet Division governance and the future state organization is being developed in conjunction with guidance from the Loy Institute for Leadership (IFL).

**Recommendation 4.2:** By the start of the 2022-2023 Academic Year, release and begin implementing a diversity and inclusion action plan [DIAP] that will provide specific measures to extend strengths, resolve challenges, and bring about its goals relative to cultural competence and diversity. Steps include:

- Including a strong statement from the Superintendent on the mission and vision the Academy seeks;
- Providing a more complete narrative that includes justification and explanation for each measure, describing the recent history of the Academy’s cultural competence efforts to resonate with cadets, faculty, and staff, as well as underrepresented groups, skeptics, and external audiences;
- Assigning clear offices of responsibility for action;
- Detailing the metrics and data that will be collected to measure progress;
- Initiating several structural, program, and policy changes drawn from the Academy’s review of this report; and
- Detailing the specific outputs and outcomes to achieve with each action, as well as the metrics and data that will be collected to evaluate progress.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** The Superintendent signed the CGA DIAP on 15 August 2022, which is included as appendix (B). It was tailored to meet the specific steps described in this recommendation.

**Recommendation 4.3** Broaden the responsibilities to make the Academy CDO [Chief Diversity Officer] position more of a trusted strategic advisor of the Superintendent. Steps include:

- Revising the CDO position description to align with the functions described by NADOHE’s [National Association of Diversity Officers in Higher Education] sixteen standards of professional practice for CDOs;
- Moving the office location of the CDO to Hamilton Hall, where the Superintendent and other Academy leaders have offices; and
- Reviewing staffing levels and expeditiously filling positions in the CDO’s office.

**Accepted/Accepted in part/Rejected:** Accepted in part

**Actions to be taken:** The role of the CDO is to lead the Office of Inclusion and Diversity (OID) and assist all of CGA Leadership build upon the foundations of Diversity Equity, and Inclusion (DE&I) to attract the best of America’s diverse population and foster an environment that encourages cadets to become part of the Coast Guard’s Officer Corps. The CGA accepted this recommendation to elevate the role of the CDO and all of OID to enable an environment where everyone can contribute the full power of their diverse backgrounds, experiences and thoughts. The role of the CDO at CGA aligns with the sixteen standards set by the NADOHE. The CDO is a designated member of the Academy’s “Senior Leadership Team” which meets twice a month to brief and advise the Superintendent on all matters pertaining to the CGA community. Additionally, the CDO has scheduled one-on-one meetings with the Superintendent three times per month to foster continued dialogue in a more focused setting. Most recently, the CDO was designated as the Chair of the newly formed SEAC. Within the construct of the organizational chart, the CDO is a direct report of the Assistant Superintendent – the second most senior position at CGA. The CDO and staff offices are located in Chase Hall, along with the Commandant of Cadets and Cadet Division staff. Chase Hall is adjacent to Hamilton Hall and houses the entire Corps of Cadets. This location facilitates greater access to the CDO and staff for cadet leadership, affinity councils, and Cadet Division senior personnel. This past year, CGA hired a Deputy Director and a Strategic Program Support Specialist to optimize OID’s leadership in support of cultural competence across the campus.

**Recommendation 4.4:** Strengthen and energize the Academy’s leadership council structure that coordinates, guides, and oversees cultural competence efforts. Steps include:

- Establishing a top leadership diversity council over the SEAC that is chaired by the Superintendent and top leadership to include the Commandant of Cadets, Provost, Athletic Director, the CDO, the SEAC vice-chair, the LDAC Chair, and meets quarterly; and
- Allowing participation of affinity group members in both the SEAC and the newly created top leadership council.

**Accepted/Accepted in part/Rejected:** Accepted in part

**Actions to be taken:** The CGA’s SEAC provides an advisory body to the Superintendent and division chiefs that addresses concerns and identifies opportunities regarding DE&I for all members of the CGA community. The SEAC has four primary objectives: (1) establish an integrated framework for implementing the Coast Guard DIAP, the Coast Guard’s Strategic Vision of the Coast Guard Academy, 2017 Vital Signs Report, and National Academy of Public Administration’s (NAPA’s) Assessment of Cultural Competence at CGA to support an analysis

which informs the CGA Planning, Programming, Budget, and Execution process; (2) serve as CGA's collaborative body to establish methodologies, processes, and procedures for monitoring and managing DE&I programs, policies, and initiatives; (3) facilitate and promote collaborative planning and implementation of CGA diversity programs, policies, and initiatives by promoting transparency and coordination of strategic and Coast Guard-wide initiatives; and (4) members serve as ambassadors of DE&I. The SEAC Chair and members may invite subject matter experts or key CGA community members as needed. In order to elevate the position of the CDO, in support of Recommendation 4.3, CGA determined that the CDO was best positioned to Chair this important council. The members of the SEAC include: CGA CDO (Chair); CGA LDAC Chair (Vice Chair); CGA Command Master Chief; Provost's Diversity Initiative representative; Cadet Division OID Liaison; Cadet Affinity Group Council representative; Athletics Diversity and Inclusion Designee; Admissions Associate Director of Diversity, Outreach and Student Engagement; Academy Minority Outreach Team Coordinator; Civil Rights representative; Faculty Senate representative; IFL representative; and Women's Leadership Initiative representative.

**Recommendation 4.5:** Harmonize and rationalize data collection to make it a central means to actively manage cultural competence. Steps include:

- Ensuring a consistent process for development, administration, analysis, and communications of important reviews;
- Clarifying the Superintendent's policy instruction on the top data efforts, focusing on Defense Organizational Climate Survey (DEOCS), the Office of Personnel Management's Federal Employee Viewpoint Survey (FEVS), Organizational Assessment Survey (OAS), Service Academy Gender Relation (SAGR), and Academy Equity Assessment Report (EAR);
- Establishing a calendar to prepare, administer, analyze, communicate, and act upon survey results; and
- Making this review of data one of the top responsibilities of all officials involved in cultural competence, as well as the various councils.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** The Superintendent has accepted this recommendation. It is the responsibility of the SEAC to oversee this function.

It is the CGA's policy upon receipt of DEOCS, the FEVS, OAS, SAGR Survey, and EAR results to review and then move forward through a data driven approach. This approach requires analysis of demographic data, while also providing new insights through qualitative and quantitative examination of CGA practices, policies, and programs. As outlined in the CGA DIAP, the CGA's Office of Institutional Research is tasked to develop an institutional dashboard, and codify business rules to track DE&I efforts, and assist the LDAC with developing a Command Climate System to compile inputs from all applicable climate assessment instruments.

The SEAC, and other top administrative officials at CGA, will develop a process for receiving and analyzing data that impacts the evaluation and measurement of cultural competencies. The Superintendent will brief the Board of Trustees and Coast Guard leadership on the results of these surveys, along with a recommended plan for incorporating conclusions that may impact the cultural competency of CGA.

**Recommendation 4.6:** Announce during the next few months a decision on how to address the two murals in question so that the room can be prepared to be reopened.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** In consultation with curators versed in racial representation within historical artwork, the CGA is taking the steps necessary to re-open the space. New permanent didactic panels will be incorporated into the space and will highlight the diversity of the Service throughout history. These panels are intended to broaden the viewer's understanding of the historical artwork and expand on the Coast Guard's history to include highlighting relevant aspects reflecting the diversity of the Service and the nation which it serves. The CGA is developing a multi-disciplinary team of experts to develop panels, provide guidance regarding historical accuracy, draft appropriate language, and review other Coast Guard content. The CGA will also partner with the Connecticut State Historic Preservation Office to ensure preservation concerns regarding the permanent installation of these panels are appropriately addressed.

**Recommendation 5.1:** Continue to regularly assess the AHHI [Anti-Harassment and Hate Incident] policy and its specific impacts on the Corps of Cadets and the faculty and staff, building off the recently completed review of the policy. Steps to consider include:

- Providing recommendations to the Coast Guard Civil Rights Directorate as appropriate to offer changes to improve the policy,
- Promulgating internal training and discussions on the campus, and
- Hiring an independent organization to commission an anonymous survey to understand the impact of bias remarks and incidents at the CGA.

**Accepted/Accepted in part/Rejected:** Accepted in part

**Actions to be taken:** The Coast Guard is working with Department of Homeland Security's (DHS's) Office of Civil Rights and Civil Liberties to draft an instruction updating the Coast Guard's AHHI policy which will also address impacts to the Corps of Cadets, faculty, and staff. The updated policy focuses on both prevention and accountability for incidents of harassment, including standardizing corrective action for all substantiated incidents of harassment. Once promulgated, the entire CGA community will be trained on the updated policy.

At this time, the CGA utilizes multiple survey tools aligned with DoD, DHS, and Coast Guard programs and initiatives to help assess and measure matters pertaining to climate and DE&I. The CGA is wholly committed to the continual evaluation of these assessment tools to ensure employment of the most effective methodologies and surveys available.

**Recommendation 5.2:** Expand the Sexual Assault Prevention Response and Recovery (SAPRR) office and intensely review survey results with leadership, along with locating the SAPRR office in a place where individuals can visit as anonymously as possible.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** During the course of the NAPA study, the CGA increased the staffing in the SAPRR office to now include one full-time Sexual Assault Response Coordinator (SARC) and a Victim Advocate Program Specialist. As a ratio of SAPRR personnel to the number of cadets, the CGA now has a significantly better ratio (1:500) of SAPRR personnel to cadets compared to the

U.S. Military Academy (1:560), U.S. Naval Academy (1:900), and the U.S. Air Force Academy (1:750).

**Recommendation 6.1:** Actively evaluate the array of CGA cultural competence initiatives and programs, and other campus practices and traditions, to determine what components may need to be jettisoned, streamlined, or introduced to enhance cultural competence. Consideration should always be paid to whether a tradition or practice truly adheres to the CGA and USCG missions and the values community members are expected to embody.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** Per the CGA DIAP, the CGA will conduct a holistic review of the Leadership Development Program to incorporate the Coast Guard's revised leadership competencies, and leadership development framework (ACN 047/21 and ALCOAST 237/22). The CGA will continue to assess and evaluate cadet candidates via an admissions process informed by culturally competent best practices. The OID meets annually to review its offerings to see if CGA Admissions are achieving desired outcomes.

**Recommendation 6.2:** Undertake a periodic systematic review of CGA's cultural competence to identify opportunities to enhance it.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** The OID, in close collaboration with the LDAC, is working on a comprehensive plan for analyzing, integrating, and sharing climate data from multiple sources including DEOCS, FEVS, OAS and EAR. This plan will enable holistic DE&I planning to equip CGA with the information necessary to execute command level course corrections and provide division heads with locally relevant DE&I data. In the CGA's DIAP, the action item is described as, "Develop the framework for a Command Climate System to compile the inputs from the variety of climates assessments instruments utilized throughout the year." The target date for implementation is set for summer of 2023 and the lead will be the LDAC.

**Recommendation 6.3:** Create a new civilian student affairs position in the Cadet Division to provide not only continuity in programming and the Chase Hall environment but also support to Cadet Division staff through resources and expertise in student affairs best practices. This position should be:

- Filled by an individual who possesses extensive career and academic experience in student affairs topics that include but are not limited to residence life, health and wellbeing of students, working through personal difficulties, and helping students through other situations they may encounter (e.g., stress management, SASH [Sexual Assault Sexual Harassment], substance abuse); and
- Categorized at a GS-14 or GS-15 level.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** Cadet Division, in conjunction with the Loy IFL, has drafted a new organization chart for Cadet Division that includes a Cadet Affairs Branch, led by a GS-14. The position would be filled by a student affairs professional/expert to directly support cadet life, health, and well-being initiatives, in addition to liaising across the CGA community, in particular with the CGA's SARC office, Center for Development and Counseling, and the OID. The new

Cadet Affairs Branch and associated GS-14 position was briefed, and has the support of to the CGA's Board of Trustees and the IFL's Coordination Council.

**Recommendation 6.4:** Begin expanding external partnerships with higher education institutions to enhance timely adoption of best practices in higher education, gain outside perspectives, and utilize resources outside the CGA.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** The CGA's DE&I strategies and initiatives are enhanced via diverse and robust partnerships with external partners. The CGA holds an organizational membership to the NADOHE. As such, the CGA has access to all of their resources and considerable expertise. The CGA's CDO attends the NADOHE annual conference and networks with its membership. The CDO holds monthly meetings with the CDOs from the other service academies (minus Merchant Marine Academy which does not have a CDO) and CGA's CDO is in regular contact with peers from Connecticut College and Wesleyan University. CGA has a strong relationship with the local chapter of the National Association for the Advancement of Colored People. Recently, CGA working in conjunction with Naval Submarine Base New London in Groton, CT, and the Navy Shipyard in Newport, RI, stood up a new Chapter of National Naval Officers Association, the New England Chapter. To expand external partnerships beyond the military nexus, CGA's OID staff is working to build new partnerships with local private industry DE&I professionals to share resources and to expand support mechanisms for faculty and staff. CGA's Admissions office has also partnered with the University of Massachusetts (UMASS) Boston to take part in the CGA's Scholars Program. Starting this summer, five prospective cadets who are interested in engineering and cyber majors will attend a one year preparatory program at UMASS Boston, one of the most diverse schools in the nation, which will be supported by Coast Guard Base Boston.

**Recommendation 7.1:** Expand equity-minded pedagogical techniques to the entire faculty to ensure better student learning outcomes for all classes. Steps include:

- Rejuvenating the IFL and CILT [Center for Inclusive Learning and Teaching], appointing leadership, and supplying the resources for the center to encourage more engaging teaching methods;
- Proactive messaging from the Provost and Department Heads on the importance of enhanced pedagogy.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** CGA's faculty currently employs equity-minded pedagogical techniques in many courses. As NAPA noted, "The academic programs at the Academy demonstrate a strong example of how to incorporate a proficient level of cultural competence at the Academy." This continues to be an explicit area of emphasis for the Academic Division. The Provost's Intent offers planning guidance that targets as a priority, "Create and sustain an inclusive teaching and learning community that fully embraces the power of diverse perspectives and contributions." To support this, the Provost is assembling an analytic team to collect data and develop insights about performance that can meaningfully inform decisions about course delivery and curriculum design. This will incorporate and expand equity assessment data already in use and allow the Academic Division to better understand where pedagogies are having an impact and where more attention is needed. CGA continues to pay close attention to expanding faculty expertise with productive pedagogies. Some examples of relevant efforts include:

- Engineering faculty attended the American Society for Engineering Education conference in June 2022 with an eye toward strengthening course design and delivery during the 2022/23 Academic Year.
- Science faculty explicitly included experience with Process Oriented Guided Learning techniques in their evaluation of faculty job candidates.
- Incoming faculty learned about equity-minded pedagogical techniques in the week-long Summer 2022 “New Faculty School.”
- The Academics Division held a workshop on equity-minded teaching in August for all faculty led by recent American Council of Education Fellow and an outside trainer.
- The IFL is in the process of hiring a Leader in Residence who will be appointed jointly between the IFL and CGA’s School of Leadership and Management.

Ultimately, CGA teaches across several disciplines, each of which calls for particular pedagogical strategies. The recent reorganization of the Academic Division into Schools brings to bear three new teams of Deans and Department Heads whose primary charge is ensuring the success of all students and will draw together communities of faculty focused on effective pedagogies for their particular learning environments. Equity-minded pedagogies are important to support the success of students who have traditionally been disadvantaged, but their true power comes through fostering a better learning environment that includes and impacts all students. The Academic Division’s ability to promulgate these techniques will be enhanced in fiscal year 2024, when it is anticipated a new position will be funded to support leadership of the Center for Learning and Teaching.

**Recommendation 7.2:** Begin regular reviews of the various training and leadership development programs to ensure they contribute to the larger strategic cultural competence goals for faculty, staff, and cadets. Steps include:

- Incorporating a detailed section on training in the diversity action plan;
- Designating an official, most sensibly an individual in the office of the CDO, to track and measure the effectiveness of various cultural competence training programs; and
- Placing training oversight as a regular agenda item on the cultural competence oversight council.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** CGA’s OID, Cadet Training Branch, and Loy IFL all play an integral role in developing a robust training and leader development curriculum that spans the entire 200-week cadet experience. CGA hosts the Respect and Inclusion Summer Experience (RISE) for newly reporting cadets. RISE is a two-day family orientation to the Academy which, helps facilitate the transition to life as a new cadet, create a chance fellowship among new cadets while offering practical tips for parents. RISE is open to anyone with a letter of acceptance, but it strongly recommended for first generation college students, people from historically underserved groups, and people who have questions about making the civilian/military transition. OID offers Coast Guard Core Values training on “Respect” to all cadets, and provides DE&I training to the upper class cadets who will serve as cadre. The annual CGA Eclipse event is a foundational DE&I conference, with a near fifty-year tradition of great significance to the Coast Guard and the CGA.

It was established in 1973 by the Genesis Council, the CGA's African American Affinity Council and oldest Affinity Council in the Coast Guard. The purpose of Eclipse is to foster an inclusive environment by stimulating a community dialogue that promotes a culture of respect. Eclipse is designed to equip leaders with tools to lead in a diverse workforce. Sessions embrace identity-related topics encompassing race, gender identity, ethnicity, religion, and sexual orientation. Finally, OID offers DE&I training to all our new faculty. With the hire of a new GS-13 in OID, one who specializes in data analytics, OID is actively working on better ways to assess the effectiveness of training offerings with a focus on embedding assessment opportunities into the programs themselves.

**Recommendation 7.3:** Launch an Athletics Cultural Competence and Diversity Initiative that takes advantage of sports' unique team building and leadership dynamics. This initiative will embed cultural competence in the expertise of the Academy's coaches, athletic staff, and sports team members through the meaningful relationship athletic staff and coaches maintain with cadets. Implementation should include:

- Providing opportunities for all coaches and athletic staff to receive advanced training in cultural competence and facilitation.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** The Athletics Division will launch a comprehensive training program this Fall (2022) to prepare varsity sport coaches to facilitate trainings/discussions in cultural competence. The Athletics Division will work with the CGA's National Collegiate Athletic Association (NCAA) inclusion and diversity designee, the CDO, and a professional external consultant to deliver a fall training calendar that will enable coaches to leverage the "team environment" for culturally sensitive dialogue. This initiative will also draw upon skill sets acquired by trained equity-minded seminar facilitators inspired by national Seeking Educational Equity and Diversity certification. Building this capacity will also leverage the NCAA shared governance model imbedded in the Student-Athlete Advisory Council (SAAC). The SAAC serves as the primary voice of the student-athletes on campus and is a requirement of NCAA membership. This initiative will take advantage of the smaller learning communities embedded within each team and then export these lessons learned to the larger student-athlete community which consists of more than 600 athletes. In addition, the Superintendent is a member of the NCAA's Minority Opportunities and Initiatives Committee and will ensure that best practices across the NCAA are incorporated into the CGA's efforts.

**Recommendation 8.1** Coast Guard Headquarters should provide permanent funding for temporary billets and other short-term faculty positions. Steps include:

- Ending the annual practice of funding these positions out of the civilian personnel "lapse rate," and
- Conducting a staffing analysis in close collaboration with the Academy to determine the appropriate number of positions.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** The Coast Guard is in the process of resolving all temporary billet and short-term faculty positions through various budgeting decisions and out-year resource proposals.

The Coast Guard has approved an organizational modification request (OMR) for the Academic Division to right-size span-of-control. The OMR changes the Academic Division into a Provost and Deans-of-Schools model, modernizing the governance structure at the Academy and putting a more strategically-focused Chief Academics Officer at the helm of the Division. The new governance structure provides for improved interdisciplinary efforts across three newly created Schools, to better prepare CGA graduates to operate in an ever increasingly complex maritime environment. This model reduces the administrative workload at the Provost level and empowers Deans of Schools to make hiring decisions, conduct faculty performance evaluations, and provide mentoring and oversight to Department Heads. The CGA will start Academic Year 2022-2023 in August with the Provost model in an initial operating condition.

**Recommendation 8.2** Coast Guard Headquarters, in close coordination with the Academy, should conduct a review of the hiring process for civilian faculty. Steps include:

- Examining the time standards and actual performance for each stage of the process,
- Exploring enhanced communications between the Academy and Headquarters human resources teams throughout the process, and
- Aligning the Academy’s hiring process to more closely resemble the timelines of national higher education faculty hiring cycles.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** Coast Guard Headquarters (CG-12) committed to conducting a review of the hiring process for civilian faculty at the CGA. Due to the unique civilian pay scales at CGA that are unlike any other units in the Coast Guard, as well as the time-sensitive hiring cycles of national higher education, the Coast Guard recognizes the challenges, and opportunities, in onboarding qualified and diverse faculty. The review of hiring practices will compare these recognized timelines to current hiring procedures and will ensure CGA remains aligned with DHS, Coast Guard, and Federal hiring policies and practices. The goal of this review is to enhance communication between Coast Guard Headquarters and CGA, as well as identifying and implementing best practices.

**Recommendation 8.3:** Place greater emphasis across all academic departments on cultural competence in the faculty and staff hiring processes, including a longer-term human capital strategic plan. Steps include:

- Expanding the outreach and search in more diverse candidate pools;
- Adding a diversity champion on all hiring committees;
- Interviewing a larger number of finalists;
- Reviewing all job descriptions to eliminate implicit bias; and
- Requiring the hiring committee to consider how their decisions impact DEI at each hiring decision point.

**Accepted/Accepted in part/Rejected:** Accepted

**Actions to be taken:** The capability of the academic workforce is a preeminent concern for the Provost. This depends on being able to recruit, hire, and retain top employees. The Provost’s

Intent sets improving hiring processes as an explicit objective. Currently jobs are advertised in a wide array of higher education outlets, including those focused on diversity, and especially including posting through academic professional associations that have diverse memberships. The Provost has clarified expectations with Academic Division leaders that recruiting be pursued aggressively as an interpersonal activity—that is, advertising alone is inadequate and requires direct follow-up through professional connections to identify and encourage applications from potential candidates. To help assure job specifications and candidate evaluations are equity-minded and promote diversity, there is a diversity champion on each hiring committee and each committee meets with the Human Resources specialist to understand hiring rules and with the CDO to discuss implicit bias. The Provost meets personally with every search committee to discuss hiring objectives, implicit bias, idiosyncratic rater bias, and other elements of prescribed hiring procedures that can operate against diversity. After committees consider and revise their hiring materials, the Provost's Office further reviews all job descriptions and job criteria for the Academic Division. The Provost has assigned an O-6 (Captain) who is currently an Executive Leadership in Academic Technology, Engineering and Science Fellow to work fulltime in the Provost's Office during the 2022 Academic Year to propose ways to strengthen academic hiring.

## IV. Conclusion

As required in Section 8287(c) of the FY 2021 NDAA (P.L. 116-283), the CG and the Chief Human Capital Officer of the Department of Homeland Security will submit the implementation plan for the accepted recommendations found in this Final Action Memorandum. That plan will be submitted no more than six months from this report.

# Appendix A: Abbreviations

<b>Abbreviations</b>	<b>Definition</b>
CDO	Chief Diversity Officer
CGA	Coast Guard Academy
DE&I	Diversity Equity, and Inclusion
DEOCS	Defense Organizational Climate Survey
DHS	Department of Homeland Security
DIAP	Diversity and Inclusion Action Plan
EAR	Equity Assessment Report
FEVS	Federal Employee Viewpoint Survey
IFL	Institute for Leadership
LDAC	Leadership Diversity Advisory Council
NADOHE	National Association of Diversity Officers in Higher Education
NAPA	National Academy of Public Administration
NCAA	National Collegiate Athletic Association
OID	Office of Inclusion and Diversity
OMR	Organizational Modification Request
RISE	Respect and Inclusion Summer Experience
SAAC	Student-Athlete Advisory Council
SAGR	Service Academy Gender Relation
SAPPR	Sexual Assault Prevention Response and Recovery
SARC	Sexual Assault Response Coordinator
SEAC	Superintendent Equity Advisory Council
UMASS	University of Massachusetts

# Appendix B

U.S. Department of  
Homeland Security

United States  
Coast Guard



Superintendent  
U. S. Coast Guard Academy

15 Mohegan Avenue  
New London, CT 06320  
Staff Symbol: (s)  
Phone: (860) 444-8285

SUPTINST 5350

**AUG 15 2022**

## SUPERINTENDENT INSTRUCTION 5350

Subj: U.S. COAST GUARD ACADEMY DIVERSITY & INCLUSION ACTION PLAN

Ref: (a) United States Coast Guard Diversity & Inclusion Action Plan 2019-2023  
(b) U.S. Coast Guard Strategic Vision for the Coast Guard Academy 2019-2023  
(c) U.S. Coast Guard Academy Superintendent's Equity Advisory Council,  
SUPERINTENDENT'S INSTRUCTION 5350.1A

1. **PURPOSE.** The purpose of this Instruction is to formally establish the U.S. Coast Guard Academy's annual Diversity & Inclusion Action Plan (DIAP). The Coast Guard Academy's DIAP aligns with the priorities established in References (a) and (b) as well as other Academy strategic planning documents. The Commandant has stated that "Tomorrow will look different; so will we." This document along with the guidance provided in Reference (c) details the activities that the Academy will undertake to improve the climate for all to ensure we are ready to meet the challenges and opportunities that tomorrow will most certainly bring. The Superintendent will use the DIAP to establish annual Academy priorities for strengthening diversity, equity, and inclusion on campus by clearly assigning responsibility and authority to execute various activities, programs, and actions over the course of the year.
2. **ACTION.** All division officers and senior leadership team members and their respective personnel shall familiarize themselves with the provisions of this Instruction.
3. **PROCEDURE.** The Office of Inclusion and Diversity (OID) is responsible for leading the development and tracking the successful implementation of the DIAP. While OID is the lead for developing and ensuring implementation of the plan, responsibility for executing activities and programs will be noted in the DIAP. The Superintendent's Equity Advisory Council outlined in Reference (c) will serve as the coordinating body for ensuring unity of effort in implementing all DIAP activities.
4. **AUTHORIZED RELEASE.** Internet release is not authorized.
5. **DIRECTIVES AFFECTED.** None.
6. **DISCUSSION.** In order to be a premier maritime Service and an employer of choice, we must be the world's most inclusive and diverse Coast Guard.
7. **RESPONSIBILITIES.** The Chief Diversity Officer and the Office of Inclusion and Diversity will be responsible for leading the efforts to develop the DIAP annually. The DIAP for each academic year will be presented to the Superintendent and the Division Chiefs for review no later than 30 April each year. The oversight and governance of the DIAP is further outlined in the roles and responsibilities of the Superintendent's Equity Advisory Council (SEAC) in Reference (c).

8. DELIVERABLES. The DIAP outlined in Enclosure (1) and the reporting responsibilities of the SEAC in Reference (c) outline the deliverables for the successful roll out and execution of the DIAP.
9. DISCLAIMER. This guidance is not a substitute for applicable legal requirements, nor is it itself a rule. It is intended to provide operational guidance for Coast Guard personnel and is not intended to nor does it impose legally-binding requirements on any party outside the Coast Guard.
10. ENVIRONMENTAL ASPECT AND IMPACT CONSIDERATIONS.
  - a. This Instruction falls under the Department of Homeland Security (DHS) categorical exclusion A3. No further environmental analysis is necessary in accordance with the U.S. Coast Guard Environmental Planning Policy, COMDTINST 5090.1 (series).
  - b. This Instruction will not result in any substantial change to existing environmental conditions or violation of any applicable federal, state, or local laws relating to the protection of the environment. It is the responsibility of the action proponent to evaluate all future specific actions resulting from this policy for compliance with the National Environmental Policy Act (NEPA), other applicable environmental mandates, and the U.S. Coast Guard Environmental Planning Policy, COMDTINST 5090.1(series).
11. INCLUSION AND EQUITY CONSIDERATIONS. The development of this Instruction and the policies contained within have been thoroughly reviewed by the originating office in conjunction with the Office of Inclusion and Diversity (OID). This Instruction will not perpetuate implicit bias, stereotypes, or other forms of discrimination and will not intentionally or unintentionally create barriers or inequities that reinforce or result in equity gaps for members of the applicable community.
12. DISTRIBUTION. No paper distribution will be made of this Instruction. An electronic version will be located on the Coast Guard Academy Portal in the General Links section for Superintendent Instructions.
13. RECORDS MANAGEMENT CONSIDERATIONS. Records created as a result of this Instruction, regardless of format or media, must be managed in accordance with the records retention schedules located on the Records Resource Center CGPortal site: [cg.portal.uscg.mil/units/cg61/CG611/SitePages/Home.aspx](http://cg.portal.uscg.mil/units/cg61/CG611/SitePages/Home.aspx).
14. FORMS/REPORTS. None.



WILLIAM G. KELLY  
Rear Admiral, U.S. Coast Guard  
Superintendent

Encl: (1) U.S. Coast Guard Academy Diversity & Inclusion Action Plan

# The USCGA Diversity and Inclusion Action Plan For Academic Years 2022-2023

## Introduction

The U.S. Coast Guard Academy Diversity and Inclusion Action Plan (DIAP) for Academic Years 2022-2023 operationalizes the strategic guidance established by the Coast Guard in the Coast Guard Diversity and Inclusion Action Plan 2019-2023 (DIAP) as well as the Coast Guard Strategic Vision for the Coast Guard Academy 2019-2023 (Strategic Vision). Diversity, equity, and inclusion (D, E, & I) are critical mission imperatives for the Coast Guard. Admiral Fagan has stated “Tomorrow will look different. So will we.” The guidance is clear, we must continue to evolve to ensure we meet the ever changing demands of our Academy, Service and Nation. The Coast Guard Academy (CGA) directly contributes to the local, national, and global success of the Coast Guard. The long-term success of the Coast Guard officer corps rests on recruiting and retaining America’s most in-demand talent pool. To accomplish this, CGA must also build and maintain a diverse organization to create an inclusive environment that enables everyone to thrive.

### Assumptions:

- Diversity, equity, and inclusion (D, E, & I) will continue to be a key enterprise-wide priority for the Coast Guard and the Coast Guard Academy.
- CGA’s baseline resources will not be significantly increased during the timeline of this plan, but may be supplemented by non-recurring sources of funding.
- CGA will continue to mature its internal governance processes and structures, and will ensure that D, E, & I remains a core component to all governance approaches.
- CGA governance structures and processes will seek to promote and improve transparency and accountability, particularly in regards to D, E, & I related issues, initiatives, policies, and programs.
- The Coast Guard and CGA will continue to strive to meet government-wide requirements for promoting a more data-driven environment for program development, execution, and maturation.
- CGA will comply with all laws and policies regarding D, E, & I, particularly those related to personnel practices.

The below diagram depicts how the U.S. Coast Guard Academy Diversity and Inclusion Plan (DIAP) lines of effort are in full alignment with both the Coast Guard DIAP and as the Strategic Vision:

<p><b>COAST GUARD DIAP</b> 2019-2023</p>	<p><b>Line of Effort 1: Develop D&amp;I Acumen:</b> Broaden the current scope from a basic understanding to an increased level of wisdom, acuity, and intuition with the ultimate goal to make the understanding actionable in an inclusive work environment and to enhance the Coast Guard's competitive edge.</p>	<p><b>Line of Effort 2: Strengthen Leadership D&amp;I Awareness and Accountability:</b> Leaders will be able to measure, track, and improve their culture of inclusion by aligning awareness with action.</p>	<p><b>Line of Effort 3: Build and Maintain an Inclusive Total Workforce:</b> Continue to build an inclusive culture where everyone will be valued, respected, encouraged to contribute to their fullest potential, and feel connected to the Coast Guard mission. Team performance, decision-making, and collaboration will increase.</p>
<p><b>CG STRATEGIC VISION FOR</b> CGA 2019-2023</p>	<p><b>Strategic Imperative 1: Prepare and Deliver Service Ready Officers:</b> Enhance the long-term success of the officer corps by recruiting and retaining the most in demand talent pool. This includes recruiting and retaining top caliber candidates as well as building and maintaining a diverse organization and inclusive environment where everyone can thrive.</p>		
<p><b>CGA EDI PLAN</b> FOR 2022-2023</p>	<p><b>Line of Effort 2:</b> Enhance the Sense of Belonging and Thriving Together  <b>Line of Effort 3:</b> Strengthen the Equity-Minded Education and Development of Leaders of Character in Service to our Nation</p>	<p><b>Line of Effort 1:</b> Strengthen Academy Governance of Equity, Diversity, and Inclusion Initiatives</p>	<p><b>Line of Effort 4:</b> Build and Maintain an Inclusive Total USCGA Workforce</p>

**Line of Effort 1: Strengthen Academy Governance of Equity, Diversity, and Inclusion Initiatives**

Although most organizations continue to respond to an incident on an individual level, there is mounting evidence showing that individual-level diversity interventions have limited effectiveness, especially training interventions. To create an institutional environment capable of producing and sustaining equitable transformation, interventions must be aimed at engaging the systems, values, norms, and logics that shape decision making and institutional practices.

**Desired Outcomes:**

The CGA’s governance structures, processes, and policies will:

- Promote a culture of inclusivity that encourages innovation and diversity of perspective to solve complex challenges;
- Strengthen the culture of accountability; and
- Identify and reduce barriers to inclusivity in decision making.

Task (T)	Lead	Timeline	Linkage to CG Strategic Vision for CGA, CG DIAP & NAPA Study	Output (O)
T 1.0 Update the now cancelled Superintendent’s Equity Advisory Council (SEAC) SUPTNOTE 5350 to respond appropriately to Recommendation 4.4 from the NAPA Report to integrate the SEAC into CGA’s higher level governance structures.	<b>Lead:</b> CDO  <b>Support:</b> SEAC, SLT	<b>Start:</b> Upon promulgation  <b>Completion by:</b> Fall 2022	<b>CG Strategic Vision for CGA:</b> 2.1  <b>CG DIAP LOE: 1,</b> 3  <b>NAPA Study Recommendations:</b> 4.3, 4.4	O 1.0 SEAC SUPTNOTE replaced with updated SUPTINST

<p>T 1.1 Develop an institutional dashboard (disaggregated by race and gender) and Equity Assessment Report (EAR) to track D, E, &amp; I efforts for the following domains:</p> <p>a) Metrics for cadet access to support services &amp; success for academic/military/athletics</p> <p>b) Marshal teaching and learning assessment activities to inform the design and delivery of our courses, curricula/programs, support continuous improvement, and assure we fully engage and employ the science of teaching, relevant technologies, effective modalities, and robust pedagogies to ensure student success,</p> <p>T 1.1.1 Codify business rules surrounding the institutional dashboard &amp; EAR via SUPTINST.</p> <p>T1.2 Develop the framework for a Command Climate System (CCS) to compile the inputs from the variety of climate assessment instruments utilized throughout the year.</p>	<p><b>Lead:</b> IR</p> <p><b>Support:</b> OID, Vice Provost for Student Success, SEAC</p>	<p><b>Start:</b> Upon promulgation</p> <p><b>Completion by:</b> Spring 2023</p>	<p><b>CG Strategic Vision for CGA:</b> 1.1.2; 3.1</p> <p><b>CG DIAP LOE:</b> 2.3</p> <p><b>NAPA Study Recommendations:</b> 4.5, 6.1, 6.2</p>	<p>O 1.1 Dashboard/EAR created.</p> <p>O 1.1.1 Dashboard/EAR SUPTINST signed.</p> <p>O 1.2 CCS created and ready for CY23 inputs from various climate assessments.</p>
--	---	---	--	--

**Line of Effort 2: Enhance the Sense of Belonging and Thriving Together**

Learning and organizational performance are most effective in an environment where individuals have a strong sense of belonging. A lack of belonging for students, faculty, and staff pose a significant enterprise risk to CGA because it can result in declining retention rates, decreased performance, and lower levels of success. Building a sense of belonging begins with building support structures that promote safety and inclusion that are rooted in a sense of welcome.

**Desired Outcomes:**

- Cadets, faculty, and staff feel valued, respected, and free to reach their full potential, which is underpinned by psychological and physical security.
- The sense of belonging for cadets, faculty, and staff at the Academy is also extended to generating an increased sense of belonging in the Coast Guard.
- Barriers, including stigma, of accessing resources that support well-being are removed.

Task (T)	Lead	Timeline	Linkage to CG Strategy for CGA, DIAP & NAPA Study	Output (O)
T 2.1 Maximize opportunities to expose faculty and staff to Coast Guard operations with the goal of expanding faculty and staff sense of belonging as federal civil servants as well as members of the Coast Guard promoting and supporting the Coast Guard’s statutory missions.  T 2.1.1 Establish a Faculty to Sea Program via SUPTINST.	<b>Lead:</b> School of Leadership and Management (Nautical Science Dept)  <b>Support:</b> SLT, Comdt of Cadets SEAC	<b>Start:</b> Upon promulgation  <b>Completion by:</b> December 2022	<b>CG Strategic Vision for CGA: 1.2.2</b>  <b>CG DIAP LOE: 3</b>  <b>NAPA Study Recommendation: 7.2</b>	O 2.1 Faculty and staff connection to Service missions, measured by tailored questions in the DEOCS and participation in program  O.2.1.1 Program implemented in FY22.

<p>T 2.2 Review SUPTINST 5700.2E, Gifts, Awards, and Memorial Policy to ensure it fosters a campus atmosphere inclusive of all races and genders. Ensure space naming and renaming process is equitable and inclusive of all cadets, faculty, staff, and alumni of CGA.</p>	<p><b>Lead:</b> OID</p> <p><b>Support:</b> SEAC SCS, Div Chiefs</p>	<p><b>Start:</b> Fall 2022</p> <p><b>Complete By:</b> April 2023</p>	<p><b>CG Strategic Vision for CGA: 1.1</b></p> <p><b>CG DIAP LOE: 3</b></p> <p><b>NAPA Study Recommendation: 6.1, 6.2</b></p>	<p>O 2.2 Recommendations provided for policy enhancement, with possible SUPTINST update.</p>
<p>T 2.3 Expand the ways in which faculty and staff can access programming, support, and dialogue on D, E, &amp; I topics.</p>	<p><b>Lead:</b> OID</p> <p><b>Support:</b> SLT, SEAC</p>	<p><b>Start:</b> Upon promulgation</p> <p><b>Completion by:</b> May 2023</p>	<p><b>CG Strategic Vision 1.1</b></p> <p><b>CG DIAP LOE: 2.5, 3.2</b></p> <p><b>NAPA Study Recommendations: 4.1, 4.4, 7.1, 7.2</b></p>	<p>O 2.3 Creation of new support and development groups and venues for faculty and staff.</p> <p>O 2.3 Increased participation in faculty and staff employee resource groups. Positive growth trend in faculty and staff engagement as measure by DEOCS and other perception data.</p>

<p>T 2.4 Continue to maximize virtual and on-campus access of AMOT volunteers to Cadets &amp; CGAS students to build mentoring relationships that bolster student retention. Leverage Chronus data to analyze impact of mentorship on cadets.</p>	<p><b>Lead:</b> Admissions</p> <p><b>Support:</b> SLT, SEAC</p>	<p><b>Start:</b> Upon promulgation</p> <p><b>Completion by:</b> May 2023</p>	<p><b>CG Strategic Vision for CGA:</b> <i>1.2.1</i></p> <p><b>CG DIAP LOE:</b> 3.5</p> <p><b>NAPA Study Recommendation:</b> 4.5, 6.1, 6.2</p>	<p>O 2.4 Increased number of cadets engaged with AMOT mentors.</p>
---	---	--	---	--

### Line of Effort 3: Strengthen the Equity-Minded Education and Development of Leaders of Character in Service to our Nation

A leader of character in the Coast Guard embodies the Coast Guard Core Values. They influence and inspire others to achieve goals by seeking to discover the truth, deciding what is right, and demonstrating the courage to act accordingly in all situations. In order to meet the mission of developing Service-ready leaders of character, equity, diversity, and inclusion must be an essential part of the training and education curriculum. The Coast Guard has established four leadership competencies essential to inclusive leadership for Coast Guard personnel: 1) self-awareness and learning; 2) cultural fluency; 3) inclusive collaboration; and 4) talent acquisition and employee development.

#### **Desired Outcomes:**

- Service-ready officers are prepared to meet the Coast Guard's needs of today and tomorrow to include being inclusive leaders with greater cognitive and social development derived from a deliberate focus on learning experiences that embed the knowledge of inclusive leadership and cultural competence learning environments with diverse students, faculty, staff and coaches across all Academy domains.
- Leaders across the Academy community consistently lead by example, demonstrate inclusive behaviors, and seek to instill these same qualities in subordinates.

Activities and Outputs	Lead	Completion Timeline	Linkage to CG Strategy for CGA, DIAP & NAPA Study	Output (O)
<p>T 3.1 Conduct a holistic review of the CGA Leadership Development Program (CGALDP) to incorporate the Coast Guard's 2021 revised leadership competencies (ACN 047/21).</p>	<p><b>Lead:</b> Commandant of Cadets</p> <p><b>Support:</b> OID, IFL</p>	<p><b>Start:</b> Fall 2022</p> <p><b>Completion by:</b> May 2023</p>	<p><b>CG Strategic Vision for CGA:</b> 1.1, 1.2</p> <p><b>CG DIAP LOE:</b> 2, 3.6</p> <p><b>NAPA Study Recommendations:</b> 4.1, 6.2, 7.2</p>	<p>O 3.1 Program is updated with revised leadership competencies incorporated prior to MCTC for Class of 2025.</p>
<p>T 3.2 Enable faculty and staff to better educate and mentor cadets by creating a comprehensive repository of D, E, &amp;I resources to support education and development. This would include relevant materials that instructors and trainers could use in the classroom and other settings. It may also include research on effective strategies, professional development courses, current policies, and other organizations that offer useful support.</p>	<p><b>Lead:</b> OID</p> <p><b>Support:</b> SEAC, Academics, Library, IFL</p>	<p><b>Start:</b> Upon promulgation</p> <p><b>Completion by:</b> May 2023</p>	<p><b>CG Strategic Vision:</b> 1.1, 1.2</p> <p><b>CG DIAP LOE:</b> 2, 3.6</p> <p><b>NAPA Study:</b> 4.1, 4.3,</p>	<p>O 3.2 A comprehensive resource depository of D, E, &amp;I materials, training programs, and other support tools provided on the Portal and elsewhere across the Academy.</p>

**Line of Effort 4: Build and Maintain an Inclusive Total USCGA Workforce**

Diverse teams have been shown to score higher on performance measurements, and excellence and innovation indicators. It is imperative that we create space to bring together, and empower a diverse, dynamic, and engaged workforce (cadets, faculty, staff, coaches, alumni, and the entire Coast Guard Academy community).

**Desired Outcomes:**

- Provide the Academy and the Coast Guard with a competitive edge in recruiting diverse candidates for cadets, faculty, and staff in service to our Nation.
- Corps of Cadets, faculty, and staff are representative of the diversity of the nation we serve.
- The Academy embraces the Coast Guard’s approach to fostering an inclusive environment that supports creativity, innovation, and a high performing Mission Ready Total Workforce.

Activities and Outputs	Lead	Completion Timeline	Linkage to CG Strategic Vision for CGA, CG DIAP & NAPA Study	Output (O)
<p>T 4.1 Continue to assess and evaluate candidate pools achieved through annual recruiting of future leaders via an admissions process that is informed by culturally competent best practices and aims to remove barriers for under-represented minorities to attend the Academy.</p>	<p><b>Lead:</b> Admissions</p> <p><b>Support:</b> SLT, SEAC</p>	<p><b>Start:</b> Upon promulgation</p> <p><b>Completion by:</b> May 2023</p>	<p><b>CG Strategic Vision 1.1</b></p> <p><b>LOE 1, 2</b></p> <p><b>NAPA Study Recommendations: 4.4, 6.2</b></p>	<p>O 4.1 Positive growth trend of diverse candidate pool of highly qualified CGA applicants.</p>

<p>T 4.2 Assess and evaluate the effectiveness of SUPTNOTE 1131.1A, Roles and Relationships with the AMOT, to ensure AMOT talents and dedication are fully leveraged in recruitment of under-represented high school students and lead to robust and well-informed annual applicant pools.</p>	<p><b>Lead:</b> Admissions,  <b>Support:</b> OID, SLT, SEAC</p>	<p><b>Start:</b> Upon promulgation  <b>Completion by:</b> May 2023</p>	<p><b>CG Strategic Vision 1.2</b>  <b>LOE 1, 2, 3.1</b>  <b>NAPA Study Recommendations:</b> <b>4.4, 6.2</b></p>	<p>O 4.2 Positive growth trend of diverse candidate pool of highly qualified CGA applicants via AMOT efforts.</p>
<p>T 4.3 For Class of 2027, track completed applications rate by race and gender, and encourage completion by those who have a propensity for military service.</p>	<p><b>Lead:</b> Admissions,  <b>Support:</b> OID, SLT, SEAC</p>	<p><b>Start:</b> October 2022  <b>Completion by:</b> June 2023</p>	<p><b>CG Strategic Vision 1.2</b>  <b>LOE 1, 2, 3.1</b>  <b>NAPA Study Recommendations:</b> <b>4.4, 6.2</b></p>	<p>O 4.3 Increased application completion rates. Positive growth trend of diverse candidate pool of highly qualified CGA applicants.</p>
<p>T 4.4 Prioritize through hiring precepts and organizational philosophies the employment of faculty and staff who demonstrate a commitment to cultural competence in military service, education, and research.</p>	<p><b>Lead:</b> Provost, Division Chiefs  <b>Support:</b> SLT OID, SJA, SEAC, HR,</p>	<p><b>Start:</b> Upon promulgation  <b>Completion by:</b> May 2023</p>	<p><b>CG Strategic Vision 1.2</b>  <b>LOE 1, 2</b>  <b>NAPA Study Recommendations:</b> <b>8.2, 8.3</b></p>	<p>O 4.4 Positive growth trend of diverse candidates for the civilian faculty, staff, and coaches' applicant pool.</p>