

DEFENSE ADVISORY COMMITTEE FOR THE PREVENTION OF SEXUAL MISCONDUCT (DAC-PSM)

Public Meeting Minutes March 2, 2023

The Defense Advisory Committee for the Prevention of Sexual Misconduct (DAC-PSM) convened a public meeting at 1:00 PM EST on March 2, 2023. The meeting was held in a virtual format via a Zoom video teleconference.

Committee Members Present

The DAC-PSM Committee Members present at the March 2 meeting included:

- The Honorable Gina Grosso, Chair
- Dr. Antonia Abbey
- Dr. Victoria Banyard
- Dr. Armando Estrada
- Dr. Dorothy Edwards
- Ms. Stephanie Gattas
- Dr. Lindsay Orchowski
- Dr. John Pryor
- Dr. Joann Wu Shortt
- Dr. Amy Smith Slep
- Ms. Glorina Stallworth

Absent Members:

- Dr. Debra Houry
- Ms. Jennifer Silva

Opening Remarks

The DAC-PSM Executive Director and Designated Federal Officer (DFO), Dr. Suzanne Holroyd, opened the Committee's public meeting by reviewing the establishment of the Committee and its mission. Dr. Holroyd informed those in attendance that this meeting is being held in line with requirements stated in the Federal Advisory Committee Act.

Those in attendance were reminded that any comments made during the meeting by Committee Members are their personal opinions and do not reflect the position of the DAC-PSM, Department of Defense (DoD), or Military Services. Dr. Holroyd then conducted a roll call of DAC-PSM Members and confirmed that a quorum was met. Dr. Holroyd turned the meeting over to the DAC-PSM Chair, The Honorable Ms. Gina Grosso, for opening comments.

Chair Grosso welcomed the Committee Members and public participants to the Committee's public meeting and thanked the Members, speakers, and public for their participation. She acknowledged that the Services receive frequent requests related to training, and the Committee is appreciative of their time and willingness to share their insights. Chair Grosso remarked that the DAC-PSM sees it important to keep asking the same questions: "How can our Committee

make a difference, and what is the unique aspect or opportunity that our members can add to the discussion?” Chair Grosso recognized that there are many efforts already underway across the Department to implement numerous recommendations from other initiatives. The Committee is in the position to emphasize the importance and critical nature of many of these existing recommendations, while also using the expertise of its members to offer potential new solutions. Chair Grosso noted that the Committee understands that training is not the single solution to addressing and preventing sexual misconduct, but for a key group (new Service members), training is an important place to start. New Service members may need new skills and knowledge, as well as positive role models, to recognize what is the right thing to do, and the right kind of training can get them there. The Committee is therefore looking at training as the beginning step in the broader discussion of sexual misconduct prevention. Finally, Chair Grosso offered thanks to those presenting at the public meeting and noted that the current session will help establish an understanding of what training is already in place.

Overview of Public Written Comments

Dr. Holroyd opened the portion of the meeting designated for review of the public’s written comments. She noted that the Committee did not receive any public comments (by email or phone) prior to the deadline listed in the Public Register Notice, and thus, had no comments for the Committee to address.

Throughout the meeting, anywhere between 20 to 33 members of the public were in attendance via Zoom.

Overview of Service Training Discussions

Dr. Holroyd noted that, per the DAC-PSM Charter, one of the key roles of the Committee is to offer recommendations and insights related to Service member training. Given this role, the Under Secretary of Defense for Personnel and Readiness (USD(P&R)) directed the DAC-PSM to review the Department’s training activities in support of a Fiscal Year (FY) 2022 National Defense Authorization Act (NDAA) training study requirement.

DAC-PSM was directed to conduct a study on DoD training efforts for sexual assault and sexual harassment, specifically considering five topics:

1. Approach to behavior change and method of delivery
2. Metrics of performance, effectiveness, and data collection
3. Communication with non-Departmental entities in training development
4. Incentives used to ensure training participation, engagement, and/or effectiveness
5. Cost estimates

The Services were asked in a training study data call (referred to as “data call” in the remainder of this document) to provide the Committee with details on their efforts related to each of the above mentioned five topic areas. The purpose of the public meeting was to follow up with each Service to ask for more detail on their respective efforts related to those data call submissions. Each Service was allotted a 30-minute session for this, facilitated by Mr. J.R. Twiford, a retired Air Force colonel with experience in the DoD Sexual Assault Prevention and Response Office (SAPRO), currently working as contracted facilitation support for the DAC-PSM. Mr. Twiford introduced himself and stated that each session would begin with 20 minutes of Q&A with each

Service, facilitated by himself. The remaining 10 minutes of each session would be reserved for the Committee members to participate in open questioning with each Service.

Session: Air Force

Dr. Christopher Goode (Acting Division Chief, Research and Development, AIZR) represented the Department of the Air Force (DAF) during this session. Dr. Goode's department handles the programming, policy, and research and development for IPV (interpersonal violence) prevention.

Mr. Twiford began by advising that the overall goal of the session was to receive additional context for the content that was previously submitted by the Air Force in the data call. He explained that the Committee will produce a report that is useful to the Services, thus an important aspect of the session is to provide feedback on the questions that were asked of the Services. Mr. Twiford outlined that Dr. Goode would be asked to offer comments about Air Force efforts to engender healthy normative behaviors through the first four years of an Airman's and Guardian's service and to identify any challenges, as well as opportunities for improvement, in working with this population. Additionally, Dr. Goode was asked to point to any connections with previous reports or recommendations that have guided the Air Force's approach to training in the first four years of a member's career.

Mr. Twiford opened the facilitated Q&A portion by asking Dr. Goode to speak about any of the normative behaviors that the Air Force tries to steer towards, including programs or approaches that have been used to achieve those normative behaviors. Dr. Goode replied that at this time, the Air Force is in a discovery phase as well as an action phase. The Air Force identified numerous ideal normative behaviors, including healthy communication, bystander intervention, humanization of others, shared networks, and shared strengths as examples. Some of these are explicitly related to sexual misconduct prevention, while many are in the general portfolio of resilience and wellbeing. Dr. Goode stated that when it comes to normative behaviors, some of the major ones are attitudinal changes related to efficacy in reporting as well as efficacy in understanding and willingness to intercede when harmful or problematic behaviors are observed. The goal is for Service members to feel like they can both recognize a need to report and possess the knowledge on how to do so, as well as a norm that reporting and/or interceding is a positive behavior which will not carry any retaliation or negative responses. Additionally, he stated that the Air Force is beginning to look at a normative window of acceptability to understand the larger cultural norms that will make the unwanted behaviors around sexual misconduct stand out. To that point, Dr. Goode referenced an analogy of a "lifting fog;" that is, the more normative behavioral change that can be initiated, the more the fog is lifted on what kind of behaviors are acceptable or not, which makes those previously hidden behaviors stand out more starkly. The Air Force is looking at behaviors like horseplay, joking, and razzing as examples of behaviors that can obfuscate a situation and reduce understanding of acceptable versus non-acceptable behaviors that may require intervention. Dr. Goode emphasized that this is as important, if not more important, than efficacy and bystander intervention because someone intervening in a situation is dependent on them accurately identifying the need for intervention.

Dr. Goode stated that the emphasis on these behavioral norms is contained within all core Sexual Assault Prevention and Response (SAPR) training across the first four years, including the Sexual Consent and Communication (SCC) training that is currently being stood up, the Initial Wingman Intervention Training (I-WIT), and in the mandatory annual SAPR training. Training

for junior Airmen is mostly informational and emphasizes definitions of what is or is not sexual misconduct, where and how to report, and potential consequences of misconduct. The purpose is to build a base of knowledge and understanding and to shape norms around bystander intervention and the responsibility to the team that each member holds.

Mr. Twiford then asked Dr. Goode to speak about any metrics or data-informed studies that led the Air Force to select these approaches and whether the Air Force utilizes any measures on the backend to evaluate whether these are the right approaches. Dr. Goode answered that it is a theoretically driven practice for the Air Force to evolve from a purely educational structure (i.e., providing definitions, examples, policy, and law regarding sexual misconduct) into a more bystander intervention and normative behavior approach. The Air Force is currently researching and developing prevention content on normative behavioral change based on theory in applied science, which is not in existing training at present. The metrics that the Air Force is using now or getting ready to use are new; Dr. Goode remarked that this is partly based on work from the scientific community, the Independent Review Commission on Sexual Assault in the Military (IRC) recommendations, and collaborations with academics. At present, the Air Force's understanding of desired normative behaviors -- and approaches to achieve those norms -- are farther along than appropriate evaluation tools. Dr. Goode noted that the SCC pilot training recently ended, and data from the effort will become available soon. Additionally, the I-WIT training is in the final phases of study, with metrics publicly available soon. Prior to these studies, most of the Air Force's metrics were more feasibility-based evaluation and open-ended opinions from trainees, rather than objective behavioral outcomes.

Chair Grosso asked for clarity on when individuals receive the SCC and I-WIT trainings. Dr. Goode answered that the SCC has finished its pilot and is in the process of wider implementation. These trainings will be delivered during Basic Military Training (BMT) in place of the standard SAPR training currently in use. After BMT, when Airmen move to their technical schools, each individual receives the I-WIT training, which is considered core training within Service members' first four years. At present, Airmen also receive subsequent annual training. Dr. Goode explained that the SCC is the first tailored training course offered. Participants take a pre-screener which routes them into one of three major categories of initial module training, and then every participant is funneled back into the main course that comprises the bulk of the SCC training. Chair Grosso questioned whether the training is led by specialist instructors, to which Dr. Goode replied that the main portion is indeed delivered by specialist instructors, although the initial module (selected by the pre-screener) is tablet-based. Chair Grosso asked the same question regarding officer training; Dr. Goode answered that the Air Force is currently piloting the same training at the United States Air Force Academy and that prior to participating, officers will receive the same trainings as far as the basic SAPR training, I-WIT, and annual training.

Mr. Twiford shifted the focus of the Q&A to the topics of Air Force interaction with non-DoD entities and any prevention training-related incentives used within the first four years of an Airman or Guardian's career. As in the discussion on approaches, Dr. Goode was requested to provide any applicable references to data-informed paths or recommendations that led the Air Force to foster non-DoD engagement or to offer any incentive programs.

Dr. Goode explained that the Air Force has a long history of partnering with academics outside of the DoD. For example, both previously referenced trainings (SCC and I-WIT) were developed in partnership with external partners. SCC was developed through the Research Triangle Institute

(RTI), and I-WIT was developed in partnership with NORC at the University of Chicago with a consortium of academics as an adaptation of the Green Dot program, originally designed for use on college campuses. The Air Force continues to engage with academics outside of the DoD for all prevention portfolios, including SAPR, to understand current research and best practices, as well as program development.

Mr. Twiford then asked Dr. Goode if he could provide any feedback on the shaping of the data call that informed this panel; specifically, whether there were any overall content areas that he thought should have been asked about that were not, or if any of the data call content should have been phrased differently to make it more helpful. Dr. Goode offered that availability of time (rather than monetary cost) is often the biggest issue in terms of feasibility of training for the Air Force. Delivering good, evidence-based training that fits into the tempo of military life can be difficult. Dr. Goode remarked that since there are many similarities across prevention fields (e.g., protective factors; positive behaviors that are desirable to promote; decisional behaviors), it would be interesting for the Committee to consider the idea of developing evidence-based, norm-shifting training that is comprehensive of all prevention activities, rather than focusing on one specific area of prevention. Additionally, Dr. Goode noted that contradictions between evidence-based practices and Air Force policy mandates can be a challenge and suggested that the DAC-PSM may be well-positioned to advise the Services as they reconcile these types of conflicts.

At this time, Mr. Twiford concluded the facilitated Q&A portion of the session and opened the floor to Committee members for open questioning.

Ms. Gattas thanked Dr. Goode for his presentation and began her questioning by framing prevention work as a tool. She asked, “How will the Air Force learn about the efficacy of this tool (prevention), and how can it ensure that prevention is an effective tool rather than a canned solution?” Dr. Goode responded that the question is a problem that the Air Force has identified and is working to rectify. Historically, the Air Force did not always assess fidelity or effectiveness of outcomes, but as previously mentioned, the newer trainings have built-in efficacy, trainer fidelity, and explicit outcome evaluations. As these newer trainings are incorporated Air Force-wide, expanded assessment will continue. Furthermore, the Air Force is currently standing up a massive increase in prevention personnel, and part of that effort includes a workforce who will oversee prevention programs and can provide effective measurement outcomes. The Air Force also utilizes the RAND Corporation’s “Getting to Outcomes” model, helping to identify process evaluation, outcomes, and fidelity, providing tools to build those considerations into prevention programming. Lastly, the A1Z directorate is in the process of hiring more than 10 program evaluators who will work out of the evaluation and analysis division to strengthen the ability to evaluate program fidelity and outcomes. Notably, the addition of these staff members will increase the Air Force’s ability to evaluate prevention programs throughout their lifecycle, rather than solely at implementation. As programs are implemented, they may be modified or the instructors may change, potentially compromising long-term evaluation efficacy. The Air Force is taking proactive steps to accommodate these changes in order to maintain evaluation integrity.

Dr. Pryor asked Dr. Goode to provide details about individual metrics used for assessment—for example, who gets tested, how they are tested, and when they are tested. Relatedly, if the goal is to look at normative change, Dr. Pryor questioned how Air Force goes from the individual to the normative in terms of assessment of what is working. Dr. Goode responded that in reference to

specific metrics for normative change, study is still underway, so he is reticent to discuss specifics. Dr. Goode stated that with individuals, the Air Force is conducting pre- and post-tests and looking at 3-, 6-, and 12-month follow-ups to assess change over time. At the individual level, topics being examined include rape myth acceptance, hostile and benevolent sexism, and psychological safety. Measuring culture change is a more difficult task, so the Air Force is considering ways to use existing data sources, rather than putting continuous strain on participating Airmen and Guardians. Dr. Goode referenced the Office of People Analytics (OPA)'s Workplace and Gender Relations (WGR) survey and the Defense Organizational Climate Survey (DEOCS) as examples of existing tools that can be leveraged. Air Force is also considering subjective interviews with leadership, non-commissioned officers (NCOs), and chaplains as potential sources to identify environmental shifts. Dr. Goode pointed out that it is difficult, but not impossible, to prove that an exact training is influencing an environment, and the Air Force is working to get to that level of specificity.

Dr. Estrada requested that Dr. Goode expand on where training is going beyond the individual to address the team, unit, or organizational focus. Dr. Goode replied that the Air Force does not currently implement any expressly community-level sexual misconduct training during an Airman's first four years, but stated that it does attempt to take measure of any effect that individual interventions are having on the social group. The Air Force is also currently considering implications for resilience work and is in the process of incorporating a program called Wingman Connect into its training portfolio. This program, which was developed in partnership with academics, adapts a Sources of Strength program and uses a group strength model with interactive training. It is facilitated in small groups over three days. Air Force studies have shown that this training context builds strong social connections, which then drive the desired outcomes. Wingman Connect originated as a suicide prevention program and has since been expanded to resilience training content due to its great benefits from a prevention standpoint. Dr. Goode remarked that he sees the future of the training program to be more aligned with this style of program. Additionally, Dr. Goode noted that the Chief of Staff of the Air Force has done a lot of work to get prevention and resilience content into professional military education (PME) for NCOs and in commander's courses, recognizing that leadership drives much of the climate, and therefore leadership behaviors, attitudes, and relationships will facilitate group-level change.

Ms. Stallworth commented that she appreciated the Air Force's focus on protective factors and resilience, noting that Dr. Goode had mentioned that the Wingman Connect training was initially designed to look at suicide prevention but was expanded once it became clear how useful it was. She stated that she also believes that is the path forward to prevention.

Mr. Twiford closed the Air Force session by thanking Dr. Goode for the quality of the Air Force data call submissions and for his time and expertise presenting to the Committee.

Session: Army

MAJ James Lunders (Operations Chief, U.S. Army SHARP Program Office, HQ), Mr. Jeffrey Bevington (Chief, Leader Development Education and Training, SHARP Academy), and Mr. Anthony McNeill (Deputy Director, SHARP Academy) represented the Army during this session.

MAJ Lunders began by introducing himself as the Operations Chief for the U.S. Army SHARP Program Office at the Headquarters level and Mr. McNeill as the Deputy Director of the Army

SHARP Academy under the Army Training and Doctrine Command. Their offices work together to develop and produce training content and ensure alignment with policy directives. Mr. Jeff Bevington is the Academy Chief of Leader Development Education and Training. Since the Fort Hood investigation and IRC, the Army has taken steps to update trainings to focus more on depth of instruction and content that moves towards a primary prevention approach rather than response. MAJ Lunders echoed Dr. Goode's description of time as the most precious resource associated with training, stating that while the Army has not made any significant changes to the quantity of hours of training, there is a concentrated effort to focus on quality of time.

Mr. Twiford began the facilitated Q&A portion of the session by requesting the Army representatives to speak about any science or evidence-based grounds upon which Army has structured its approaches to learning, focusing on the first four years of a soldier's career. Mr. Twiford also asked Army representatives to share any particular training metrics with the Committee. MAJ Lunders responded that the Army does collaborate with the Centers for Disease Control and Prevention (CDC) on prevention techniques and that a continual challenge is the difficulty of taking publicly available research and tailoring it to the military context. He offered Bystander Intervention training as an example of a successful incorporation of research. MAJ Lunders went on to explain that the normative behaviors that are being shaped early in a career link back to Army values, and many of these norms involve demonstration of expectations for social behaviors.

Mr. Bevington described two primary touchpoints for enlisted junior soldiers as they enter the Army—the first is in basic combat training and the second is the SHARP Annual Refresher training. As far as approach, there is no scientific research that has determined when to present the training; the Army follows the Department of Defense Instruction (DoDI) that requires initial SAPR training to be conducted within 14 days of arrival. The training is delivered on Day One, but because that first day can be an overwhelming time for soldiers being inundated with new information, there have been internal discussions with the Center for Initial Military Training about moving initial training back within that 14-day window. The Annual Refresher training approach for junior soldiers is a leader-led training conducted within small groups; this training covers healthy and unhealthy behaviors. Mr. Bevington stated that there are currently no formal metrics for behavior change being captured. There is an informal process by which a Quick Response (QR) code is utilized to capture participant feedback on their training experience. Mr. Bevington did note that there is a summative assessment currently being built for the SHARP Annual Refresher training. This assessment will allow for a certificate of completion to be generated if an individual scores 90 or above; if they score below 90, they will have an opportunity to retake a digital version of the training and retake the assessment.

Mr. Twiford then requested the Army provide comments on interactions with non-DoD entities, any existing training incentives, and (if applicable) data obtained indicating the effectiveness of incentives. MAJ Lunders answered that the only non-DoD collaboration he is aware of is the research from CDC in the context of a larger prevention discussion. He stated that Army is shifting away from training that tells people not to do harmful behaviors and pivoting towards discussions about social norms and expected behaviors. The central focus in messaging is creating a healthy climate via day-to-day interactions and leader-led discussions, rather than two-hour blocks of dedicated training time. MAJ Lunders stated that he would reach out to the Center for the Army Profession and Leadership as well as the Army Research Institute to determine what collaborations they may have with non-DoD entities.

Mr. Bevington added that the SHARP Academy has had opportunities to collaborate with Benedictine University and the University of Kansas in past years regarding presentations for their student bodies on sexual harassment and sexual assault. He stated that the experience allowed Army training developers to see how universities may be approaching the issue of sexual misconduct; however, there is no formal agreement in place for collaboration. Mr. Bevington also stated that to his knowledge, there are no official Army incentives for any type of SHARP training. Mr. McNeill contributed that there is some interaction with Alteristic, an external company that has helped the Army develop prevention training for Sexual Assault Response Coordinators (SARCs), Victim Advocates (VAs), and Program Managers (PMs). He echoed the sentiment that the limited amount of time available for training is a challenge, adding that there are frequent requests for Army to provide information about its evidence-based programs but not many resources available from which to draw. Mr. McNeill expressed that one helpful product that the DAC-PSM could produce is a list of evidence-based programs that could be instituted or tailored to a military setting.

Mr. Twiford discussed the element of the data call that related to cost estimates and confirmed with Army presenters that perhaps a better way to phrase that line of questioning would be to ask for resources estimates, given that programs seem to be driven more by time than money.

At this time, Mr. Twiford concluded the facilitated Q&A portion of the session and opened the floor to Committee members for questions.

Ms. Gattas addressed MAJ Lunders and commended him for his explanations. She recalled a conversation from the DAC-PSM public meeting on December 8, 2022, where Army discussed defining what consent means, reiterating how important she believes it is to get to the root of capturing “their understanding” versus “our understanding.”

Dr. Pryor spoke about how important leadership factors are for influencing climate. He asked whether there were any metrics being used or considered for development regarding individual evaluations or opinions of leadership relating to sexual misconduct. MAJ Lunders responded that two primary tools for this are the WGR survey, which is more applicable for general trends across the Army, and the DEOCS, which relates to individual unit-level climate evaluation. Both tools have limitations such as lag-time and infrequency, which can render them less useful. However, MAJ Lunders remarked that as part of the IRC, the DoD is working on “pulse surveys,” which will be quick and easy survey instruments that can be conducted between administrations of the DEOCS. The Army Resilience Directorate is also currently in early talks with RAND to develop a similar pulse survey tool, although this version will be less targeted to climate and more focused on capturing experiences of certain populations of interest, such as racial minorities. Additionally, there is a 360° assessment that specifically evaluates leaders and provides them with feedback from their peers, subordinates, and superiors; this tool is voluntary but highly encouraged. MAJ Lunders also mentioned that there are programs currently in development that will help instill in leaders an understanding of the importance of climate and their role in developing a healthy climate, and additional tools and metrics will be included with these new programs. MAJ Lunders cautioned against the risk of survey fatigue and expressed the importance of being cognizant of how much is asked of soldiers.

Mr. Twiford closed the Army session by thanking MAJ Lunders, Mr. Bevington, and Mr. McNeill for their time and expertise presenting to the Committee.

The Committee took a 15-minute break before resuming the meeting.

Session: Navy

Mr. Paul Rosen (Branch Head, Prevention and Response Programs, Navy Culture and Force Resiliency Office) presented the Navy brief along with LCDR Leah Schilling (Director of Training and Curriculum, Naval Service Training Command).

Mr. Twiford began by asking Mr. Rosen to address the approach that Navy is taking with training provided to sailors in their first four years, specifically any science or evidence-based reasoning behind their approach, as well as any applicable metrics. Mr. Rosen remarked that at the December 8, 2022 DAC-PSM public meeting, he had briefed on the Navy's Full Speed Ahead (FSA) training, which focuses on norm-setting and expectation-setting as well as other targeted life skills training. He expressed that these selections are indicative of the Navy's plans for future training directions.

LCDR Schilling noted that she can only speak to accessions training provided in the 10-week recruit basic military training. She stated that the biggest challenge is creating a baseline for recruits since they all come from different backgrounds and cultural norms. The initial Navy approach is to set norms for expectations of healthy and acceptable behaviors. These norms are established through an in-processing brief on Navy core values, provided to incoming recruits during their initial days in the service. The briefing is called the Top 6, and it establishes acceptable behavior and expectations for their time in training and beyond in the Navy. After that, the basic military training lessons build on each other, moving from more policy-required to scenario-based training that encourages discussion. LCDR Schilling noted that recruits are not on board long enough to provide meaningful longitudinal data on behavior modification and that the discussion questions embedded within each module are used to gauge understanding.

Mr. Twiford asked if the Navy has identified any measures or metrics that give a vector on how effective the training approach has been in creating the desired behaviors. LCDR Schilling replied in the negative, adding that there is an academic test proctored during BMT that contains SAPR-related questions measuring policy understanding, but there are no metrics for behavior change.

Mr. Rosen remarked that the annual training is based on policy requirements (for example, understanding definitions of terms and concepts) more than it is directed towards behavior change. FSA and Sailor for Life training does include behavior change and norm-setting. Mr. Rosen communicated that Sailors may have a concept in mind of what is expected of them within the Navy and that it sometimes becomes challenging when they get to their first fleet unit and discover that what they have been trained to do or seen demonstrated up until that point is not the reality of their fleet unit. Last year, the Chief of Navy Operations rolled out an initiative called "Get Real, Get Better," which Mr. Rosen characterized as an acknowledgment of the gap between the highest performing and lowest performing commands. (Mr. Rosen later clarified by email correspondence that the gap is not necessarily based on metrics or a set standard, but more an acknowledgement by leadership that the variance between the highest performing units (operational excellence, maintenance acumen, warfighting skills, etc.) and units on the low end

of the spectrum is too great. The program seeks to understand and correct this gap in command performance by standardizing the leadership mindset and setting behavior standards for leaders. Sailors mirror what they see in their first fleet unit, so the Navy is taking a hard look at the sponsorship program in place. A Service member is not considered fully indoctrinated into a unit until they feel connected and included. Mr. Rosen summarized the approach by stating that training is very important for defining expected behaviors, but ultimately, the way to establish those desired behavior norms is by experiencing on a day-to-day basis what leaders and supervisors expect and observing how they act themselves. This is incorporated into leader development and enlisted development frameworks, and in coming years (2024 or 2025), the courses will be required for promotion to the next rank.

Mr. Twiford shifted the discussion to any interactions or relationships Navy may have with non-DoD entities. Mr. Rosen responded that with the Get Real, Get Better program framework, there is engagement with external organizations focusing on change of large organizations, but for the most part, sailors in the first four years do not engage with external resources or organizations. In response to the question of incentives to shape desired outcomes, Mr. Rosen cited the annual SARC Award as an example of public recognition, which serves as an incentive. Mr. Rosen replied that as a group incentive for creating the desired culture in a unit, the Navy is looking at unit-level awards like the Battle Excellence award. He stated that the first four years of service determine whether a sailor will reenlist for another term and emphasized the importance of creating healthy culture, not only because it is the right thing to do, but because the long-term health of this culture directly relates to the sustainability of an all-volunteer Force. If we want our best and brightest to stay in uniform, the establishment of healthy and appropriate norms is one important way to do that.

At this time Mr. Twiford concluded the facilitated Q&A portion of the session and opened the floor to Committee members for open questioning.

Dr. Holroyd asked Mr. Rosen if he could speak more to the previously mentioned leader development testing that is required to move to the next rank. Mr. Rosen replied that he was referring to the Navy career development or professional development continuums for officers and enlisted which starts at E4. The courses are not currently required but are highly encouraged. Mr. Rosen remarked that the Navy excels at building competence in specialized jobs—firing missiles, fixing engines, flying aircraft—but less so at developing character, so these courses correspond with increasing levels of responsibility and expertise as leaders rise through their career. Mr. Rosen believes these courses will be required for rank promotion beginning in 2025 but will confirm. *In follow-up correspondence via e-mail, Mr. Rosen provided the following information:* Enlisted Leader Development (ELD) courses are to be completed while in current paygrade (i.e., all E-5 Sailors must complete the Intermediate Leader Development Course (ILDC) while serving as an E-5 and prior to eligibility for advancement to E-6). The Foundational Leader Development Course (FLDC) is for Sailors in paygrades E-3 and E-4. The Intermediate Leader Development Course (ILDC) is for Sailors in paygrade E-5. The Advanced Leader Development Course (ALDC) is for Sailors in paygrade E-6. ILDC and ALDC will be a prerequisite for advancement to E-6 and E-7 respectively, starting in calendar year 2025.

Dr. Estrada reflected on a comment that Mr. Rosen had made that he felt was salient: that training seems to show promising effects, but there can be a disconnect between the training and the first fleet unit assignment. He requested Mr. Rosen to speak more on this and asked whether

transfer training considerations might be fed back into the training pipeline. Mr. Rosen replied that he thinks everyone has a technical understanding of sexual assault and harassment definitions and how to make a report, but that there is a disconnect in the environment and general way people treat each other. Recalling the Get Real, Get Better program, Mr. Rosen remarked that there is too much of a disparity between highest performing units and lowest performing units, and the Navy needs to get everybody up to a much higher standard by ensuring that expectations are set and standards are measured. He remarked that it is not so much a transferring of training information or knowledge, but rather advancing Navy culture by building great people, leaders and teams through standards, measures, and best practices. Navy holds leaders accountable not just for their unit's mission success, but also for the culture they create in doing so.

Dr. Pryor asked whether there were any metrics connected to those voluntary leadership development training courses. Mr. Rosen responded that he would take that question back to the Navy Leadership and Ethics Center, which develops and runs those training continuums, to get an answer for the Committee. Dr. Holroyd added on that it would be helpful to find out if they are doing any trend tracking that could be shared.

In further written correspondence following this meeting, Mr. Rosen provided the following summary of feedback from the Navy Leadership and Ethics Center (NLEC) on this question.

- Measuring behavior change is challenging.
- NLEC does not typically do Level II evaluations (pre- and post-test). They do standard Level I evaluations (end of course critiques) and will share this feedback if desired.
- NLEC is investigating a means to do a Level III (Alumni surveys) where the participant and supervisor will receive an email to see if there is a change in behavior. NLEC is looking for a way to automate this process since they do not have the manpower to do it manually for all Enlisted Leader Development (ELD).

Mr. Twiford closed the Navy session by thanking Mr. Rosen and LCDR Schilling for their time and expertise presenting to the Committee.

Session: Marine Corps

Ms. Lindsay Reed (SAPR Outreach & Education Section Head, MANDR AFFAIRS) and Ms. Angela Whittaker (Research and Program Evaluation Section Head, HQ) presented the brief for the United States Marine Corps (USMC).

Mr. Twiford began by asking Ms. Reed to comment on the approach that USMC is taking with training provided during the first four years, specifically any science or evidence-based reasoning behind such an approach, as well as any metrics USMC may use to assess whether the approach is achieving the desired results. Ms. Reed responded by stating that in the USMC, they teach and uphold what is expected of all Marines beginning with recruiters and applicants in the delayed entry program, consistent with initiatives such as Sustaining the Transformation and Talent Management 2030. Through the integrated prevention and SAPR programs, USMC has identified several places where it can exemplify expectations for recruits. Before they even ship off to entry level training, applicants go through character and civics training for every poolee in the delayed entry program, during which they are made aware of USMC sexual assault and harassment policies, as well as behavioral expectations. An applicant who is convicted of or

receives an adverse adjudication for a sex-related crime or sexual assault will be disqualified for enlistment.

On the officer side, Ms. Reed provided a brief overview of a PME program called Join the Conversation, which addresses the negative impact that harmful behaviors (e.g., hazing, sexual assault, sexual harassment, retaliation, and alcohol misuse) have on mission readiness, as well as the role that officers have in enforcing and upholding expectations of behavior. The program uses scenario-based small group discussions, videos, and lectures to promote self-awareness and educate officers on intervention. Ms. Reed noted that trainings are continuously updated and that USMC is currently working on updating Step Up, which is the annual training that junior Marines receive once they leave entry-level training.

Mr. Twiford then shifted the discussion to any interactions or relationships the USMC may have with non-DoD entities. Ms. Reed replied that she was not aware of anything that had not already been submitted in the data call. Mr. Twiford then asked Ms. Reed to speak to any incentives that may be offered, whether at an individual or a group level, that are built into the USMC approach to creating desired behaviors. Ms. Reed clarified whether the question was regarding incentives for desired behaviors or for completion of training; Mr. Twiford confirmed that both or either would be appropriate. Ms. Reed replied that there is not a broad, overarching incentive program at the Headquarters level, but she has observed that at the individual level, commanders are eager and willing to recognize Marines who step up to go above and beyond. She stated that she would be happy to reach down into the command level to ask for best practices or examples that they use and share those with the Committee.

At this time Mr. Twiford concluded the facilitated Q&A portion of the session and opened the floor to Committee members for open questioning.

Dr. Holroyd noted that one of the goals of the Committee is to identify areas with the greatest potential for impact and asked Ms. Reed if she could suggest any specific areas of greatest opportunity. Ms. Reed answered that she would be glad to take this question back to Headquarters and provide input to the Committee. Mr. Twiford stated that feedback on the data call framework or process would also be helpful; Ms. Whittaker responded that she would be glad to give it more thought and circle back.

Ms. Whittaker further noted that training is just one piece of the puzzle when it comes to a comprehensive approach to prevention. When looking to understand whether the trainings are meeting their objectives, it is important to look at the messaging Marines receive outside of the training environment and how to effectively mitigate any counterproductive messages while promoting and reinforcing positive messages. Ms. Whittaker spoke about the theory of planned behavior, which considers the importance of social norms on behavioral intentions. According to this model, intention is the best predictor of behavior, so trainings focus on increasing intentions—such as the intention to intervene—as well as increasing knowledge and understanding. Ms. Reed also remarked that one of the challenges of the SAPR training space is that junior Marines tend to feel targeted as recipients of training; while data supports the characterization of junior Marines as the most at-risk population, the consensus among the population seems to be that they do not want to be treated as potential victims or offenders. It can be challenging to get these junior Marines to engage in training if they do not perceive its relevance to them or if they do not believe they will fall into either category. Ms. Reed provided

the hypothetical quote “I’m not going to need this; I’ll focus on what it means for me to be in the infantry, because that’s what my job is” as an example of this attitude.

Dr. Pryor remarked that the Take a Stand program (referenced in the USMC data call submission) had metrics described such as knowledge checks, pilot, pre- and post-evaluations, as well as a fidelity checklist, and he requested more detail on these results. Ms. Whittaker replied that they have an ongoing system to try to inform training development, as well as any changes made to trainings. Evaluation can be challenging because things quickly evolve, and evaluators may not be getting as much information as they want. The primary focus of the evaluation efforts that Dr. Pryor referenced is on improving and informing the next iteration of the training. The results have indicated some change in intention, which is encouraging as a theoretical precursor for behavior change. Ms. Whittaker concluded by stating that they are still working towards a method to best capture and ensure fidelity. Dr. Pryor responded that regarding intentions, the theory of planned behavior talks about attitudes, perceptions of norms, and perceptions of control as being important determinants of a person’s intentions. He asked whether USMC has looked at those things as well. Ms. Whittaker replied that she could not recall if those topics were included but that she would check and circle back. *In follow-up email correspondence, Ms. Whittaker provided that current evaluations of SAPR training include perceived norms, intentions, and efficacy.*

Ms. Gattas asked for confirmation of the previous statement that there are some challenges in terms of who believes the training is necessary or applicable to them. Ms. Reed clarified that training along the lines of “don’t do these things, or you will be an offender” or “don’t do these things, or you will be a victim,” and the perceived implication that junior Marines are expected to do something wrong is not well-received. Looking at the feedback that is received from current training, as well as what Ms. Whittaker explained about behavior change, the USMC is moving towards a focus on skill building, healthy behaviors, and intervention. The goal is to present a message to junior Marines that they are part of the solution, not the problem.

Ms. Grosso echoed Ms. Gattas’ comments and asked a follow-up question about whether the statistics of sexual assault are shared with junior Marines during training. Ms. Reed stated that the data are shared during training as a mechanism for framing the problem and that it helps to provide important context and awareness of the issue.

At this time, the USMC session concluded.

Closing Remarks

Dr. Holroyd thanked the Members, speakers, and staff for their time and commitment to the DAC-PSM. Chair Grosso thanked the speakers for their presentations and commitment as well and remarked that the session was helpful for her understanding. With no further issues or comments, the public meeting concluded.

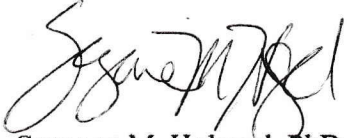
Meeting was adjourned at 3:30 PM EST.

CERTIFICATION

I hereby certify, to the best of my knowledge, the foregoing minutes are accurate and complete.

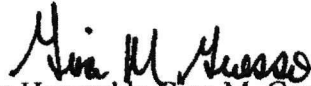
Report Submitted by:

Report Certified by:



Suzanne M. Holroyd, PhD
DAC-PSM Designated Federal Officer
DAC-PSM Executive Director

5/26/23



The Honorable Gina M. Grosso
DAC-PSM Chair