



# Coast Guard Academy Assessment of Cultural Competence

Implementation Plan  
*August 16, 2023*



U.S. Coast Guard

# Foreword

August 16, 2023

I am pleased to present the following implementation plan, “Coast Guard Academy Assessment of Cultural Competence,” prepared by the U.S. Coast Guard.

The National Defense Authorization Act for Fiscal Year 2021 directs the submission of an implementation plan to carry out the recommendations or the parts of the recommendations accepted in the November 2022 final action memorandum regarding the February 2022, National Academy of Public Administration’s Coast Guard Academy Cultural Competence Assessment.



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

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

The Honorable Ted Cruz  
Ranking Member, Senate Committee on Commerce, Science, and Transportation

The Honorable Sam Graves  
Chairman, House Committee on Transportation and Infrastructure

The Honorable Rick Larsen  
Ranking Member, House Committee on Transportation and Infrastructure.

I would be pleased to answer any questions you 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 "LL Fagan".

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



# Coast Guard Academy Assessment of Cultural Competence

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# I. Legislative Language

This implementation plan responds to the language set forth in Section 8272(d) of National Defense Authorization Act for Fiscal Year (FY) 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.

(d) PLAN.—

(1) IN GENERAL.—Not later than 6 months after the date of the submission of the final action memorandum required under subsection (c), the Commandant, in coordination with the Chief Human Capital Officer of the Department of Homeland Security, shall submit a plan to carry out the recommendations or the parts of the recommendations accepted in the final action memorandum to the Committee on Transportation and Infrastructure of the House of Representatives and the Committee on Commerce, Science, and Transportation of the Senate.

(2) STRATEGY WITH MILESTONES.—If any recommendation or parts of recommendations accepted in the final action memorandum address any of the following actions, then the plan required in paragraph (1) shall include a strategy with appropriate milestones to carry out such recommendations or parts of recommendations:

(A) Improve outreach and recruitment of a more diverse Coast Guard Academy cadet candidate pool based on race, ethnicity, gender, religion, sexual orientation, socioeconomic background, and geographic origin.

(B) Modify institutional structures, practices, and policies to foster a more diverse cadet corps body, faculty, and staff workforce based on race, ethnicity, gender, religion, sexual orientation, socioeconomic background, and geographic origin.

(C) Modify existing or establish new policies and safeguards to foster the retention of cadets, faculty, and staff of different races, ethnicities, genders, religions, sexual orientations, socioeconomic backgrounds, and geographic origins at the Coast Guard Academy.

(D) Restructure the admissions office of the Coast Guard Academy to be headed by a civilian with significant relevant higher education recruitment experience.

(3) IMPLEMENTATION.—Unless otherwise directed by an Act of Congress, the Commandant shall begin implementation of the plan developed under this subsection not later than 180 days after the submission of such plan to Congress.

## II. Implementation Plan

The U.S. Coast Guard (USCG) and the Coast Guard Academy (CGA or Academy) carefully reviewed each of the recommendations provided by the National Academy of Public Administration (NAPA) in their Assessment of Cultural Competence at the CGA<sup>1</sup>. The USCG is committed to maintaining a culturally competent, inclusive, and representative learning and working environment for all students and staff.

The following plan includes the USCG's response to each of NAPA's recommendations as noted in the November 7, 2022, final action memorandum and serves as the Implementation Plan prescribed in Section 8272(d) of the National Defense Authorization Act for FY 2021.

**Recommendation 4.1:** Adopt leadership approaches of a “weaver leader”<sup>2</sup> and “shared equity leadership”<sup>3</sup> to advance cultural competence.

**Accepted/Accepted in part/Rejected:** Accepted and implementation is completed.

The CGA's Superintendent Equity Advisory Council (SEAC) was established on August 15, 2022. The SEAC meets on a monthly basis and helps set shared community expectations. The SEAC met with the CGA Board of Trustees in October 2022 and meets regularly with the Superintendent and Division Officers to discuss the current implementation status of the Diversity and Inclusion Action Plan (DIAP). All lines of effort and corresponding tasks within the DIAP are assigned to appropriate stakeholders and the SEAC tracks progress. All tasks are on target to meet proposed completion dates. The SEAC also conducted multiple Leadership Transparency Panels, where the SEAC selected specific topics to discuss in an open and equitable forum. These panels have been well received by the CGA community and are directly related to the efforts to implement the “weaver leader” strategy to advance cultural competence. The Leadership Transparency Panels will continue with participation from the Superintendent and Division Officers at a rate of no less than once per quarter moving forward.

Additionally, the Cadet Division governance re-organization in conjunction with the Loy Institute for Leadership is ongoing. The Loy Institute for Leadership outlined recommendations to modernize the current staffing model within the Cadet Division to include a Cadet Affairs Branch Chief (student affairs professional) and a CGA Leader Development

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<sup>1</sup> U.S. Coast Guard Academy Cultural Competence Assessment - National Academy of Public Administration (napawash.org) <https://napawash.org/academy-studies/u-s-coast-guard-academy-cultural-competence-assessment>

<sup>2</sup> The concept of a “weaver leader” recognizes that: “campus leaders play an important role as weavers encouraging the participation of many individuals in the rebuilding process. Weavers’ work is one of identifying different fragments, connecting them, and helping to network and connect ideas, beliefs, activities, and feelings. Weavers are important to sense-making, building relationships, and creating coherent communications to create the tapestry as a whole. Weaving is not easy, as it means being able to stand apart from the many activities and perspectives to connect them with a vision for the whole tapestry.” – Leading After a Racial Crisis by S. Fries-Britt and A. Kezar.

<sup>3</sup> The concept of “shared equity leadership” is collaborative and inherently inclusive. It does not rely on one individual to lead (even when there is a hierarchical authority structure in place that is both necessary and respected), but rather it advances equity, drawing on the collective skills of multiple individuals. However, each individual leader must have experienced a personal journey to engage with cultural competence to advance these topics effectively with the collective. Instead of cultural competence being seen as an “add-on” to an individual’s life, and thus the Academy’s environment, cultural competence can become essential to all of what the Academy does as a place to learn and work.

Program Champion. These changes will provide continuity and opportunities to oversee intentional planning and integration of all efforts to support the social/emotional well-being and development of Cadets during their college years, align the execution of the CGA Leader Development Program and the Leadership Assessment Team, and implement the Annual Improvement Cycle.

**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 and implementation is completed.

On 15 August 2022, the Superintendent signed the DIAP into policy (SUPTINST 5350.2). The DIAP is a one-year renewable plan which currently contains four lines of effort and fifteen action steps. The four lines of effort are 1) Strengthen CGA Governance of Equity, Diversity, and Inclusion Initiatives, 2) Enhance the Sense of Belonging and Thriving Together, 3) Strengthen the Equity-Minded Education and Development of Leaders of Character in Service to our Nation, and 4) Build and Maintain an Inclusive Total USCGA Workforce. The DIAP clearly identifies the person, position, or group responsible for each action item and lists supporting elements, outcome metrics, and deadlines for completion. The DIAP was carefully designed to align with the USCG's DIAP and the Commandant's Strategic Vision for the CGA, both of which were signed in 2019. The DIAP will be renewed by the Office of Diversity and Inclusion and will be presented to the Superintendent and the Division Officers for their review prior to April 30<sup>th</sup> each year.

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

- Revising the CDO position description to align with the functions described by National Association of Diversity Officers in Higher Education (NADOHE) 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 and implementation is ongoing.

The CDO was recently named as the Chair of the SEAC. The CDO now leads a thirteen-person team assigned to diversity, equity, and inclusion related positions on campus. The team meets on a monthly basis, briefs and advises the Academy's Board of Trustees, the Leadership Diversity Council, and Leadership Transparency Panels. The CDO is a designated member of the CGA's "Senior Leadership Team," which meets twice per month to brief and advise the Superintendent. In addition to these team meetings, the Superintendent engages in one-on-one meetings three times per month with the CDO to foster continued dialog on all matters pertaining to equity across the CGA.

The role of the CDO at CGA aligns with the sixteen standards set by the NADOHE. The CGA is currently engaging with the Office of Civilian Workforce Management to update the position description (PD) for the CDO. The PD is in the process of being updated to meet the standards set by the NADOHE, and that is expected to be complete prior to Summer 2023. Once complete, the updated PD will have to be reviewed for a possible change in classification by a Human Resource Specialist prior to making a substantive change. CGA anticipates the entire process to be completed prior to the end of Summer 2023.

In addition, the CGA hired a Deputy Director and a Strategic Program Support Specialist to optimize the Office of Inclusion and Diversity's (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 Leadership Diversity Advisory Council (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 and implementation is completed.

On 15 August 2022, the Superintendent signed the SEAC into policy (SUPTINST 5350.3). The SEAC, among other priorities, is an advisory body for the Superintendent. The SEAC meets monthly and posts meeting minutes on CGA's portal site to increase transparency. The SEAC's efforts to date have been focused on the following six items: 1) Implementation and execution of the CGA DIAP, 2) Recommendations for needed resources, 3) Suggest best standards, methodologies, and processes, 4) Facilitate coordination and alignment of D&I efforts across the CGA, 5) Offer research ideas for how to best achieve stated goals, and 6) Provide recommendations and input for the development of the next annual DIAP.

**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, 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 and implementation is underway.

The CGA's Office of Institutional Research is working with the SEAC, LDAC and Vice Provost for Student Success to develop an institutional dashboard, codify business rules to track Diversity Equity, and Inclusion (DE&I) efforts, and develop a Command Climate System (CCS) to compile inputs from all applicable climate assessment instruments. The focus of the institutional dashboard is to track metrics disaggregated by race and gender for cadet access to support services, and teaching and learning assessment activities, that will inform the design, delivery and robust pedagogies to ensure student cultural and academic success. This process is underway and has an anticipated completion date of Summer 2023.

**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 and implementation is completed.

The CGA established a multi-disciplinary team of experts to provide guidance regarding historical accuracy and appropriate language for didactic panels to be installed within the Henriques Room. The first in-person meeting for this team occurred on 12 January 2023. Following the initial meeting, the process of creating the language for these didactic panels is expected to take a minimum of six months.

The CGA community was notified of this plan via a Leadership Transparency Panel attended by the Superintendent and Division Officers. In addition, SUPTNOTE 5293 was promulgated in December 2022, regarding the interim usage of the Henriques Room (as discussed and guided by the multi-disciplinary team of experts). Interim usage requires all members to begin all engagements within the room with an acknowledgement statement<sup>4</sup> regarding the murals.

**Recommendation 5.1:** Continue to regularly assess the Anti-Harassment and Hate Incident (AHHI) 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:

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<sup>4</sup> Henriques Room Acknowledgement: The mural in the Henriques Room is a depiction of the USCG's history from 1790 to 1932 and was commissioned in 1935 by the Treasury Relief Art Program. This historic artwork by Aldis B. Browne II, Robert Galvin, and Mariano Corda was part of Roosevelt's New Deal program that helped lead our nation out of the Great Depression. In the past, this room and its artwork served primarily as an inspiration of a heroic past. Today we recognize the mural is not in keeping with who we are as a Service. We cannot change our history, but we can learn from it and strive for an equitable balance between how we choose to celebrate or share our full story. One day soon the Henriques Room will more fully Honor our Service's history by recognizing the Devotion to Duty our dedicated workforce has displayed in service to this country and transformation to ensure that Respect is demonstrated to all.

- Providing recommendations to the USCG's 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 and implementation is completed.

The USCG is working to update the Service'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 Department of Defense (DoD), Department of Homeland Security, and USCG 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 and implementation is completed.

The USCG increased staffing in the SAPRR office to include one full-time Sexual Assault Response Coordinator and a Victim Advocate Program Specialist. Every year, CGA participates in the Department of Defense Office of People Analytics Service Academy Gender Relations Survey. These results are then shared and discussed with the Academy's senior leaders to develop action items as appropriate.

The SAPRR Office was also relocated to Chase Hall (cadet barracks) to reduce barriers for cadet reporting of sexual assault or harassment.

**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 and implementation is underway.

CGA's Cadet Division and the Institute for Leadership conducted a holistic review of the Leadership Development Program to incorporate the USCG's revised leadership competencies and leadership development framework. These changes were briefed to the SEAC during the October meeting. Currently, the CGA is implementing these changes with an anticipated completion date of Summer 2023. In addition, multiple stakeholders provided input to support revisions to the Cadet Conduct and Discipline System (SUPTINST M5215.3A), which was completed in August 2022. Revisions included more inclusive and person-first language, supportive language for transgender cadets, and the removal of potential barriers to access and participation.

**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 and implementation is underway.

The DIAP directs the LDAC to develop the framework for a CCS. This system will compile the inputs from a variety of climate assessment instruments utilized throughout the year including DEOCS, FEVS, OAS, and EAR. The CCS will provide data to help the SEAC develop future DIAP lines of effort and action items. CCS will also enable division heads to craft locally tailored lines of effort and action items to support an inclusive climate at all levels.

**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 provide 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, sexual assault, sexual harassment, substance abuse); and
- Categorized at a GS-14 or GS-15 level.

**Accepted/Accepted in part/Rejected:** Accepted and implementation is ongoing.

The Cadet Affairs position is supported by the CGA Board of Trustees and the Institute for Leadership. The position has been created and is expected to receive final approvals for implementation by Fall 2023.

**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 and implementation is underway.

In February the CDO will represent the CGA at the 2023 DoD Diversity and Inclusion Summit. This event will allow renowned experts in the fields of government, higher education, business, science, and technology to highlight best practices and expand partnerships. Each Summit session includes models, new applications, best practices, and live laboratories for testing innovative, theoretical, and practical approaches to address critical issues impacting DoD missions. Additionally, the CGA helped establish the New England Chapter of the National Naval Officers Association. This group connects and supports officers of color within the seagoing services. Currently, the CGA’s OID staff is working to build new partnerships with local private industry DE&I professionals to share resources and expand support mechanisms for faculty and staff. The current plan involves linking resources via CGA’s website, encouraging more staff to assume leadership roles with one of our eight Affinity Councils, and hosting a social event once a semester. These tasks are anticipated to be completed by Summer of 2023.

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

**Accepted/Accepted in part/Rejected:** Accepted and implementation is completed.

The CGA's IFL recently hired a Leader in Residence (LinR) who will report during the Spring 2023 semester. This position will guide the CGA's leader development system, serving as a leadership consultant and liaison to the CGA faculty, staff, and cadets under the general direction of the Loy IFL Director and in collaboration with the Dean of the School of Management. Given the co-curricular nature of leader development at the CGA, the LinR will also consult on current leader-development initiatives and opportunities with the Commandant of Cadets, the military equivalent to a dean of students at other colleges and universities.

The CILT is explicitly identified and defined in the Organizational Modification Request (OMR) for the Academic Division that was approved by USCG Headquarters in June 2022 and implemented by the Superintendent in July 2022. A draft plan has been developed for the CILT that will be finalized and implemented as soon as a new CILT Director for the Center can be selected and assigned. The Deputy Commandant for Mission Support has provided explicit support for the new billet for the Director as of FY 2024. The functional statement for the Director specifically requires that they "Direct all activities of the CILT, including mentorship programs, workshops, and other faculty development opportunities to ensure innovative and effective pedagogies are employed across the Academy" and "Assess all CILT programs and propose evidence-based changes ensuring continuous improvement."

The Provost's Intent (published August 2022) offers planning guidance that targets as priorities: "Create and sustain an inclusive teaching and learning community that fully embraces the power of diverse perspectives and contributions" and "Provide best-in-class academic programs that prepare graduates to lead the Service." In support of these priorities, the Provost explicitly supported an ongoing Division-wide professional development focus on inclusive teaching. A significant portion of the semi-annual faculty in-service days is devoted to inclusive teaching and learning workshops coordinated by CGA faculty and provided by national experts. Teaching and learning presentations and discussions are included as professional development opportunities in each monthly meeting of the Provosts Council, which includes 35 Academic leaders in the Division, including all Deans and Department Heads. In addition, Schools and Departments are regularly supported in a variety of engagements, including attendance in person and virtually in national meetings focused on the science of learning to continue to strengthen and enhance existing efforts to support student learning and close performance gaps.

**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 and implementation is completed.

During the 200-week journey of each CGA cadet, OID seeks to organize events and trainings into a comprehensive cultural competence engagement continuum. The goal is to leverage the strengths of the various training and leadership development programs, and advance common themes to address Commander's Intent and institutional goals as laid out in current and subsequent DIAPs. Integral to this engagement continuum is the collection of formal feedback to holistically assess the effectiveness of the continuum, identify gaps, drive course corrections, and address emergent issues. OID will continue to develop mechanisms to collect feedback regarding the effectiveness of these programs and events. Armed with this feedback the CDO and the SEAC are empowered to provide guidance on approaches to coordinate and align activities, programs, policies, and initiatives across CGA.

**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 CGA'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 and implementation is completed.

The CGA's Athletics Department and OID began designing a cultural competence program specifically geared towards cadet athletes during the fall semester of 2022. The Athletics Department met with the OID staff four times throughout the fall semester 2022. This combined group formulated an Athletics Department Cultural Competence plan. The outcome was a designed program for athletic team engagement led by coaching staffs to discuss a series of issues during the spring semester of 2023.

**Recommendation 8.1:** USCG 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 and implementation is completed.

USCG leadership approved an OMR for the Academic Division to right-size span-of-control. The USCG is in the process of resolving all temporary billet and short-term faculty positions through various budgeting decisions. These positions are no longer funded through the “lapse rate” and each position has come on the Personnel Allowance List for base funding. As part of the OMR, CGA will ensure that the Academic Division is properly staffed to support the division’s new governance structure.

**Recommendation 8.2:** USCG 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 and implementation is ongoing.

The USCG’s Civilian Human Resources Directorate is conducting a review of the hiring process for civilian faculty at CGA. The goal of this review is to advise on opportunities to improve timelines, increase competitiveness, and attract the best talent for faculty and staff positions at CGA.

**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 DE&I at each hiring decision point.

**Accepted/Accepted in part/Rejected:** Accepted and implementation is completed.

The August 2022 Provost’s Intent offers planning guidance that targets as priorities: “Create and sustain an inclusive teaching and learning community that fully embraces the power of diverse perspectives and contributions” and also sets as objectives attracting exceptional faculty and improving hiring procedures for faculty. Specifically, the Provost’s intent states, “If we are to compete for top students and faculty, we must create innovative programs that are responsive to pressing social, scientific, analytic, and engineering challenges, and that operate in a welcoming, inclusive learning environment where students and faculty connect with each other as a community. We will proactively and vigorously recruit faculty members one at a time and retain each of them through close personal engagement, mentoring, professional development opportunities, support of their teaching and research, and flexibility to promote productivity as a wholesome dimension of their broader lives.”

Several practices responsive to this recommendation are permanently implemented for all searches in the Academic Division. Each hiring committee has a diversity champion. Each committee meets with the Human Resources specialist to understand hiring rules and with the CDO to discuss implicit bias. The Vice Provost for Academic Administration carefully reviews all job descriptions and job criteria for the Academic Division with an eye toward diversity, inclusion, access, opportunity, and equity. The Provost meets personally with every faculty search committee to discuss: 1) priorities and expectations for searches and selections, 2) recruiting strategies, 3) ways to guard against invidious biases that are often embedded in hiring protocols and assessment instruments, 4) different types of bias and how they operate, 5) how to craft solicitation language that is broadly inclusive, and 6) how to maintain breadth and open-mindedness throughout the search process.

The Provost's Office is working closely with USCG civilian hiring officials to revise faculty hiring procedures in ways to maximize the use of existing excepted service flexibilities for hiring CGA civilian faculty provided in 5 Code of Federal Regulations § 302.101 (c)(6) for Schedule A. This being done to maximize the CGA's reach and competitiveness in the national academic job market, successfully recruit top talent, access diverse candidates who may be unfamiliar with or dissuaded by the federal hiring procedures, and avoid using rigid instruments that limit holistic and nuanced assessment of faculty candidate potential.

### III. Conclusion

The USCG is committed to improving outreach and recruitment of a more diverse cadet candidate pool. To do so, the USCG is in the process of evaluating, selecting, and conscientiously fine-tuning institutional structures, practices, and policies to foster a more diverse cadet corps, faculty, and staff.



## Appendix: Abbreviations

Abbreviations	Definition
AHHI	Anti-Harassment and Hate Incident
CCS	Command Climate System
CDO	Chief Diversity Officer
CGA	Coast Guard Academy
CILT	Center for Inclusive Learning and Teaching
DE&I	Diversity Equity, and Inclusion
DEOCS	Defense Organizational Climate Survey
DIAP	Diversity and Inclusion Action Plan
DoD	Department of Defense
EAR	Equity Assessment Report
FEVS	Federal Employee Viewpoint Survey
IFL	Institute for Leadership
LDAC	Leadership Diversity Advisory Council
LinR	Leader in Residence
NADOHE	National Association of Diversity Officers in Higher Education
NAPA	National Academy of Public Administration
OAS	Organizational Assessment Survey
OID	Office of Inclusion and Diversity
OMR	Organizational Modification Request
PD	Position Description
SAPRR	Sexual Assault Prevention Response and Recovery
SEAC	Superintendent Equity Advisory Council
USCG	U.S. Coast Guard