AUTHENTICATED
U.S. GOVERNMENT
INFORMATION
GPO

A CONTINUING EXAMINATION OF CIVIL RIGHTS SERVICES AND DIVERSITY IN THE COAST GUARD

(111–43)

HEARING

BEFORE THE

SUBCOMMITTEE ON
COAST GUARD AND MARITIME TRANSPORTATION

OF THE

COMMITTEE ON
TRANSPORTATION AND
INFRASTRUCTURE
HOUSE OF REPRESENTATIVES

ONE HUNDRED ELEVENTH CONGRESS

FIRST SESSION

June 19, 2009

Printed for the use of the
Committee on Transportation and Infrastructure

U.S. GOVERNMENT PRINTING OFFICE

50–631 PDF WASHINGTON : 2009

For sale by the Superintendent of Documents, U.S. Government Printing Office
Internet: bookstore.gpo.gov Phone: toll free (866) 512–1800; DC area (202) 512–1800
Fax: (202) 512–2104 Mail: Stop IDCC, Washington, DC 20402–0001

COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE

JAMES L. OBERSTAR, Minnesota, *Chairman*

NICK J. RAHALL, II, West Virginia, *Vice Chair*
PETER A. DEFAZIO, Oregon
JERRY F. COSTELLO, Illinois
ELEANOR HOLMES NORTON, District of Columbia
JERROLD NADLER, New York
CORRINE BROWN, Florida
BOB FILNER, California
EDDIE BERNICE JOHNSON, Texas
GENE TAYLOR, Mississippi
ELIJAH E. CUMMINGS, Maryland
ELLEN O. TAUSCHER, California
LEONARD L. BOSWELL, Iowa
TIM HOLDEN, Pennsylvania
BRIAN BAIRD, Washington
RICK LARSEN, Washington
MICHAEL E. CAPUANO, Massachusetts
TIMOTHY H. BISHOP, New York
MICHAEL H. MICHAUD, Maine
RUSS CARNAHAN, Missouri
GRACE F. NAPOLITANO, California
DANIEL LIPINSKI, Illinois
MAZIE K. HIRONO, Hawaii
JASON ALTMIRE, Pennsylvania
TIMOTHY J. WALZ, Minnesota
HEATH SHULER, North Carolina
MICHAEL A. ARCURI, New York
HARRY E. MITCHELL, Arizona
CHRISTOPHER P. CARNEY, Pennsylvania
JOHN J. HALL, New York
STEVE KAGEN, Wisconsin
STEVE COHEN, Tennessee
LAURA A. RICHARDSON, California
ALBIO SIRES, New Jersey
DONNA F. EDWARDS, Maryland
SOLOMON P. ORTIZ, Texas
PHIL HARE, Illinois
JOHN A. BOCCIERI, Ohio
MARK H. SCHAUER, Michigan
BETSY MARKEY, Colorado
PARKER GRIFFITH, Alabama
MICHAEL E. MCMAHON, New York
THOMAS S. P. PERRIELLO, Virginia
DINA TITUS, Nevada
HARRY TEAGUE, New Mexico

JOHN L. MICA, Florida
DON YOUNG, Alaska
THOMAS E. PETRI, Wisconsin
HOWARD COBLE, North Carolina
JOHN J. DUNCAN, JR., Tennessee
VERNON J. EHLERS, Michigan
FRANK A. LOBIONDO, New Jersey
JERRY MORAN, Kansas
GARY G. MILLER, California
HENRY E. BROWN, JR., South Carolina
TIMOTHY V. JOHNSON, Illinois
TODD RUSSELL PLATTS, Pennsylvania
SAM GRAVES, Missouri
BILL SHUSTER, Pennsylvania
JOHN BOOZMAN, Arkansas
SHELLEY MOORE CAPITO, West Virginia
JIM GERLACH, Pennsylvania
MARIO DIAZ-BALART, Florida
CHARLES W. DENT, Pennsylvania
CONNIE MACK, Florida
LYNN A WESTMORELAND, Georgia
JEAN SCHMIDT, Ohio
CANDICE S. MILLER, Michigan
MARY FALLIN, Oklahoma
VERN BUCHANAN, Florida
ROBERT E. LATTA, Ohio
BRETT GUTHRIE, Kentucky
ANH "JOSEPH" CAO, Louisiana
AARON SCHOCK, Illinois
PETE OLSON, Texas

SUBCOMMITTEE ON COAST GUARD AND MARITIME TRANSPORTATION

ELIJAH E. CUMMINGS, Maryland, *Chairman*

CORRINE BROWN, Florida
RICK LARSEN, Washington
GENE TAYLOR, Mississippi
BRIAN BAIRD, Washington
TIMOTHY H. BISHOP, New York
STEVE KAGEN, Wisconsin
MICHAEL E. MCMAHON, New York
LAURA A. RICHARDSON, California
JAMES L. OBERSTAR, Minnesota
(Ex Officio)

FRANK A. LOBIONDO, New Jersey
DON YOUNG, Alaska
HOWARD COBLE, North Carolina
VERNON J. EHLERS, Michigan
TODD RUSSELL PLATTS, Pennsylvania
PETE OLSON, Texas

CONTENTS

Page

Summary of Subject Matter vi

TESTIMONY

Dickerson, Terri A., Director, Office of Civil Rights, United States Coast Guard; and Vice Admiral Clifford I. Pearson, Chief of Staff, United States Coast Guard 5
Latta, Stephen B., Captain, USN Retired, Dean of Admissions, United States Naval Academy 27
Pearson, Vice Admiral Clifford I., Chief of Staff, United States Coast Guard 5

PREPARED STATEMENT BY MEMBER OF CONGRESS

Thompson, Hon. Bennie G., of Mississippi 34

PREPARED STATEMENTS SUBMITTED BY WITNESSES

Dickerson, Terri A. 37
Latta, Stephen B. 44
Pearson, Vice Admiral Clifford I. 57

SUBMISSION FOR THE RECORD

Dickerson, Terri A., Director, Office of Civil Rights, United States Coast Guard, response to request for information 12
Pearson, Vice Admiral Clifford I., Chief of Staff, United States Coast Guard:
Response to request for information 19
Response to request for information 23
Strategic Plan 66

U.S. House of Representatives
Committee on Transportation and Infrastructure

James L. Oberstar
Chairman

David Heymsfeld, Chief of Staff
Ward W. McCarragher, Chief Counsel

Washington, DC 20515

John L. Mica
Ranking Republican Member

James W. Coon II, Republican Chief of Staff

June 18, 2009

SUMMARY OF SUBJECT MATTER

TO: Members of the Subcommittee on Coast Guard and Maritime Transportation

FROM: Subcommittee on Coast Guard and Maritime Transportation Staff

SUBJECT: Hearing on "A Continuing Examination of Civil Rights Services and Diversity in the Coast Guard"

PURPOSE OF THE HEARING

The Subcommittee on Coast Guard and Maritime Transportation will meet on Friday, June 19, 2009, at 10:00 a.m., in room 2167 of the Rayburn House Office Building to continue its examination of the Coast Guard's Equal Employment Opportunity (EEO) and Equal Opportunity (EO) programs, as well as the service's efforts to expand diversity, particularly at the Coast Guard Academy.

BACKGROUND

Coast Guard Equal Employment Opportunity Commission Program

The Subcommittee met on April 1, 2009, to examine a report on the Coast Guard's Office of Civil Rights (OCR) conducted at the request of the Office's Director by Booz | Allen | Hamilton and entitled "United States Coast Guard Office of Civil Rights: Program Review." This report (Booz | Allen | Hamilton report), released to the public in February, 2009, found significant shortcomings in the administration of the Coast Guard's EEO program, which ensures equal opportunity and access for the service's civilian employees, and the EO program, which ensures that members of the military are not subjected to discriminatory practices.

At the time Booz | Allen | Hamilton completed its report, the Coast Guard's OCR, which is located at Coast Guard headquarters, was responsible for formulating policies and procedures to guide the Coast Guard's implementation of its civil rights services, for compiling civil rights-related data, and for processing formal complaints once they had been filed at the field level. However, this office did

not oversee all of the civil rights service providers throughout the Coast Guard. Rather, within each field command, the Commanding Officer was "considered the senior EO officer for the particular command,"[1] and within commands, those personnel who provided civil rights services were hired locally by individual commands and reported to the leadership of those commands. Additionally, at the time the Booz | Allen | Hamilton report was compiled, the Coast Guard had a mixed team of civil rights service providers – with some personnel assigned to full-time duty as civil rights service providers and some personnel assigned provision of civil rights services as a collateral duty.

The Booz | Allen | Hamilton report documented a number of shortcomings in the Coast Guard's civil rights program, including the following:

- The Coast Guard's management of personally identifiable information was inadequate because the service lacked a strategy to ensure "uniform and secure management of sensitive data"[2] and, as a result, the handling of such data varied from command to command;
- Information pertaining to civil rights complaints filed by Coast Guard personnel had been disclosed on blog sites;
- Not all individuals serving as EEO counselors were documented as having received the training required for individuals in such positions by the Equal Employment Opportunity Commission (EEOC);
- The handling of EEO complaints was decentralized and individual districts and areas were found to have "developed their own sub-processes that induce wide variation"[3] in complaint processing, making it difficult to ensure that all complaints were processed in accordance with applicable federal regulations;
- The Coast Guard was not regularly analyzing whether any barriers inhibited equal access to employment opportunity;
- The EO Review process led by the OCR "lack[ed] metrics to define success"[4] and in-depth analysis was not done when barriers or other issues were found; and
- Staff in the OCR were found to lack understanding of the unit's goals and vision and a number of climate problems were identified in the OCR.

A review conducted by Subcommittee staff found that many of these same problems with the Coast Guard's civil rights services were identified in earlier, third-party assessments of these services and in the Coast Guard's own MD-715 reports (filed with the EEOC).

In its report, the Booz | Allen | Hamilton team provided 53 recommendations for improving the Coast Guard's civil rights services and the functioning of the OCR. The Coast Guard reports that as of June 12, 2009, 29 of these recommendations have now been implemented. The remaining recommendations are in various phases of review and implementation.

Among the numerous changes the Coast Guard has made to its civil rights programs and perhaps the most significant is that the Coast Guard plans to institute a new organizational structure on July 1, 2009 under which civil rights service providers will no longer report to their individual commands; instead, they will report directly to the OCR. Additionally, the Coast Guard reports that it

[1] Booz|Allen|Hamilton, *United States Coast Guard Office of Civil Rights: Program Review*, (2009), at 2-2.
[2] Id., at 3-1.
[3] Id., at 4-17.
[4] Id., at 4-11.

is moving to ensure that all civil rights service providers – including EEO counselors – are full-time staff members; as full-time staffers are hired, the use of collateral duty civil rights service providers will be phased out.

The Director of the OCR reports that a total of $850,000 has been directed to the Coast Guard's civil rights programs (of which a significant portion is for current-year needs) and that appointments have been made to the six additional positions which the Director reported during the April 1, 2009 hearing had been authorized to the OCR.

A strategic plan is in development for the OCR and specific goals and performance measures are to be included in that plan. The OCR is also being restructured to ensure that positions align with the office's goals and functions.

The Coast Guard reported that to improve its management of personal data, it has designated a Privacy and Records Manager who has been tasked with managing the implementation of specific personal record security procedures throughout the service. A compliance checklist to guide the handling of personally identifiable information has been developed and was distributed among Coast Guard commands on April 1, 2009.

The EO Manual is being revised to reflect new operating and reporting procedures. The new Manual is expected to be completed by September 30, 2009. The service is also developing standard operating procedures to guide the provision of civil rights services.

The Coast Guard has assessed the training needs of its civil rights service providers; this assessment has informed the development of a training suite. Additionally, the Coast Guard has assessed the skills of current staff and identified gaps between current skills and needed skills. Further, the Coast Guard has undertaken steps to ensure that service providers develop and maintain skills in conflict resolution and the Director of OCR reports that a training session scheduled for October will help civil rights service providers understand their duty to be neutral when handling civil rights complaints. The Coast Guard has also developed a Career Management program for all Civil Rights Service providers.

The OCR is developing a comprehensive guide outlining the purposes that EO reviews should serve. The Coast Guard has also developed a Personnel Qualification Standard document that specifies the skill set required of those conducting Reviews.

Diversity at the Coast Guard Academy

As the Subcommittee continues to examine the Coast Guard's efforts to expand diversity throughout its ranks, it is particularly concerned about the low levels of minority representation at the Coast Guard Academy.

According to data provided by the Coast Guard, minority students comprised 11.5 percent of the students sworn in to the Coast Guard Academy's class of 2012. Among these students, African Americans comprised two percent of the incoming students of the class of 2012, while Hispanic Americans comprised just over three percent of the incoming class members.

Minority students are expected to comprise 15 percent of the members of the incoming class of 2013. Among these students, African American students are expected to comprise less than two percent of the incoming students of the class of 2013, while Hispanic Americans are expected to comprise nearly nine percent of the incoming class members and other minorities are expected to comprise just under five percent of all incoming students.

The charts below provide data on applications, and appointments, to the Coast Guard Academy classes of 2009 through 2013. Among other things, these charts show that the number of African Americans completing applications to the Academy has been dropping from the class of 2009 (which entered the Academy in 2005) to the class of 2013 (which will enter the Academy later this year). While the number of African Americans sworn in to an Academy class reached 14 in 2010, the number sworn in to subsequent classes has been dropping.

X

Coast Guard Academy Applicant Data

Class of 2009	Male	Female	Asian	African American	Hispanic	Native American	Pacific Islander	Not Reported	White	All Minority
Completed Application	957	245		55	113				1,023	179
Offered Appointment	320	102							358	64
Sworn In	222	85	16	6	16	2			262	45

Class of 2010	Male	Female	Asian	African American	Hispanic	Native American	Pacific Islander	Not Reported	White	All Minority
Completed Application	1,047	293		52	138				1,052	285
Offered Appointment	303	91							315	79
Sworn In	210	64	12	14	20	2			226	48

Class of 2011	Male	Female	Asian	African American	Hispanic	Native American	Pacific Islander	Not Reported	White	All Minority
Completed Application	1,187	288		39	130				1,232	243
Offered Appointment	273	118							323	68
Sworn In	190	82	12	9	24				227	52

Class of 2012	Male	Female	Asian	African American	Hispanic	Native American	Pacific Islander	Not Reported	White	All Minority
Completed Application	1,088	282		37	73				1,187	183
Offered Appointment	306	106							361	51
Sworn In	213	82	17	6	10				259	34

Class of 2013	Male	Female	Asian	African American	Hispanic	Native American	Pacific Islander	Not Reported	White	All Minority
Started Application	2,682	689	121	162	251	50	32	50	2,705	616
Completed Application	1,325	336	55	35	111	20	16	26	1,398	237
Offered Appointment	294	115	16	7**	32	3	6	5	340	64
Accepted Appointment	203	85	7	5	25	3	4	3	241	44

Source: United States Coast Guard (Note: boxes are left blank when the Coast Guard is unable to provide the data indicated.)[5]

The chart below details the demographics of graduates from the Coast Guard Academy for the indicated years.

Coast Guard Academy Graduates

	CGA Class Year			
	2006	2007	2008	2009
Black/African American	7	8	5	4
Amer. Ind./Native American	2	1	1	1
Asian/Pacific Islander	9	13	8	10
Hispanic	9	11	7	9
Minorities (total of above)	27	33	21	24
All Others	177	196	195	201
Total USCGA Graduates	**204**	**229**	**216**	**225**

Source: Coast Guard

On July 25, 2008, the Commandant of the Coast Guard, Admiral Thad Allen, laid out the Coast Guard's leadership and diversity initiatives at the annual National Naval Officers Association (NNOA) in Portsmouth, Virginia. In August of 2008, the Commandant issued a message to all Coast Guard personnel that provided an update on action taken to implement the initiatives. The Commandant's message to all Coast Guard personnel announced the following:

- Every Coast Guard Flag officer and Senior Executive Service (SES) will attend at least one affinity group national-level conference annually (e.g., National Naval Officers Association, Coast Guard Women's Leadership Association, Blacks in Government, Association of Naval Service Officers, etc). Commanding Officers with the rank of Lieutenant Commander and above will also attend at least one of these conferences during their command tour. The Commandant also strongly encouraged Commanding Officers to send their officers, enlisted, and civilians to affinity group conferences.
- Every Flag Officer and SES has committed to partnering with a Minority Serving Institution, Hispanic Serving Institution, or Tribal Council Institution to raise the Coast Guard's visibility with these schools by developing and maintaining an ongoing relationship. The Flag Officers, SES staff members, and the active duty alumni of these schools will be paired for outreach to the schools. Rear Admiral Tom Ostebo, the Assistant Commandant for Engineering and Logistics, adopted North Carolina A&T University.
- The Commandant directed a total force recruiting approach to be undertaken through which all members of the Coast Guard, including active duty, enlisted, civilian, and Auxiliarists will be recruiters to ensure all markets are clearly recognized and the best possible applicants are identified.

[5] **The Coast Guard previously reported that nine African Americans had been offered admission to the Coast Guard Academy. However, two previous offers of admission were rescinded when the final grades received by the two individuals at a Coast Guard-funded preparatory program were too low to qualify them for admission.

- The College Student Pre-Commissioning Initiative program is being modified to target institutions with more diverse student populations.
- The Commandant initiated a prototype extracurricular program at the Maritime Industries Academy in Baltimore, MD, which is a high school with a significant minority population. The outreach effort include increasing student awareness of Coast Guard missions, supporting the excellence in education, and improving the diversity of applicants interested in the full spectrum of Coast Guard opportunities.

In a new "Strategic Plan" specifically for the Coast Guard Academy, the Coast Guard "defines who we are and what we must do" and articulates "our future state, vision, missions, strategic themes, strategic goals, and the action items that will help us move in a common direction."[6] The Strategic Plan lays out five "Academy Strategic Goals" that the Academy is going to work to achieve. These goals are:

- Integrate leadership and character development throughout the Academy;
- Cultivate a community of inclusion;
- Advance and improve assessment and accountability;
- Enhance communication and partnerships; and
- Optimize existing resource use and address resource shortfalls.[7]

Among the Action Items that the Academy has indicated it will implement in an effort to achieve its strategic goal of "cultivating a community of inclusion" are the following:

- Further diversify the corps of cadets, faculty, staff, and curriculum in part by achieving critical mass (between 25 and 30 percent) within the Corps of Cadets for underrepresented minorities by 2015, and in faculty/staff by 2020. In support of that action item, the Academy indicates that it will, among other steps, provide search committees with clear direction to ensure applicant pools for faculty/staff contain diversity among under-represented minorities;
- Focus conversations about race, gender, class, and religion that will provide members the proper skills to thrive in a diverse environment and ensure that external and internal communications strategies continually reinforce and support diversity efforts. Additionally, the service will incorporate training and education about diversity as part of its professional development;
- Establish relationships with organizations that share diversity goals;
- Create and implement an effective climate management plan; and
- Additionally, the Academy is establishing a diversity affairs infrastructure to guide its implementation of its diversity-related initiatives.[8]

The Coast Guard maintains a Diversity Advisory Council (DAC), which was formed in 1998 following the merger of the Minority Advisory Council and the Women's Advisory Council. The DAC is comprised of more than 20 Coast Guard personnel (including military and civilian personnel, officers and enlisted personnel, and personnel drawn from throughout the Coast

---

[6] *United States Coast Guard Academy Strategic Plan*, (2009) at 4. Accessed at <http://www.cga.edu/uploadedFiles/CGA_Strategic_Plan.pdf>, June 16, 2009.
[7] Id., at 8.
[8] Id., at 10.

Guard's mission areas); the DAC meets twice annually. The DAC's reports are available on-line. The Spring 2008 report, for example, lists a number of "actionable issues" that "DAC thought were necessary to address workforce related challenges, with emphasis on diversity."[9] Among the actionable items are the following:

- Identify diversity deficiencies in the workforce and task stakeholders (i.e., Operations Ashore, Operations Command etc.) to address these issues and then report back on a regular basis on progress or lack of progress;
- Schedule and fund a diversity summit for 2009;
- Expand familiarity among leadership at all service levels with the three affinity groups with which the Coast Guard has signed memoranda of understanding (National Naval Officers Association, Association of Naval Service Officers, and Coast Guard Women's Leadership Association); and
- Conduct post-exit interview with minorities leaving the Coast Guard to determine if there are issues that need to be addressed in the organization.[10]

United States Naval Academy

The United States Naval Academy has achieved a rate of minority representation among its student body that is significantly higher as a percentage of overall class sizes than that achieved by the Coast Guard Academy. In fact, minorities are expected to comprise nearly double the percentage of the entering class of 2013 at the Naval Academy than they are expected to comprise at the Coast Guard Academy.

Minority students comprised nearly 28 percent of the incoming members of the class of 2012 at the Naval Academy. Among those students, African Americans comprised nearly seven percent of the incoming members of the class of 2012, while Hispanic Americans comprised nearly 11 percent of the incoming class members and other minorities comprised 10 percent of the incoming class members.

Minority students are expected to comprise 35 percent of the incoming members of the class of 2013. Among those students, African Americans are expected to comprise 10 percent of the incoming members of the class of 2013, while Hispanic Americans are expected to comprise 14 percent of incoming class members and other minorities are expected to comprise nearly 11 percent of incoming class members.

The charts below provide data on applications to and appointments to the Naval Academy classes of 2012 and 2013.

---

[9] *Diversity Strategy Actionable Items List (CG-12B)*, (2008), Accessed at <http://www.uscg.mil/hq/cg1/diversity/docs/Dac%20Docs/DAC%20-%20DSG%20Actionable%20Items%20for%20CG-00.doc>, June 16, 2009.
[10] Id.

U.S. Naval Academy Applicant Data

Class of 2012	Male	Female	African American	Hispanic	Other Minority	All Minority
Started Application	8,704	2,256	935	972	892	2,799
Completed Application	3,341	694	260	341	337	787
Fully Qualified	1,784	392	98	173	186	457
Offered Appointment	1,172	329	93	154	151	398
Accepted Appointment	960	263	83	132	126	341

Class of 2013	Male	Female	African American	Hispanic	Other Minority	All Minority
Started Application	11,923	3,419	1,554	1,554	1,383	4,491
Completed Application	3,794	844	327	441	435	1,203
Fully Qualified	2,035	479	149	234	238	621
Offered Appointment	1,131	301	138	197	158	493
Accepted Appointment	980	248	124	176	135	435

Source: United States Navy

U.S. Navy's Diversity Initiatives

On August 2, 2004, the then-Chief of Naval Operations, Admiral Vern Clark, created a Diversity Directorate.[11] This Directorate has as its mission to "provide Navy leadership with the tools and resources to help create and sustain a cultural awareness that values diversity and an environment where every individual prospers and contributes to the mission." At the same time, the Navy began to alter the definition of the word "diversity" as it employed that term. Specifically, the Navy "expanded the traditional focus of diversity beyond race and gender, and folded in a Sailor's creativity, culture, ethnicity, religion, skills and talents."[12]

In February 2006, the Navy issued the Diversity Concept of Operations (Concept), which also guides its efforts to achieve its diversity objectives. This Concept is characterized as a "campaign plan to compete for the wide range of talent our country produces and create an environment in which every man and woman serving in the Navy can achieve their full potential."[13] The Concept also notes that "a key motivation for . . . young, upwardly mobile sailors is to be able to see themselves reflected in Navy's [sic] senior leadership."[14] However, the Concept notes that "while Navy's equal opportunity efforts have generally achieved a diverse workforce, there remain observable demographic shortfalls in senior ranks, technical ratings and across warfare communities."[15] To resolve what it notes are these

[11] "Navy Establishes Diversity Directorate," Release of the Chief of Naval Personnel, August 9, 2004. Accessed at http://www.navy.mil/search/display.asp?story_id=14616, accessed June 16, 2009.
[12] Id.
[13] Chief of Naval Operations, *Navy Administrative Message (NAVADMIN) 059/2006, Navy Diversity Strategy*, (2006) (Navy Diversity Strategy).
[14] Id.
[15] Id.

shortfalls, the Concept states that the Navy "will create a total force that fully leverages and values the diversity inherent in its makeup. We will develop leaders who reflect our Navy, its ethnic make up, gender mix and cultural diversity."[16]

The Concept sets forth four implementation phases to achieve the service's diversity objectives, which are to be aligned with the Department of Defense's diversity strategy.[17] The four phases are described below.

- Phase I – Assessment: This phase consisted of "a baseline assessment of recruitment, retention and promotion guidelines that have resulted in current total force demographics, as well as a review of the overall diversity toolkit, legal authorities and constraints."[18]
- Phase II – Decisive Action: A root cause analysis was conducted and specific plans were developed regarding "diversity accountability, outreach, training, mentoring, and communication."[19] The service also formulated the "institutional framework to optimize Navy's diverse total workforce."[20]
- Phase III – Sustainment and Accountability: Specific procedures were put in place to hold leadership "accountable for furthering the Navy's diversity initiatives."[21] Among other activities, the Navy's Chief of Naval Operations initiated the conduct of accountability reviews, published a "strategic message", and developed concomitant marketing strategies; implemented a "Navy-wide mentoring culture"; and expanded outreach and training activities.[22] According to the 2008 *Annual Diversity Report,* as part of this phase, the Navy has "established a set of diversity benchmarks for the 2037 Flag pool (those eligible for selection to flag officer) based on the anticipated demographics of society adjusted for anticipated graduates with science and technical degrees."[23]
- Phase IV – Enlightened Expansion: Added in 2008, during Phase IV the Navy is expanding and deepening previous initiatives to support the achievement of diversity accession goals and other objectives (including life-work balance goals).[24]

The end state to be achieved by the Concept of Operations is to create "an institutional framework in which every man and woman serving in the Navy can achieve their full potential."[25]

In March 2008, the current Chief of Naval Operations, Admiral Gary Roughead, issued his own "Diversity Policy." In that statement, Admiral Roughead wrote in part, "as the Chief of Naval Operations, I will lead diversity initiatives in the Navy. I challenge all who serve to do the same through leadership, mentorship, service, and example." He also wrote, "We must not be locked in time. As leaders, we must anticipate and embrace the demographic changes of tomorrow, and build a Navy that always reflects our Country's make up." In testimony before the Senate Armed Services Committee delivered on February 28, 2008, he described the service's diversity campaign and

---

[16] Id.
[17] Id.
[18] Id.
[19] Department of the Navy, *Annual Diversity Report – 2008*, at 6.
[20] Navy Diversity Strategy.
[21] Department of the Navy, *Annual Diversity Report – 2008*, at 6.
[22] Id.
[23] Id.
[24] Id.
[25] Navy Diversity Strategy.

emphasized that "we hold senior Navy leadership personally accountable for ensuring that we build the most diverse organization possible."[26]

Within the Navy, individual commands have also promulgated their own diversity policies and action plans. For example, the Commander of the Naval Surface Forces has issued his own diversity policy. Additionally, the United States Navy Naval Surface Forces has published a "2008 Diversity Policy and Action Plan." According to that plan, in 2007, the Commander of the Naval Surface Forces established a Diversity Office whose goal is "to develop programs and policies to improve our total force."[27] Additionally, the Surface Warfare Enterprise has developed a 2007-2011 Strategic Plan.[28] The Surface Navy 2008 Diversity Goals include the following:

Goal 1: Increase the participation of talented diverse officers and senior enlisted personnel in high visibility billets and executive ranks.
Goal 2: Increase retention of female surface warfare officers.
Goal 3: Support Navy recruiting efforts to maximize access to a diverse and talented applicant pool.
Goal 4: Increase retention and numbers of enlisted females in technical ratings.
Goal 5: Implement programs that support the retention of surface warfare department heads.
Goal 6: Implement an effective diversity education program.
Goal 7: Implement effective mentoring programs.
Goal 8: Improve awareness of the contribution of surface warfare's diverse workforce through organizations sponsored by the Chief of Naval Operations and through nationally recognized minority organizations.[29]

Specifically at the United States Naval Academy, Vice Admiral Jeffrey L. Fowler, Superintendent of the U.S. Naval Academy, has also established a diversity policy for the Academy. He and the Dean of Admissions, Mr. Stephen B. Latta, have undertaken a number of initiatives to expand the Academy's recruiting outreach, particularly to communities and even geographic regions that are under-represented at the Academy.

Among other steps, the Naval Academy has revamped its information programs and developed new promotional and marketing materials that are designed to target a wide audience and present the Academy's message of inclusiveness particularly to minority students. Partnerships have been expanded with affinity groups. The Academy is building new networks in targeted cities among alumni and the parents of current and recent Academy students. It is expanding the visits it provides to the Academy for potential students and their parents. The Academy is also holding forums in venues that frequently attract audiences from minorities and utilizing entities such as Academy musical groups to expand its outreach to potential students.

Recruiting staff at the Academy – including young officers – are conducting targeted visits at high schools with large minority enrollments, and particularly at magnet and similar schools with a math and/or science focus.

---

[26] Statement of Admiral Gary Roughead, Chief of Naval Operations, Before the Senate Armed Services Committee, 28 February 2008, page 17.
[27] United States Navy Naval Surface Forces, "2008 Diversity Policy and Action Plan," at 7.
[28] Id.
[29] Id., at 8-10.

Minority admissions to the Naval Academy Prep School have grown from 100 for the Class of 2002 to 190 for the class of 2014. Minority admissions to other institutions used by the Naval Academy as preparatory facilities have also increased.

Data reported to the Naval Academy's Board of Visitors indicate that the Academy is also expanding outreach to Members of Congress and their staffs – and Academy representatives have met 17 Congressional offices to date in 2009.

PREVIOUS COMMITTEE ACTION

The Subcommittee on Coast Guard and Maritime Transportation held a hearing on "Diversity in the Coast Guard, including Recruitment, Promotion, and Retention of Minority Personnel" during the 110th Congress.

On April 1, 2009, the Subcommittee held a hearing entitled "Civil Rights Services and Diversity Initiatives in the Coast Guard" to examine the findings of the Booz | Allen | Hamilton report on the Coast Guard's EEO and EO programs and to continue its examination of the Coast Guard's diversity initiatives.

WITNESSES

Panel I

Vice Admiral Clifford I. Pearson
Chief of Staff
United States Coast Guard

Ms. Terri Dickerson
Director, Office of Civil Rights
United States Coast Guard

Panel II

Mr. Stephen B. Latta, CAPT, USN (ret.)
Dean of Admissions
United States Naval Academy

HEARING ON A CONTINUING EXAMINATION OF CIVIL RIGHTS SERVICES AND DIVERSITY IN THE COAST GUARD

Thursday, June 18, 2009,

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON COAST GUARD AND MARITIME TRANSPORTATION,
COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE,
Washington, DC.

The Subcommittee met, pursuant to call, at 10:37 a.m., in Room 2167, Rayburn House Office Building, the Honorable Elijah E. Cummings [Chairman of the Subcommittee] presiding.

Mr. CUMMINGS. The Subcommittee will come to order. Let me first of all say we were trying to make sure we did not run into super schedule problems by starting the hearing and then having a big pause. As it has turned out, the best plans don't always work. It appears that we are going to have a vote in about 20 minutes, maybe 30, but we should be able to move this hearing along with perhaps one break.

The Subcommittee convenes today to continue its examination of civil rights services in the Coast Guard and of the Coast Guard's diversity initiatives. I note this hearing is being conducted as one of several hearings that meet the oversight requirements under clauses 2(n), (o), and (p) of Rule XI of the Rules of the House of Representatives.

In April, I convened the Subcommittee to consider the Coast Guard's provision of civil rights services to its military and civilian workforce and to applicants for employment following the release of a report on the service's equal employment opportunity programs written by Booz Allen Hamilton.

The Booz Allen Hamilton report was simply scathing. Among other criticisms, the Booz Allen Hamilton team found that: one, the Coast Guard's civil rights program did not fully protect confidential personal information; two, the service did not conduct thorough analyses of barriers to equal opportunity in employment or develop specific plans to break these barriers down; three, the service had a number of inadequately trained service providers who could not ensure the complaints management process was in full compliance with regulatory requirements.

We also learned, after subsequent examination, that virtually none of these findings was new. Almost all of these criticisms had been identified—sometimes repeatedly—in previous third-party as-

sessments of the Coast Guard Civil Rights Program and in the Coast Guard's own, their own self-assessments.

During the course of our April hearing, the Coast Guard indicated that six new positions had been assigned to the Office of Civil Rights. The Director of the Office of Civil Rights, Ms. Terri Dickerson, stated she could have these positions filled by June 15th, and I promised that the Subcommittee would reconvene after June 15th to receive an update on the progress made by the Coast Guard in filling these positions and in strengthening the provision of civil rights services. Ladies and gentlemen, that promise is kept by the convening of this hearing today.

During our last hearing, Ms. Dickerson also indicated that a number of plans were being developed and were poised for implementation to respond to the many shortcomings identified in the Coast Guard's civil rights services. Initial reports indicate that significant progress has been made. I note that yesterday, the Coast Guard announced that civil rights service providers will now be full-time employees who will receive standardized training and who will report directly to the Office of Civil Rights. We applaud the long overdue professionalization of the Coast Guard's civil rights services. The announcement was welcomed.

Finally, Ranking Member LoBiondo and I agreed that we would ask the Government Accountability Office to submit to the Subcommittee by next April the results of an assessment of the Coast Guard's effort to strengthen the management of its Equal Employment Opportunity and Equal Opportunity programs.

I report today that Ranking Member LoBiondo and I, together with the Chairman of the Full Committee, Congressman Oberstar, and the Ranking Member of the Full Committee, have written and made that request. Our staffs have now met with representatives of the GAO, and the GAO is formulating its research plan at the present time and intends to present findings to the Subcommittee next April, as requested.

I say this to emphasize that our oversight of the Coast Guard's civil rights programs will not end today. I also say it because I want to make it very clear that this is a bipartisan effort. It is not a Republican effort, it is not a Democratic effort; it is an American effort. Today's hearing is just another installment of what will continue to be an active oversight process. I remind you that this is our watch. This is our watch. Our goal is ensuring that the Coast Guard achieves and sustains a model EEO program for civilian employees and a model EO program for members of the military.

During our April hearing, we also examined the initiatives that the Coast Guard is undertaking to expand diversity throughout its ranks. We have been particularly concerned about the diversity at the Coast Guard Academy.

In May, the Coast Guard Academy's Class of 2009 graduated. Out of a class of 225 students, there were, according to data provided by the Coast Guard, 24 minorities. In that were included 10 Asians, 9 Hispanics, 4 African Americans and 1 Native American. Additional data provided by the Coast Guard show that the incoming Class of 2013 is expected to begin with 288 students, of whom 44 will be minorities, meaning that minorities will comprise approximately 15 percent of the incoming class. Of those students,

Hispanic Americans will comprise nearly 9 percent of the incoming class and African Americans students will comprise 2 percent of the incoming class.

I serve as a member of the Board of Visitors on the Naval Academy Board. Earlier this month, the Naval Academy announced that its Class of 2013 will be the most diverse class in the institution's history, with 35 percent of the class of incoming midshipmen being minorities. In other words, the Naval Academy's Class of 2013 has more than double the number of incoming minority members as a percentage of the incoming class than the Coast Guard Academy's Class of 2013 does. Further, this level of diversity in the Naval Academy's Class of 2013 represents an increase of approximately 7 percent over the percentage that minorities comprised of the incoming Class of 2012 last year.

The very top levels of the Navy's leadership in the Office of the Chief of Naval Operations have recognized that diversity is not a problem to be managed but, rather, a promise to be realized. Our Nation's diversity is one of our greatest strengths. And, to ensure that it can harness this strength to accomplish its missions in service to our Nation, the Navy has set a clear objective of significantly increasing the diversity of its future senior leadership, and it is holding its current senior leadership directly accountable for their contributions to the achievement of this objective.

To that end, I might add that I am joining with Chairman Bennie Thompson, Chairman of the Homeland Security Committee, to write the President and the Secretary of Homeland Security asking that when they appoint a new admiral to head up the Coast Guard, that they make sure that that person is sensitive to these issues. It might start at the beginning at the top. I note that Admiral Allen had done an outstanding job, but we must now build upon what he has done.

In pursuit of the Navy's overall diversity objectives, the United States Naval Academy has implemented a comprehensive effort to break down any barriers that its old recruiting methods may have thrown in the way of achievement of its inclusion goals and has initiated new efforts targeted to reach potential students in every corner of this Nation. This effort has been led by the Dean of Admissions at the Naval Academy, Stephen B. Latta, who will testify today. I emphasize that he is here specifically to share with the Subcommittee how the Naval Academy has achieved its stunning successes. And one of the reasons why we invited him here is because we wanted to show that it can be done. It can be done.

The experience of the United States Naval Academy demonstrates beyond a shadow of a doubt that where there is a will to expand diversity, diversity will expand. The Coast Guard is moving decisively to ensure that its civil rights services guarantee equal opportunity to all. Like the Navy, the Coast Guard must also take specific and aggressive steps to ensure that it can harness the strength of our Nation's diversity by ensuring that its leadership pipeline reflects that diversity.

Finally, it is frankly past time for the Coast Guard to move to define comprehensive, service-wide diversity objectives and to require each member and unit of the service, including the Academy, to contribute to the achievement of these objectives.

With that, I now recognize our distinguished Ranking Member, Congressman LoBiondo.

Mr. LOBIONDO. Good morning and thank you, Mr. Chairman, very much. The Subcommittee is continuing its oversight of the Coast Guard's civil rights programs and the service's efforts to address issues related to diversity within its ranks.

Following our last meeting, I joined with Chairman Cummings to ask the Government Accountability Office to further examine the Coast Guard's Office of Civil Rights. While this work has just begun, I appreciate the Chairman's continued attention to these Coast Guard programs and how critical they are.

At our last hearing, we were told of several items the Coast Guard planned to take action on prior to this hearing. These items included hiring additional civil rights personnel, a centralization of the civil rights program, and the identification of proven measures that would improve the workplace climate and could be implemented in the near future. I look forward to receiving an update on progress that has been made on each of these items.

The Commandant has long voiced his interest in expanding the service's efforts to enhance the diversity of its military and civilian workforce. I support the Commandant's efforts to widen the scope of the Coast Guard's recruiting efforts to reach Americans of all races and in all regions of our country. The Coast Guard must remain centered on the goal of bringing the most talented and qualified candidates to serve in the Coast Guard.

I am pleased the Dean of Admission of the Naval Academy will testify this morning on their approach to increased recruiting efforts to attract prospective midshipmen from non-traditional areas. I believe the Coast Guard Academy should examine the initiatives adopted by their sister academy and determine whether or not these or similar approaches should be considered in New London.

As I said at our last hearing, this Subcommittee stands ready to work with the Coast Guard to provide resources necessary to address these issues. Although we have not received any such requests to date, I hope the witnesses will include in their testimony whether additional resources or authorities are required at this time.

Once again, Mr. Chairman, I want to thank you for your leadership and I want to thank the witnesses for their continued efforts in this particular area.

Mr. CUMMINGS. Thank you very much.

I ask unanimous consent that the Congressman Bennie Thompson, the Chairman of the Committee on Homeland Security, who shares this Subcommittee's deep concern about the Coast Guard's diversity initiatives and equal opportunity programs, and has been closely following our oversight efforts, may submit a statement for the record. Without objection, it is so ordered.

Mr. CUMMINGS. We are very pleased this morning to have back with us Ms. Terri Dickerson, who is Director of the Office of Civil Rights with the Coast Guard, and Vice Admiral Clifford Pearson, who is Chief of Staff of the Coast Guard.

Ms. Dickerson, thank you very much for being with us, and we will now hear from you.

TESTIMONY OF TERRI A. DICKERSON, DIRECTOR, OFFICE OF CIVIL RIGHTS, UNITED STATES COAST GUARD; AND VICE ADMIRAL CLIFFORD I. PEARSON, CHIEF OF STAFF, UNITED STATES COAST GUARD

Ms. DICKERSON. Thank you, sir. Good morning, Mr. Chairman and distinguished Members of the Committee. I am Terri Dickerson, Director of the Coast Guard's Office of Civil Rights. It is my pleasure to speak with you this morning again to report significant progress in the Coast Guard's Office of Civil Rights.

I would like to request that my written statement be entered into the record.

Mr. CUMMINGS. So ordered.

Ms. DICKERSON. Thank you.

During the April hearing, we discussed three topics: the current state of the Coast Guard's civil rights program; the strategies I had in place to act on recommendations resulting from a functional review; and, last, the benchmarks I am using to measure our progress. I am here to offer you evidence that Coast Guard has followed up on the many items we discussed.

First, action plans. In April I reported that we had subjected the 53 recommendations arising from the functional review to action plans with milestone dates which enabled detailed tracking. I stated that 10 of the 53 recommendations had been completed. In the ensuing two months, that number has grown from 10 to 29 recommendations now completed. In sum, all 53 actions are either in the planning stage, various phases of execution, or accomplished.

Your statements and actions, and those of Admiral Allen, have communicated a strong message to our workforce: that valid and properly resourced EEO processes are vital to mission execution. With the momentum you have inspired, we are on track to implement all remaining actions.

As to resources, Coast Guard has taken action. I am pleased to report that Coast Guard directed $570,000 to emergent current year civil rights needs and authorized six new positions. I have filled all six positions. Consistent with the Coast Guard's mission, they represent facets of diversity by grade level, race, gender, national origin; that is, Black, Hispanic, Caucasian, Asian American, male and female. Three were from outside Coast Guard and three represent succession opportunities within.

Consistent with the preset that nothing substitutes for top leadership commitment, your strong support and that of Admiral Allen's for our Office's restructuring and level of resourcing are receiving service-wide support. I detected this during my visits over the past two months to five of the nine Coast Guard districts nationwide. At each I discussed the centralized EEO service delivery model, the functional review results, and strategic action plans. I am happy to report that personnel whom I have briefed are overwhelmingly pledging their strong support for our strategy going forward.

We have taken a giant step forward finalizing our restructuring proposal in that it has now been signed by the Commandant. I expect full implementation of the proposed restructuring by July, or as soon thereafter as union notifications and resulting issues are resolved.

In my visits to Coast Guard districts, I have met with command cadre, field level personnel, and other stakeholders, and have provided briefs to a wide range of audiences, including all-hands gatherings. On Tuesday, I reported to the Commandant that the opportunity to explain the new structure, one locality at a time, is offering me feedback to improve and engendering strong support among those who are hearing it firsthand. They have agreed it reaches benchmarks for a process fused with integrity and I am extremely encouraged by the positive feedback.

Last, outcomes. Foremost, we will have a centrally run national program delivered by personnel trained in EEO statutes, regulations, guidance, policy, and instruction. This will foster consistency, better oversight, and faster and more reliable service. Our results will be evident in measures, including complaint processing timeliness, consistency of practices, prevention of unauthorized disclosures, and compliance with EEO requirements.

Coast Guard has been transparent in its move to a modern day civil rights program, keeping you informed of our intentions. In my correspondence with you last year, I reported my plan to conduct the review. When complete, I communicated the results of the review to you, the workforce, and the public, and I have sent you my plan of action, with milestone dates for completion. In another letter last month, I provided a progress update, and I am updating the workforce during my visits.

Mr. Chairman, the civil rights program is not only well on track with its goals and action plan. As you so eloquently and consistently remind us, this is our watch. Our journey from past day to the future one affords the opportunity for leadership and vision. I am proud to be the Director of the Coast Guard Civil Rights Program. I sense great momentum in our organization that I will continue to harness and drive toward becoming a model EEO program in the Federal Government.

Again, I thank you for this opportunity to testify today and I am happy to take your questions.

Mr. CUMMINGS. Thank you very much, Ms. Dickerson.

Vice Admiral Clifford Pearson.

Admiral PEARSON. Good morning, Mr. Chairman, distinguished Members of the Committee. I am Vice Admiral Clifford Pearson, Chief of Staff, U.S. Coast Guard, and it is a pleasure to be testifying on the service's diversity efforts. I ask that my written testimony be entered into the record.

Mr. CUMMINGS. Without objection, so ordered.

Admiral PEARSON. Mr. Chairman, the Coast Guard continues to build and sustain an organizational climate that embraces the potential and enhances the contributions of all of our employees by promoting inclusion, equality, and respect. We are taking aggressive action to promote the full awareness and full equal access to the entire spectrum of Coast Guard opportunities, and we want every American to know these opportunities exist.

To that end, we have established a clear and distinct vision: "recruit, retain, and support a ready, capable, diverse, and high quality military and civilian workforce." The Coast Guard has completed the initial draft of a new diversity strategic plan that will

be finalized by 1 September 2009. We look forward to sharing it with the Committee upon its completion.

This strategic plan will better define our diversity goals and performance objectives that cascade down from and underpin the Commandant's diversity policy statement. It explicitly focuses on five strategic goals: increased diversity through leadership accountability; improve total workforce cultural climate; expand outreach and marketing; provide equitable career opportunities for all employees; and optimize and education to understand the value of a diverse workforce.

This plan will also align with the Coast Guard Academy's strategy plan, will task subordinate echelon field commanders with the establishment and implementation of supporting diversity action plans. The plan's performance measures will result in leadership transparency and help ensure compliance. The plan also requires senior leadership's continued emphasis on the importance and urgency of diversity, and requires consistent communication to all levels of the service.

As a guiding document, the strategic plan sets clear and concise direction to better position Coast Guard leaders and staff to make optimal diversity-related decisions while we continue to modernize and realign our forces to meet current and future needs. The strategic goals outlined in this plan are target levels of performances driven by our cause for action, our mission, as well as our regulatory requirements in core competencies. Moving forward, our approach requires an annual review and revision while evaluating action plan progress on a quarterly basis to maintain focus and continuously monitor our goals.

We are confident the Committee will recognize the value of this plan. During previous hearings, Members of the Committee have asked "What can we do to help?" We ask for your continued support, interest, and involvement in executing our plan. You have helped us connect with local schools and communities we otherwise might not have reached.

You further challenged us to forge stronger ties and share best practices with our sister services. And, just yesterday, a New York Times article pointed out the Naval Academy's expanded urban recruiting effort started two years ago that helped to result in their banner year, and we hope our similar programs will prove the same. Lastly, you have participated in Coast Guard outreach events, conveying the dedication and importance of making increased diversity in service a reality.

While our strategy is being finalized, we are tracking our diversity initiatives through our tactical level diversity action plan. I will highlight some of the accomplishments to date. We have chartered an MD-715 Team to improve linkages between our civil rights and equal opportunity programs and all of our human resource efforts. These links are crucial to effective change in producing results, including gaps we have identified as needing closing.

Additionally, we redirected additional funding in fiscal year 2009 to enhance our diversity initiatives, enabling increased outreach to Native Alaskans, increased participation by minority officers, in national level affinity group conferences vitally important to career

development and progression into senior ranks and leadership roles, increased outreach activities at historically Black colleges and universities through strengthened partnerships with the National Naval Officers Association and the creation of an ambassador's program.

We have just reprogrammed an O-6 captain billet to serve as a dedicated liaison to the national historically Black colleges and universities and predominantly Black institutions. This position, slated to be filled this summer, will improve the marketing effectiveness of several programs aimed towards increasing the diversity of our officer corps and our incoming Coast Guard Academy classes.

We continue to press forward in our enlisted and officer recruiting programs. To date, in 2009, 32 percent of our total enlisted ascensions are minorities. We have also experienced a 4.5 percent increase in women compared to the same period last year.

We have refocused our college student pre-commissioning initiative scholarship, CSPI, program to ensure greater visibility at minority-serving institutions. CSPI has a proven record of attracting minority officer candidates and it is a success story. Of the current 42 candidates in the program, 48 percent are minority and 38 percent are female. Projected pool of applicants for this year is also shaping up to have the largest candidate pool of any CSPI selection panel we have ever convened. We expect between 60 and 70 applicants, and that is a significant increase over the 48 from last year.

We have recently hosted a landmark diversity forum a Coast Guard Headquarters in Washington, D.C. entitled Championing Diversity Leadership Roundtable. It was designed to bring together national leaders in the field of human resources and diversity.

Additionally, the Coast Guard Academy recently released their 2013 strategic plan focusing on diversity, leadership, and character development. A copy will be provided for the record. This plan states our goal is to increase under-represented minorities in the corps of cadets from our current 14.4 percent to 25 to 30 percent by 2015 and in faculty and staff by 2020. The incoming Class of 2013 currently has a total minority population of 15.5 percent, an increase from last year's 11.9 percent. We continue to sustain a strong female presence at the Academy, with more than 29 percent comprising the entering class, the highest of any service academy.

We are working diligently to embed sustainable strategies, actions, and outcomes for several years. We continue to invest in those programs and initiatives that will lead to increased diversity, including our Coast Guard Scholars Program, the Academy's one-year academic preparatory program. This year's incoming class contains 46 Coast Guard Academy Scholars, of which 43 percent are minority, and next year's prep class is estimated at 65 percent minority, including eight African American students who will make a strong contribution to the diverse composition of the Class of 2014.

The Academy Introduction Mission, known as AIM, has been revamped and reshaped to emphasize minority student attendance where their high school those students selected as AIM attendees are provided a fully funded one-week experience during the summer after junior year. We are optimistic the program will increase enrollment of African Americans and other minorities since nearly

50 percent of the Academy's incoming class are typically AIM graduates.

Mr. Chairman, we understand the only way to improve diversity at senior military levels is to grow it up through the ranks, and this takes some time. However, we are taking assertive actions to ensure our junior offices and enlisted personnel receive the coaching, the performance feedback, and mentoring necessary to advance in their chosen specialties. Since our testimony in April, we have implemented the plan change to our officer evaluation system and have also expanded the mandated use of individual development plans to help our newer members stay on track for success. An individual development plan is a roadmap for our personnel to reflect their goals and professional aspirations, with the help of their supervisors.

We have also reprogrammed base resources to send 210 members to participate in national level affinity conferences, which continue to prove incredibly powerful as career development tools. The mentoring and network opportunities created by the presence of our flag officers and senior executives at these conferences further enhances the long-lasting connection.

Mr. Chairman, as we previously testified, total workforce diversity is critically important to the Coast Guard. We view diversity as both mission relevant and an organizational imperative. The Coast Guard needs the best talent our great Nation has to offer, and it translates into mission readiness and execution. The cause for action is evident. The demographics of our Nation are changing rapidly and the Coast Guard must be proactive and forward-leaning in our recruitment and retention efforts. We have established the metrics to achieve our workforce diversity goals.

In summary, we must continue to do all that we can to make certain every American is fully aware of the opportunities the Coast Guard has to offer and every American has full and equal access to those opportunities that is equally important as fostering, mentoring, and retaining our current workforce. With your continuing support, we will achieve our goals.

Thank you for the opportunity to testify, and I look forward to your questions.

Mr. CUMMINGS. Thank you very much.

First of all, I want to thank both of you for your testimony. I want to go to you just very briefly, Admiral. Well, really, both of you.

I remember one time I had a PR person in my office, but we weren't getting very much PR, so I went to him and I said we are not getting very much PR, I don't know what is going on here, and he said, well, I am doing this and I am doing that and I am doing this and I am doing that, and I said, you have been doing this for years now and you have got to produce or you don't have a job.

I think what I am getting at is that we have got to put these efforts in to motion. I know some of them are in motion, but we have got to produce and we have got to see results. And when I look at the Academy's record, it is a painful sight, and I don't say that lightly. And the reason why I wanted the Naval Academy to come through here is because I keep hearing people not necessarily in the Coast Guard, but overall, when people cannot find or cannot

get to levels of diversity that reflect our society, quite often they say, pretty much, it can't be done, and I want to make sure that people understand it can be done and that we have to direct our efforts in a way where it is most productive.

And at the end of the day, as strange as this may sound, it is not something that I believe in very strongly, we only have a short time on this earth, and I believe that I want that little boy, that white boy in Roanoke, Virginia, I want him to have a chance to be in the Coast Guard, and I want that African American in San Francisco to have a chance if they are qualified. So it is not about color and all that; it is about just reflecting our society, and it is a reflection of the fact that all of our society is paying taxes to create these institutions, and I would just like to see the participation of a cross section of our society.

Ms. Dickerson, you have stated that only full-time civil rights service providers will advise the Coast Guard personnel on the EEO rights and responsibilities. You further indicate that all civil rights service providers will report to the Office of Civil Rights. When will this change be implemented and do you have enough full-time civil rights service providers in place now to achieve your projected coverage ratio of one full-time civil rights service provide per 1,000 employees? If you don't have enough personnel to achieve that coverage ratio, when do you anticipate it will be achieved?

Ms. DICKERSON. Sir, the President's fiscal year 2010 budget for Coast Guard contains a request for four additional billets in the Office of Civil Rights Program. We are currently undergoing a manpower requirements analysis later this year. We, in our office, thought that the ratio, because of the relatively low number of complaints and the way our personnel are situated of 1,000 to 1 was about right-sized for the Civil Rights Program, and the manpower requirements analysis will validate that number for us. We will get the results of that analysis at the end of 9/30, September 30th is our target date for receiving that report, and we will act on the subsequent request thereafter and program any additional billets that we need from that analysis.

As to the restructuring, sir, all of the authorization are signed off on and, as I mentioned, the unions have been notified, and there may be opportunity to bargain. Ten bargain unit employees are involved in the civil rights chain, so we will have to undergo that process, and as soon as all of those clearances have been received, we will be staged to go to the centralized structure.

Mr. CUMMINGS. You said that you were able to complete, I think you said, 29 of the 53 recommendations of the Booz Allen Hamilton report?

Ms. DICKERSON. That is right.

Mr. CUMMINGS. When do you expect to have the rest of them done?

Ms. DICKERSON. Almost all of them are scheduled for completion by the end of the fiscal year, and there are just a number of others that are programmed for completion by the end of October.

Mr. CUMMINGS. And would you provide us with a timetable, not a timetable, but let me know when you expect to have these done? And just like I asked you, at the last hearing, when you expected to have the six employees, you gave me a date and I gave you a

week or two more, I will give you two weeks after you say. Then we are going to check back with you to make sure that they have been done. It is not that we don't trust you; it is just that we want to make sure we have accountability.

Ms. DICKERSON. Yes.

Mr. CUMMINGS. Were you about to say something?

Ms. DICKERSON. May I submit that for the record? I would look at the 29. I do believe our last completion date is October 31 time frame.

[Information follows:]

Insert on Page 28, following Line 607
The Coast Guard expects to have all 53 of the BAH recommendations completed by January 31, 2010.

Mr. CUMMINGS. Well, what I am saying is that if you have things are going to be completed, say, for example, if you have something that is going to be completed at the end of August, I want to know that because I want to hold you to that and I want to make sure that that is done as soon as it can be done, because people's lives are hanging in the balance here.

Ms. DICKERSON. Absolutely.

Mr. CUMMINGS. So you follow me?

Ms. DICKERSON. Yes.

Mr. CUMMINGS. So, in other words, whatever it is you are going to get done, I want dates for those things; I don't want to just wait until the end. So that is what I want. That is the document that I want. So you want to wait and submit that?

Ms. DICKERSON. I believe we submitted it prior to, but I certainly can resend it.

Mr. CUMMINGS. Okay.

Ms. DICKERSON. I was under the impression we had, but if we have not, I certainly will get this to you right after the hearing.

Mr. CUMMINGS. All right, that will be fine.

Mr. LoBiondo.

Mr. LOBIONDO. Yes, Mr. Chairman. Let me apologize; I had a meeting with an Air Force general that we could not get rescheduled, and that is why I was absent from the hearing. You had asked some of the questions I had asked.

I am not sure if you did ask— of the 53 recommendations that were made in the report, how many the Coast Guard has fully addressed at this point. Did you cover that?

Ms. DICKERSON. Yes.

Mr. LOBIONDO. You did, okay. Well, I will get it from the record.

Thank you, Mr. Chairman.

Mr. CUMMINGS. I have a series of questions, so I am going to you, Ms. Dickerson, again. You filled six of the new positions assigned to the OCR, is that right?

Ms. DICKERSON. That is right.

Mr. CUMMINGS. And there is still one person who hasn't started?

Ms. DICKERSON. That person starts next week.

Mr. CUMMINGS. And what will these people be doing? Just generally. Do they all do the same thing?

Ms. DICKERSON. No.

Mr. CUMMINGS. Okay.

Ms. DICKERSON. As you know, we took on final agency decision writing for military complaints, so one of them is a final agency decision writer, an attorney, who will be in our office; we also have a support person in our office; and then four were programmed to the field based on the population of personnel that they will be delivering EEO services to.

So one went to our seventh district in Florida, one went to our eighth district in New Orleans, one went to our ninth district in Cleveland, and Virginia was the other location, yes, Portsmouth, Virginia was our fourth person, we placed a fourth person; and these will be delivering civil rights services on a full-time basis.

Mr. CUMMINGS. Now, the Booz Allen report stated that within each field command, the commanding officer is considered to be the senior EEO officer for the particular command. What will be the

role of the commanding officer of field commands in the Civil Rights Service provision processing forward?

Ms. DICKERSON. Going forward, we have taken the collateral duty civil rights officer and eliminated that function across the board. As I reported in April, there were about 400 collateral duty personnel situated in local units all across the world, really, across Coast Guard, and the opportunity to delivery training to that ever-evolving cadre of people and policy changes, and to get performance feedback, or to even give it, was just not workable. So we have programmed a lot of those functions and they will be going to the XO, which is the executive officer, at those units. Every unit has one.

So we will be delivering training to them through XO conferences, and also we will be giving them work tools. One of the main things that Admiral Allen and Admiral Crea wanted to make sure that we had was 24-by-7 coverage so that people could raise civil rights concern even if they were in an underway status on a ship. So we have added an 800 number whereby those commanding officers and executive officers can access a full-time civil rights specialist when something occurs.

And the reason that we programmed it to that position is that the XO is the one who can break the communication silence and access a satellite telephone for someone who is experiencing a problem perhaps on a ship underway, for example, maybe in a harassment situation. That phone will be staffed 24-by-7 by military personnel, and if they don't answer the phone it rings on my personal cell phone. So we have added that element to make sure that we are not missing any opportunity to deliver services.

Other of the collateral duty roles that were with those 400 are now being reprogrammed to the full-time civil rights personnel.

Mr. CUMMINGS. Now, when you say services, are you including counseling?

Ms. DICKERSON. Yes.

Mr. CUMMINGS. Okay.

All right, we are going to have to break, unfortunately, because we have a vote, three votes. We will be back here in about a half an hour. Sorry.

We are in recess.

[Recess.]

Mr. CUMMINGS. The hearing is called back into order.

Admiral Pearson, the Academy's strategic plan says that one of your goals is "cultivating a community of inclusion." One of the action items that you intend to undertake in support of that goal is to further diversity within the corps of cadets, faculty staff, and curriculum, including achieving a critical mass between 25 percent and 30 percent of the under-represented minority cadets at the Academy by 2015.

Given that minorities are projected to comprise only approximately 15 percent of the incoming Class of 2013, what specific steps do you plan to take to increase the percentage of minorities by approximately 10 percent or more over the next six years? What specific recruiting efforts will be initiated and what are your target goals for the Class of 2014, for which you are now recruiting?

Admiral PEARSON. Thank you, Mr. Chairman.

The approach is to do an extensive awareness campaign, as well as outreach. We have already begun to get into different market areas than we had previously been, including communities of under-represented minorities, as well as specific schools. And I mentioned in my opening statement about programs that we have altered the Academy introduction mission AIM and how we are going to use that as basically a scholarship item to fund the travel for a particular potential student to travel from wherever his or her home area might be to the Academy to have that experience in their summer.

But basically the answer is an extensive awareness and recruiting campaign, as well as I think an extraordinarily important part of the entire approach is the Scholars Program. Those individuals that need a little bit more academic preparation we are sending to the New Mexico Military Institute or Marion Military Institute in Alabama for one year academic additional preparation. That has proven to be very successful over the past few years, and particular this year quite a number of our appointments were through the Scholars Program. We are expanding that.

Also, I think not only does the Scholars Program aid in the admissions process, but obviously we are concerned of the success while at the Academy after admission, so with that preparation at the Scholars Program, it greatly enhances a cadet's ability to complete the four years of instruction and then, obviously, through commissioning and off onto their career.

Mr. CUMMINGS. At the most recent meeting of the Naval Academy Board of Visitors, they had a young lady from their recruitment team to come up. I think she was a graduate of the Academy, but one of the things that she said was that apparently it is a small office, but she said that they were very, very much committed to going everywhere they had to go in communities that so often never see a Navy recruiter, a Naval Academy recruiter, but that they were willing to go the extra mile.

And it was clear from her enthusiasm that this was something that she was truly committed to, and I was just wondering what kind of recruitment office do we have? Do we have graduates of the Academy going out there to do that recruiting? This was a young woman, so she could kind of relate to these young people, and I have often said that we always talk about negative peer pressure with our young people. We need to go back to something called positive peer pressure. I was just wondering who is doing the recruiting with regard to graduates and recent graduates.

Admiral PEARSON. Yes, Mr. Chairman. And I particularly support the point of someone closer to the individual target audience's age and can take the experience that they have received in the Coast Guard. Not all of our recruiters are going to be Academy graduates, but obviously that has an additional credibility that they can speak to their experience while at the Academy. Some of our junior officers that we are using in our recruiting efforts might be through OCS, and, again, the example of the CSPI program that I talked about earlier.

But it is very important, as I am sure our counterparts at the Naval Academy would say, that the message is important, as well as the messenger. So while we have senior officers involved in some

of our outreach programs, again, to some of the HBCUs, we recognize that we need to have more junior officers closer in the age and experiential level to the individuals that we are trying to recruit, so absolutely, sir.

Mr. CUMMINGS. One of the things that is very important, too, is mentoring. What happens too often is that a lot of people don't realize it, but if a young person feels that they are not—not necessarily a young person. If an older person feels that they are not going to be comfortable and they qualify to do so many other things, they ask themselves why would I go to a place where I am not going to feel comfortable, although it is free tuition? I am just wondering what are we doing with regard to mentoring.

Admiral PEARSON. We have embarked upon a rather extensive mentoring program using organizations like the National Naval Officers Association for both Coast Guard officers, as well as the other sea service officers, and reaching out to our junior officers that are already within the service, but also using some of their what we call our ambassador program of reaching into the target audience that we are trying to recruit.

Mr. CUMMINGS. You wrote in your testimony that the Coast Guard Academy Scholars Program also presents our greatest opportunity for pulling students from unrepresented minority populations to the Academy, as over 50 percent of students in the Scholars Program represent these populations. Those are your words. Now the Scholars Program is a program through which you send applicants to the Coast Guard Academy to a year preparatory school at another military institution. That is what it is, right?

Admiral PEARSON. Yes, sir. The Scholars Program involves the New Mexico Military Institute and Marion Military Institute, and you are correct, sir, for one year of additional academic preparation.

Mr. CUMMINGS. So what is interesting, Admiral, is that every time we seem to mention African Americans at the Academy, the first thing the Coast Guard comes back with is their AIM program and prep school or college, junior college situation. There are many students who don't need that.

Admiral PEARSON. Yes, sir.

Mr. CUMMINGS. And who can do fine; we have just got to get them interested, get them in, get them to apply, and then do what we have to do to keep them interested so they graduate. So why is sending minority students to preparatory school your best opportunity to bring more minorities into the Academy? And don't get me wrong, I am not knocking the preparatory school. I just think that sometimes we can go in—let me just share this with you.

When my daughter went to private school years ago, everybody thought she was there on a scholarship because of her color, and they wanted to give her some general math and all the African American young ladies—it was an all girls school—they wanted to take all of them and put them in this general math. Well, that kind of concerned her and it was one of the only times that I did not become upset with her when she did something like that, she missed school because she stormed out in protest with the other young ladies because she knew she was better than that and she though it was unfair. And I am just wondering.

Sometimes I think we can have some assumptions, and when I see this as a part of your testimony, I am just wondering if there is an assumption here that they are not African American kids and a lot of them, by the way, who may not even need a prep school. So if we assume that they all need the prep school, then here are certain groups of people you don't even go after.

I go to the graduations this time of year almost every week and see kids that are going to Harvard and Yale, and brilliant kids with SATs off the charts. I want to get some of those kids, young people, into the Coast Guard Academy, and I want to get them in so that they will be a part of the pipeline. I want to get them in there so that other young people will say well, Joe, who could have gone to Harvard, he went to the Coast Guard; maybe I want to go to the Coast Guard Academy.

Any comments?

Admiral PEARSON. Yes, sir. I agree with you, the Scholars Program is not necessarily focused upon under-represented minorities, but it is, of course, a resource available to any that need the additional academic preparation; and I think part of what I took your comments to be, as far as students who are already academically qualified and prepared to go into the Coast Guard Academy, we need to find those areas, the schools, and focus our recruiting efforts in those areas.

I think we have had a comparatively limited recruiting effort for the Coast Guard Academy, and that is one of the areas that we really need to expand into, the markets where we are going to be able to locate and attract the individuals that are ready for the Academy at that point.

I also take your point, sir, that we would love to have, obviously, an individual choose the Coast Guard Academy over the Harvards or the ivy leagues, and I think part of that is not only trying to focus on individuals in perhaps their junior year or the summer after their junior year, but start to progress that clock backwards and find some attraction at even a sophomore year in high school or a freshman year in high school.

I think there is also perhaps a cascading event that individuals who have someone that they looked up to, perhaps in their high school or their brother or sister who has gone to the Coast Guard Academy and convey that positive message back to the school, the community, the home front I think is also a powerful message that we have to send.

So the key is exactly finding the areas where we need to expend our recruiting effort, our recruiting capital, if you will, and focus in on those and find the students. Obviously, I would continue to support the Scholars Program, but I take your point absolutely that we need to focus in on those who are graduating from high school "this year" and, if they are academically qualified and otherwise prepared, we want to find them and leverage that.

Mr. CUMMINGS. Mr. LoBiondo.

Mr. LOBIONDO. Thank you, Mr. Chairman.

I was wondering if the Coast Guard Academy staff consults with their counterparts at the other service academies to share information on their respective recruiting efforts and successes that they may have had. Have you done that?

Admiral PEARSON. Yes, sir. The acronym is COSA, Chiefs of Service Academies, and our superintendent, Rear Admiral Burhoe, does participate in those. I believe that the staffs participate with their counterparts as well. But from the Chiefs of the Service Academies there have been discussions about recruiting efforts, and I think that is a powerful tool, particularly from our standpoint, and I guess being just a little bit selfish of where we can find those lessons learned from the other service academies and where they are having success and how we could translate those over to the Coast Guard Academy and our efforts. So I am particularly also looking forward to the secondary panel with the Naval Academy and, again, find and explore deeper in some of their best practices and how we can perhaps copy those over to our institution.

Mr. LOBIONDO. It has come to our attention somewhat recently that there are discrepancies in the Coast Guard with quality of life issues compared to other branches of the military, and we are going to make an attempt to deal with that. I am curious, with recruiting resources, does the Coast Guard Academy have the same recruiting resources as the other academies, or how do you compare with the other academies when it comes to your resources to recruit?

Admiral PEARSON. I don't have a specific answer. I would say that I would suspect it was smaller simply because we are a smaller institution, but I would have to provide an exact comparison for the record, if that would be acceptable, sir.

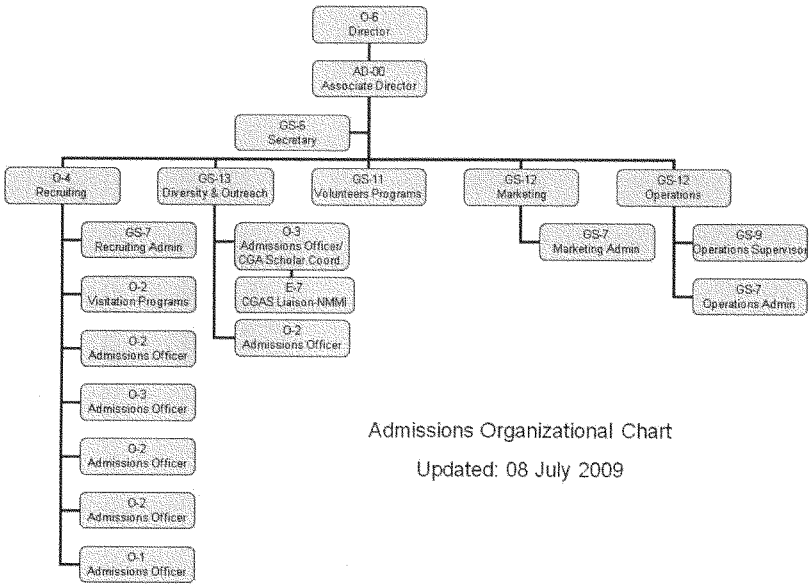
Mr. LOBIONDO. Well, I guess what I am after is, I would understand if it would be smaller, but is it proportionate? Are we disproportionately smaller I guess is what I am getting at. I understand you don't have that information, but if you could get back to us, because, Mr. Chairman, that might be a part of the problem that has been consistent with how we have seen the Coast Guard treated in other areas that might be able to help out in this area. So thank you very much.

Admiral PEARSON. Yes. And we will provide that for the record, sir.

[Information follows:]

Page 42, following Line 946

United States Coast Guard Academy (CGA): The CGA has a total of 21 full time positions (11 military and 10 civilians) assigned to the CGA Admission's Staff as detailed in the below chart. Of these 21 positions, eight are assigned to full time recruiting responsibilities.



United States Naval Academy (USNA): According to information provided, there are a total of 41 full time positions (17 military and 23 civilians) assigned to the Naval Academy Office of Admissions.

United States Air Force Academy (USAFA): According to information provided, there are a total of 17 full time positions (1 military and 16 civilians) assigned to the Air Force Academy Office of Admissions. Additionally, during discussions with USAFA Office of Admissions, the Coast Guard learned that the Air Force Academy also relies heavily on an Admissions Liaison Officer's Program which utilizes 1,643 reserve members to recruit nationwide and overseas on a part-time basis as either their primary duty or as an additional duty.

United States Military Academy (USMA): Information regarding their Admissions Staff was not available at this time.

Functional Differences: Any comparison of Academy Admissions Offices must consider significant differences between their respective responsibilities and availability of external resources. For example, the CGA Admissions Office responsibilities include administering the CGA Scholars Preparatory School Program, all CGA admissions marketing and communications, and management of CGA Admissions Data Systems. In

contrast, the Naval Academy Admission's Office tasks these major functions out to other sources within the Navy.

Below is a breakdown of each service academy's recent admissions statistics:

United States Coast Guard Academy Class of 2012

Completed Applications:	1,370
Appointment Offers:	410
Sworn In:	292

United States Naval Academy Class of 2012[1]

Applicants:	10,960
Offers:	1,537
Admitted:	1,261

United States Air Force Academy Class of 2013[2]

Applicants:	9,001
Offers:	1,642
Admitted:	1,348

United States Military Academy Class of 2012[3]

Applicants:	10,838
Admitted:	1,305

[1] Jul 21, 2009 http://www.usna.edu/Admissions/documents/2008_PlebeProfile_ClassOf2012_0725.pdf
[2] Jul 21, 2009 http://academyadmissions.com/#Page/Current_Year_Profile
[3] Jul 21, 2009 http://admissions.usma.edu/moreInfo/classprofile.cfm

Mr. LOBIONDO. Thank you.

Mr. CUMMINGS. Admiral Pearson, I have a chart showing application and appointment data to the Coast Guard Academy for several years. It is up here on the board. I guess it is kind of hard to see, but you are familiar with that, right?

Admiral PEARSON. Yes, sir, I am familiar with it.

Mr. CUMMINGS. The Coast Guard did not provide the numbers for the chart to show how many Hispanics and African Americans actually completed application for the Classes of 2008 through 2012. Similarly, the Coast Guard Academy apparently did not track the number of Native Americans or Asians or Pacific Islanders who started applications or were offered appointments for the Class of 2009, 2010, 2011, and 2012. To me, this shows a lack of concern for actually tracking minorities at the Academy. Can you explain what the case is with regard to that?

Admiral PEARSON. Mr. Chairman, it is difficult to see up there. I know that for the African American applications it is a comparatively smaller number of completed applications from the initiated applications. Is that what you are referring to, sir?

Mr. CUMMINGS. Here.

Admiral PEARSON. Thank you. I would offer that those individuals who have started the applications but had not completed, the Coast Guard Academy does reach out to those individuals specifically to inquire as to whether we could continue to work with them to complete their applications.

Obviously, that becomes an extraordinary resource for them because I would contend that, for example, the Class of 2013, under 162 African Americans, that those individuals obviously are aware of the Coast Guard Academy and have some interest in attending the Academy. I would suspect that they probably have other competing institutions that they are interested in attending.

But if we could work more diligently with those 162, obviously, that becomes a significant opportunity for us. But, again, I would emphasize that we do, from the Academy Admissions Department, specifically reach out to every one of those.

Mr. CUMMINGS. You know, one of the things that is a little bit disturbing about these charts is that when we look at completed applications, Class of 2009 for African Americans there were 55, Class of 2010 there were 52, Class of 2011 there were 39, Class of 2012 there were 37; and then we have the lowest number for African American completed applications, 35, for the Class of 2013. Can you explain that? Do you have any rationale for why that might happen?

Admiral PEARSON. Of why the completed applications——

Mr. CUMMINGS. In other words, why we are going down. We are going backwards. In other words, the numbers are coming down.

Admiral PEARSON. Yes, sir. I do recognize that and I don't have an explanation for it. But, again, I would offer that, and I think we both recognize the delta between the complete and the started applications is a large number that provides us an opportunity, even though we are reaching out to them, to try to either find the reason specifically in drilling into the data why we are losing them. If we have got an opportunity to change either the message or, again, the messenger, working with these young individuals to at

least encourage them to continue the application process. But, no, sir, I don't have a specific reason for the trend.

Mr. CUMMINGS. And we have had trouble nailing this number down. How many African Americans have accepted an appointment to the Coast Guard Academy for the Class of 2013?

Admiral PEARSON. Oh, yes, sir, I know that there were a little bit of confusion because there has been a recent addition, if you will. You may have been provided with information that the Class of 2013 has five African Americans. It in fact is six. A young African American female just accepted her appointment this week; she had had some medical issues that were resolved.

Mr. CUMMINGS. Now, the Navy has established a set of diversity benchmarks for the 2037 flag pool based on the anticipated demographics of society adjusted for anticipated graduates with science and technical degrees. Has the Coast Guard set goals for its 2037 flag pool? The Navy did. Have you all?

Admiral PEARSON. No, Mr. Chairman, we have not. We have consistently stated that the Coast Guard "needs to look like America" and certainly reference the U.S. Census Bureau's projections, and that becomes our benchmark. In direct answer to your question, we have not set a quota for flag board in that area.

I would mention, though, again, that our diversity strategic plan that I mentioned in my oral opening statement, that we are looking to finalize by 1 September, we are talking about leadership accountability, and I think that will certainly have bearing as we look to the future, sir.

Mr. CUMMINGS. Now, the Superintendent of the Academy is Admiral J. Scott Burhoe, is that right?

Admiral PEARSON. Yes, Mr. Chairman, that is correct.

Mr. CUMMINGS. According to his biography on the Academy Web site, he began his assignment as Superintendent in January 2007, is that right?

Admiral PEARSON. Yes, sir, that is correct.

Mr. CUMMINGS. The Director of Admissions at the Academy is Captain Susan Bibeau?

Admiral PEARSON. Yes, Mr. Chairman, it is pronounced Bibeau, yes, sir.

Mr. CUMMINGS. According to her biography on the Coast Guard Academy Web site, she has been in this assignment since July 2001. Is that correct?

Admiral PEARSON. Mr. Chairman, I have to respond with input for the record. It has been a while. I don't recall.

[Information follows:]

Insert on Page 46, following Line 1052
Yes, CAPT Bibeau has been assigned as the Coast Guard Academy (CGA) Director of Admissions since July 2001. CAPT Bibeau received a one year extension in this billet in 2005, and was reassigned in 2006 for another full four year tour as CGA Director of Admissions.

There is a history of CGA Admissions Directors staying in the billet for extended periods due to the complex intricacies of recruiting for a national college, the unique skill sets that incumbents acquire, their personal contacts with candidates and institutions, and the ability for them to pursue extended strategic objectives to facilitate consistency and continuity in the enrollment management process.

The previous four CGA Directors of Admissions were:

CAPT Williams: 1965-1975
CAPT Getman: 1975-1984
CAPT Combs: 1984-1992
CAPT Thorne: 1992-2001

Mr. CUMMINGS. I can tell you it is right. It is correct. And why would you think she would have been there so long with these figures? I can tell you that if this was my office and I had the goals to have a diverse workforce, she wouldn't be there. She just wouldn't. It would go against everything I believe in.

And I am just wondering. Do you have any idea? Do we just leave people in positions to be leaving them there, when the numbers are going down, or is there an accountability problem from the top, or both? Do you understand the question?

Admiral PEARSON. Yes, sir, I understand the question.

Mr. CUMMINGS. Okay.

Admiral PEARSON. I don't have the rationale as to what particular bore on the decision for her to be extended in her existing position. I can provide that perhaps for the record.

Mr. CUMMINGS. Thank you very much.

Admiral PEARSON. Yes, sir.

Mr. CUMMINGS. Mr. LoBiondo.

Mr. LOBIONDO. No other questions.

Mr. CUMMINGS. Admiral Pearson, my staff was briefed on Monday that Captain Steve Bains has been designated as your liaison to the historically Black colleges and universities. When will he start his new position?

Admiral PEARSON. Mr. Chairman, the decision on the assignment has not been made. He is a very appropriate high, fine candidate for that billet. I believe it has been advertised within our system for individuals to basically put in their request for assignment, and we are looking to have that billet filled this summer.

Mr. CUMMINGS. And can you give us a date so we can—you know, we had this discussion last time when we talked about historically Black colleges and universities, and we said that there was a liaison for the historically—I forget the name—Hispanic colleges, which there are very few, and there are over 100 historically Black colleges, but there was no liaison. Something doesn't add up here. I am just curious, when do you expect—do you have a date coming up for that?

Admiral PEARSON. Mr. Chairman, I don't have a date for the assignment, but I will tell you with all confidence that it will be in the very, very near term. I could get you a date and provide that for the record here shortly, sir. As I mentioned, the job is correctly being advertised and the process does not take very long after individuals have expressed an interest before orders are issued on it.

Mr. CUMMINGS. Why don't we just make a date, say September 1st?

Admiral PEARSON. Oh, absolutely, sir. The orders would be issued well in advance of that. I can't imagine that it would be after the 15th of July.

Mr. CUMMINGS. Okay. All right, August 1st.

Admiral PEARSON. Yes, sir.

Mr. CUMMINGS. We will check back with you at that time.

Admiral Pearson, will the Coast Guard expand what are currently the very limited number of Junior Coast Guard ROTC programs and efforts? It seems like another way to be able to accomplish some of the things that you just talked about.

Admiral PEARSON. Yes, sir, Mr. Chairman. We don't really have a "ROTC program," but what we do have, as I mentioned earlier, we refer to it as CSPI, the College Student Pre-Commissioning Initiative, and we are increasing our quotas in there and we have also changed that program to increase opportunities for participation by under-represented minorities.

Mr. CUMMINGS. We are talking about high school kids now, right?

Admiral PEARSON. Oh, I am sorry.

Mr. CUMMINGS. I said Junior ROTC.

Admiral PEARSON. Oh, I heard the ROTC part. I am sorry, sir.

Mr. CUMMINGS. That may have been my voice. I apologize.

Admiral PEARSON. Yes, sir. Well, as far as the ROTC programs for high school students, we have the one in Florida, Miami metropolitan area, that we refer to as MAST. There has been some discussion about establishing another one in the Middle Atlantic region and, of course, it is not an ROTC program, but you are familiar with our initiative at MIA in Baltimore. We don't currently have plans for another ROTC high school program that I am aware of, sir.

Mr. CUMMINGS. Thank you very much.

Ms. Dickerson, do you owe us anything else? I just want to make sure we get everything you promised us. I think you——

Ms. DICKERSON. Not to my knowledge.

Mr. CUMMINGS. Let me just say this to both of you. We just want to try to move this process along. We want to move the process along. We don't know how much time we have in these positions. We don't know how much time we will have to address these issues, but in the time we do have, we want to make a difference.

And there is some little boy, some young lady sitting out there wanting to, first of all, trying to dream, but they are not even exposed to the Coast Guard, so they don't even know to dream about the Coast Guard. Then there are others who are exposed, but because of various things that have actually come up in this hearing, they will never get in the Coast Guard, in a lifetime. And that person who could have contributed to the Coast Guard and to our Country, they will never have the chance; and that is very, very unfortunate.

I really believe that we can do better. I just believe our Country is greater than that, that we can do better.

Ms. Dickerson.

Ms. DICKERSON. Sir, if I could just say I don't like excuses, and I don't want to offer you any at all. To the extent that we have passed, I am using that to inform us so that we don't make the same mistakes or get into the same inertia. I feel as though we have momentum. I appreciate your leadership very much in developing that momentum and sustaining it, and that of Admiral Allen's.

As you indicated, this is our watch. I hope not to be transitioning. I hope to see this and shepherd this through to completion. I have a vision for how this can come about with regard to the civil rights program, and I intend to give it the full force of all my effort and background and training to make sure that we

accomplish all of our goals and really strengthen our civil rights program once and for all.

Mr. CUMMINGS. Thank you.

Yes, sir.

Admiral PEARSON. Sir, let me add on, from a diversity standpoint and the Coast Guard Academy perspective as well, we certainly share your view and the views of the Committee, and honestly very much respect and appreciate the efforts that you and your staffs have put together with us. We share the same view. We recognize that we are not nearly where we want to be.

We also recognize that we are building some of the very important foundational elements right now and setting the goals and look to achieving them. Obviously, it is important for our service. It is not only an issue of the proper moral direction, but I think it is an operational imperative for the Coast Guard to further diversify from where we are. So again, sir, we share that goal and we are aggressively pursuing it.

Mr. CUMMINGS. Last but not least, perhaps I have spent a lot of time talking about the things that we are not doing. Let me just say I think that we are definitely moving in the right direction, no doubt about it. I want to thank you for doing that. But now we have got to have results.

Admiral PEARSON. Yes, sir.

Mr. CUMMINGS. I hope that you will implant in the DNA of every cell of your brain what I talked about with my PR person. By the way, the response was I am doing this, I am doing that, I am doing this, I am doing this; and I said, well, basically, it is like treading water. I am trying to get you out in the deep water and you are treading water near the harbor, going nowhere fast. We can have a lot of efforts, but if it is not leading anywhere—it is nice to watch you tread water, but that is not getting us anywhere.

So that is why I am so interested in tracking progress. I think these charts need to be accurate. There is no reason why we shouldn't know exactly how many folks—white, women, Blacks, everybody—are going into these academies. The Academy is just a little bit bigger than maybe two high schools. Matter of fact, they have high schools bigger than the Academy in Baltimore, so we should be able to attract the numbers in a high school. So when I see issues of we can't even figure out how many people are even coming into the school of different races and whatever, that does concern me.

We spent, my staff and I, we had to try to figure out exactly how many folks of different races and whatever were in the Academy. There is something wrong with that picture. And you all have heard me talk many times about a culture of mediocrity. This Country cannot be all that it is supposed to be if we are caught up in a culture of mediocrity; it just can't.

Let me be quiet and move on to the next witness. Thank you all very much. Appreciate it.

Admiral PEARSON. Thank you.

Ms. DICKERSON. Thank you.

Mr. CUMMINGS. We now welcome Mr. Stephen Latta, Dean of Admissions at the United States Naval Academy. Dean Latta, how are you?

Captain LATTA. Doing well, sir.

Mr. CUMMINGS. Thank you for being with us.

Admiral Pearson, I want to thank you for sticking around. I really mean that. I really appreciate that, because most times folks leave. But thank you for sticking around.

Dean Latta.

TESTIMONY OF STEPHEN B. LATTA, CAPTAIN, USN RETIRED, DEAN OF ADMISSIONS, UNITED STATES NAVAL ACADEMY

Captain LATTA. Thank you, sir. Chairman Cummings and distinguished Members of the panel, it is my pleasure to have the opportunity to discuss the Naval Academy's efforts to improve diversity in the brigade of midshipmen. I first want to thank the Members of Congress, especially you, sir, for your ongoing support in both resources and helping us reach out to the Nation through your congressional districts.

The Naval Academy's efforts to diversify the brigade of midshipmen have been ongoing for a number of years. However, it is with the strong support of the Navy leadership and Vice Admiral Fowler's guidance as superintendent that we have made the greatest strides in the last three years. Improving diversity in the brigade of midshipmen is our number one priority, and there is strong cross-institutional support for doing so.

Our initial focus was to understand why we were not doing a better job in attracting young men and women of diverse backgrounds. With the self-analysis of our marketing programs and patterns, feedback from parents, many of our Blue and Gold Officers, our volunteer network, some of you in Congress and many others, we not surprisingly came to the conclusion a couple years ago that our biggest challenge was awareness. That is, many of the young men and women we were trying to attract to the Naval Academy simply did not know about us.

To reach these youth, their parents and their influencers, we felt we needed to radically change our approach. We decided initially to focus our efforts primarily on under-represented areas of the Country that had large diverse populations and the high performing schools with large diverse student bodies in each one. In each area and school we targeted, we tried to focus on developing strong personal relationships by maintaining close contact and looking for creative approaches that would gain confidence and support of local influencers and others. This is the same approach that is used much like our football coaches do when they go out on the road.

Supporting these efforts has been a concerted buildup of support networks such as our Blue and Gold Officer Programs, our alumni chapters, parents clubs, and building partnerships with many of the affinity groups such as National Society of Black Engineers. We have found support networks to be a force multiplier in many communities.

We also revamped and reoriented our marketing programs to be more attractive to minority students and focus earlier in their education, in our case, we thought as early as seventh grade. This led to the development of our first ever STEM program, Science, Technology, Engineering and Math program, in the summer, and sev-

eral initiatives to invite groups of underclass students to various venues at the Naval Academy, including the recent dedication of the Wesley Brown Field House named for our first African American graduate.

We are constantly looking for new and creative ways to market ourselves nationwide, whether it is through the use of our musical groups, such as the gospel choir and our band, development of new videos such as those seen on ESPN during football games, or a comic book we call the graphic novel, we seek to brand ourselves in order to increase awareness.

There are many other efforts underway, and they appear to be paying dividends at a rate we did not expect them to do so so early. As you stated, sir, both last year's class and the one that is about to enter the Naval Academy on the 1st of July will be the most diverse ever. Supporting the incoming classes are the most diverse preparatory programs in our history, and our summer seminar program that just concluded yesterday included over 1,000 rising young senior minority students for the first time ever.

In closing, I would like to say that we have accomplished a lot in a relatively short period of time, but we really feel we have a lot of work to do. Awareness is a very important issue in many communities and among many groups, but we know that by remaining both proactive, persistent, and patient, we will continue to improve our efforts over time.

Thank you for all you have done to support us in these efforts, and thank you for this opportunity to discuss our progress to date. I am available to answer any questions you might have for me, sir.

Mr. CUMMINGS. Thank you very much, Dean. Dean, tell us how are we doing with regard to women? When I go to the meetings, I see it seems like we are doing pretty good at the Naval Academy. How are we doing with regard to women?

Captain LATTA. Yes, sir. We are expecting to bring about 20 percent of our incoming class this year who are going to be females. The overall application rate for females this year is about 22 percent of the overall applicant pool. That is an improvement over the last three to four years. In fact, about four years ago we were bringing about 15 percent of the class. We have improved it and the last three or four classes have been between 20 and 22 percent of the incoming class.

Mr. CUMMINGS. Now, how many of the minorities that are admitted to the Academy in any given year have attended a preparatory program and how many are coming straight from high school?

Captain LATTA. I cannot give you that exact number, but I will get the number for you and bring it in. But we are getting more direct from high school than we have, I do know that for sure. For the first time ever, for example, this incoming class, I have 55 of the 125 African Americans are coming direct from high school, and we have never had more than about 40 to 45 in a given class that have been able to come straight from high school. So it is improving and we do see that as we go out and work many of these schools that have very talented young men and women, that we are able to do a better job of getting those that can come straight from high school straight into the school.

Mr. CUMMINGS. How many recruiters do you have specifically recruiting students to the Academy and where are they located across the Nation? How many are graduates of the Academy?

Captain LATTA. Yes, sir. Currently, in my office, I have four diversity counselors who are dedicated toward our diversity efforts. We divide the Country into four different regions. Each one obviously covers a different region of the Country. In addition to those four, we have five officers stationed around the Country in different locales; one in New York, one in Atlanta, one in Houston, one in Chicago, and one in San Diego. Of those nine people whose specific job is to attract young men and women of diverse backgrounds, seven of them are Naval Academy graduates.

Mr. CUMMINGS. And how are applications for admissions reviewed at the Academy? How many people review an application and how are final admission decisions made?

Captain LATTA. We have an admissions board composed, in most years, between 13 to 15 people I expect next year we will have about 15 people. Every application that is submitted is prepared by one of the regional directors, that is a majority counselor or diversity counselor, and those are presented to our admissions board for review. The admissions board reviews every application.

In a sense, even though they are prepared by one person, because we have an electronic process, every member of that board can view that application file as it is being briefed and in detail, and oftentimes there is a lot of I would say it is kind of like a debate at the admissions board, where they will talk about the attributes of the different person being presented, and then the board will make a decision on that particular person to their overall qualification; that includes whether that person ought to go to a preparatory program, maybe they should go to college for another year or they should be eligible for direct admission.

Mr. CUMMINGS. And I understand that you have a chief diversity officer position at the Academy. Who fills that position, what is the position's responsibilities, and how many staff members work for that chief?

Captain LATTA. Yes, sir. We have been working hard for about the last year and a half. In fact, the two gentlemen with me today, Mr. Joe Rubino initially was asked by the Superintendent to help bring that directorate along about a year and a half ago with a couple of—in fact, we had four people helping him at the time. Captain Tony Barnes, who is sitting behind me now, came in last September as we are continuing to mature that directorate, and we expect to have about 10 people assigned to it when we are done, but right now there are not that many in there, there are about five people.

Mr. CUMMINGS. And what percentage of your incoming minority cadets participated in Junior ROTC, do you know?

Captain LATTA. This year, I am anticipating about 16 to 17 percent of the incoming class; last year it was 20 percent.

Mr. CUMMINGS. Mr. LoBiondo.

Mr. LOBIONDO. Thank you, Mr. Chairman.

Mr. Latta, thank you for being here. Can you tell us how has the Academy's outreach efforts changed under your leadership? What

are some things you can point to that you have changed since you have been there?

Captain LATTA. I think probably the one thing is that there has been some philosophy changes. I worked in our admissions office for about four years because I became the Dean of Admissions, and I think even though we thought we were doing a good job in diversity, in reality, I think we were more focused on our brand name, that we are the Naval Academy and people should know about us.

But the realization that people don't know about us in many communities, in fact, I am a little bit embarrassed to say, a couple years ago, when we started doing more to reach out to some of the schools in some of the big cities, when I went up to Baltimore, there were some kids in some of the high schools there that didn't even know the Naval Academy was 30 miles away, and that really, I have to tell you, was kind of a sobering moment for me because I thought, boy, local kids ought to know where the local schools are.

But we decided that we weren't going to sit back any longer; we were going to go out and we were going to look for the good kids in these good schools. Part of it is a resource issue. We don't have a lot of people working specifically for this, so we just tried to do the best we could with what we have, and I think that is probably one of the big things.

The other thing is that I have encouraged every one of the folks that work in our office to look for a different approach in every school that they go to, because many of the schools, the traditional approaches that we have been using really have not worked. So, for example, we have some schools that are very technically focused. They were looking for help initially to help develop an aeronautical program in their school, so we use that as an opportunity to link up one of our professors at the Naval Academy with the school, and part of that was to build that friendship, that partnership with the school to gain their trust and interest in us that we were there to help them out.

We have invited many of the students from some of these schools to come down and do overnight visits at the Naval Academy, and while they are there we give them an opportunity to visit and not only see the facilities and get presentations by the professors, but they get a chance to meet with the midshipmen who are closest in age to them, those who have shared experiences and that type of thing, so they start to see that this could be a place for them.

Probably another thing has been the use of our musical groups. The gospel choir in particular we have had greater flexibility with support of our superintendent to use those groups to get out and outreach in many of the communities. Wherever they travel, they draw big crowds and the kids in the high schools see these young men and women who are at the Naval Academy and they realize that that could be them. In other words, we are creating an opportunity for them to see that this could be them in that school doing that. Same thing with our bands who have developed repertoires that appeal to young men and women.

There are a number of other things and I can get more information for you on that.

Mr. LOBIONDO. Thank you.

Mr. CUMMINGS. Now, tell us about your STEM program. Tell us how the STEM program plays in what you are doing and your efforts, Science, Technology, Engineering, and Math.

Captain LATTA. Yes, sir. The STEM initiative came about mainly for a couple reasons. Number one, because we knew we were not doing a good job of attracting our youth at a younger age. Too often we were going to high schools in the senior year, looking for students who were getting ready for college.

And other schools—and I hate to say it—like ivy league schools and high tech schools that already had developed partnerships with the schools and the kids had already obligated to go to the schools before we ever got to them, so we felt that developing a STEM program was a way to increase awareness of the Naval Academy at a much earlier age.

The other part of it is we felt a civic responsibility in trying to do our part to encourage math and science preparation. Coincidentally, that is the type of thing we need to do for the kids that are coming to our school because we know it is a very technically oriented school. So if we can get to a kid in seventh, eighth, or ninth, or even tenth grade and say, hey, come to our STEM program and we will show you a lot about the Naval Academy, but we will also guide you in what you need to do to prepare for college, they will be better prepared for admission to a school like ours, even if they don't choose our school down the road.

Mr. CUMMINGS. You have a summer seminar program also?

Captain LATTA. Yes, sir.

Mr. CUMMINGS. Talk about that.

Captain LATTA. Probably we would call that our flagship program, but we completely reoriented that whole program with a focus on trying to improve representation for a lot of the under-represented congressional districts.

Mr. CUMMINGS. What is the program?

Captain LATTA. This program is for rising seniors, those coming out of the junior year into the senior year of high school. It is essentially a marketing program where these juniors going into their senior year come to the Naval Academy for a week. We have three one-week sessions in June. In fact, the last session, as I mentioned, just ended yesterday.

They room in Bancroft Hall, they form them up in platoons with midshipmen who just came out of their first year running them, and oversight from the seniors. They have an opportunity to go to academic workshops, tour the facilities, learn a little bit about physical education the way we teach it at the Naval Academy, and generally get an overall impression what the Naval Academy is all about.

So, again, I come back to the awareness issue. We thought that if we made the program bigger and we expanded it and made a more concerted effort to get into these areas where we weren't attracting young men and women, that we could do a better job of getting them interested in the Naval Academy. And the reason I say that is our track history has been if they come to summer seminar, two-thirds of the kids that come will follow through on their application the following year and complete the application for admission. That, to me, has been one of the big keys in improving di-

versity, because getting the kids to complete the application gives you a talent pool to work with that you can consider for an offer of appointment or preparatory program, what have you.

But when they come to the Naval Academy, they get sold and their parents, who often drop them off or will come and take tours of the Academy and get briefings by our staff and meet with other parents of midshipmen and candidates, the parents get sold on the program also. So it is a very powerful tool in marketing the Naval Academy and, as I said, we took a definite focus on trying to bring more kids in from the under-represented areas and we expanded the program out to be more inclusive.

Mr. CUMMINGS. How do you do with regard to retention of minority young people? Certainly, it is nice to get folks in the door, but I would like to see them graduate.

Captain LATTA. Yes, sir. We have worked real hard at the Naval Academy in general. In fact, the Class of 2009 that just graduated, the minority graduation rates were very similar to the overall graduation rates for the majority counterparts.

Mr. CUMMINGS. And what is that?

Captain LATTA. It is about 84.5 percent. I will get the exact numbers for the record for you, sir.

Mr. CUMMINGS. You said 84.5 percent?

Captain LATTA. About 84.5 percent. I will get the numbers for you. We have done a very good job over time. I think what has helped are several things: the institutional support in two areas. Number one is we have an academic center of fully staffed professors that is available for everybody, but it has also helped out with many of our minority midshipmen who have been struggling academically, to help them keep them on track and succeed at our school. In fact, their philosophy is really that if a young man or woman comes to our school and they are trying hard and they want to stay at the Naval Academy and they want to graduate, then we will take every resource available to try and help them succeed there.

The other thing we have done is we have put more emphasis on many of our mentoring group, minority mentoring groups, like National Society of Black Engineers; we had the Black Studies Club, Latin American Studies Club, Korean American Club, and those types of things, and have tried to provide more outlets for many of those young men and women to go study. If they don't want to do it in another group, they can do it with folks that come from their racial or ethnic background.

We have increased access to faculty members during the day, so if a student has an off period, they can go, for example, over to Chauvenet Hall, where we teach math, they can do in there and there is a prof in there that will have work problems on the board and that type of thing. But the overall idea is that we are there to help them succeed, rather than help them fail.

Mr. CUMMINGS. I want to thank you very much. We really appreciate your being with us. We encourage you—is this your last year?

Captain LATTA. Sir?

Mr. CUMMINGS. Are you getting ready to retire?

Captain LATTA. I hope not.

[Laughter.]

Captain LATTA. I hope that is not a clue.

Mr. CUMMINGS. I just wanted to see if you were alert there.

Captain LATTA. No, I am up for a contract renewal this year, but I hope to be around for a while. I have to tell you my personal experience is the more I am around many of these young men and women, the more I realize it is all about opportunity. As you stated last week, everybody on my staff, even though I have a small staff just dedicated toward the diversity effort, everybody on my staff is very impassioned about what they are doing and they are out actively looking for kids. They are mentoring.

I go home most nights between 6:30 and 7:00 at night, and half of my lieutenants are still there on the phone talking to their kids and their parents. They are there on weekends helping to guide tours and do other things, and they travel a lot, too. I don't know how they all do it, because they are supposed to be on what the Navy calls shore duty, where they get a little time off after being at sea for a while. But they look at this as their mantra and their legacy to give back to the Academy for having had the opportunity to graduate.

Mr. CUMMINGS. Thank you very much.

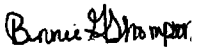
Captain LATTA. Yes, sir.

Mr. CUMMINGS. This hearing is adjourned.

[Whereupon, at 12:44 p.m., the Subcommittee was adjourned.]

BENNIE G. THOMPSON, MISSISSIPPI
CHAIRMAN

PETER T. KING, NEW YORK
RANKING MEMBER



One Hundred Eleventh Congress
U.S. House of Representatives
Committee on Homeland Security
Washington, DC 20515

STATEMENT OF THE HONORABLE BENNIE G. THOMPSON
CHAIRMAN OF THE COMMITTEE ON HOMELAND SECURITY
BEFORE THE
HOUSE COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE
SUBCOMMITTEE ON COAST GUARD AND MARITIME TRANSPORTATION

HEARING ENTITLED:

"A CONTINUING EXAMINATION OF CIVIL RIGHTS SERVICES AND DIVERSITY IN THE COAST GUARD"

JUNE 18, 2009

I would first like to thank Chairman Cummings for holding this hearing.

As the Chairman of the Committee on Homeland Security, I too am extremely concerned about diversity at the U.S. Coast Guard Academy.

The U.S. Coast Guard Academy has consistently attracted fewer minority candidates than the other military service Academies.

In 2005, 18.5% of the incoming Class of 2009 at the U.S. Naval Academy were minorities.

That same year, 12.7% of the incoming Class of 2009 at the U.S. Coast Guard Academy were minorities.

This year, the incoming Class of 2013 at the U.S. Naval Academy includes 435 minority midshipmen, 36% of the class.

Sadly, of the 288 cadets who will be entering the U.S. Coast Guard this year as part of the Class of 2013, only 47 students, roughly 16% of the class, are minorities.

Clearly, the U.S. Naval Academy chose to take decisive steps forward. Unfortunately the Coast Guard has apparently chosen to remain stuck in the same place.
But I would be remiss if I did not point out that the Coast Guard Academy seems to have a history of resistance to change.

In 1961, during his Inaugural parade, President John F. Kennedy noticed that there were no African Americans in the Coast Guard Academy's marching unit. That night, the new President called the Secretary of the Treasury and ordered him to admit African Americans to the next Coast Guard Academy class.

In 1966, five years after President Kennedy's telephone call and twelve years after the *Brown v. the Board of Education* decision, the Coast Guard Academy graduated its first African American student—Merle Smith.

This history seems to indicate that the Coast Guard Academy will accept change only when change is foisted upon it.

With that reality in mind, last Congress, Chairman Cummings and I drafted legislation to improve diversity at the U.S. Coast Guard Academy by bringing the Coast Guard Academy's current admission system in line with the system used by all the other service academies.

Regional, socio-economic, racial, and ethnic diversity at the Coast Guard Academy will be greatly enhanced once Members of Congress are able to nominate applicants to the Coast Guard Academy.

It should not take legislation for the Coast Guard Academy to move forward.

And I know that laws do not change hearts and minds.

So in the spirit of moving forward and affecting hearts and minds, I call upon the Coast Guard to start today to take substantial, specific and tangible steps toward changing the culture of a place where nooses can be hung but witnesses cannot be found.

I am asking you to embrace the reality that the United States is a multi-cultural society and the Coast Guard Academy must look like America.

Again, I thank Chairman Cummings for holding this hearing and I look forward to working with him on this issue.

U. S. Department of Homeland Security

United States Coast Guard

Commandant
United States Coast Guard

2100 Second Street, S.W.
Washington, DC 20593-0001
Staff Symbol: CG-00H
Phone: (202) 372-4500
FAX: (202) 372-4967

DEPARTMENT OF HOMELAND SECURITY

U. S. COAST GUARD

STATEMENT OF

MS. TERRI DICKERSON
DIRECTOR, COAST GUARD OFFICE OF CIVIL RIGHTS

ON THE

COAST GUARD'S CIVIL RIGHTS PROGRAM

BEFORE THE

COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE

SUBCOMMITTEE ON COAST GUARD AND MARINE TRANSPORTATION

U. S. HOUSE OF REPRESENTATIVES

JUNE 18, 2009

Good morning Mr. Chairman and distinguished members of the Committee, I am Terri Dickerson, the Director of the Coast Guard's Office of Civil Rights (OCR). It is a pleasure to appear before you again today to discuss the Coast Guard Civil Rights Program.

On April 1, 2009, I offered testimony on many aspects of the Program and our efforts to render it fit to meet the service's needs in a modern military operating environment. As part of my efforts, I commissioned a programmatic review, which was conducted last year by a contract entity, Booz Allen Hamilton (BAH). This initiative validated many of the concerns I had, and helped to further inform strategic action plans toward civilian Equal Employment Opportunity (EEO) and military Equal Opportunity (EO) service delivery in a modernized Coast Guard. Considering your national civil rights leadership and record, the Coast Guard was fortunate to have also gained your first-hand insight and involvement.

The Coast Guard has been transparent in its move toward a modern-day civil rights program, keeping you informed of our intentions. In my letter more than a year ago, I reported my plan to conduct the review. The BAH report offered 53 specific recommendations, some of which the Coast Guard had already completed or had advanced well into implementation by the time of the BAH report publication. The remaining recommendations were evaluated, incorporated into a plan of action, and as I stated in April, many have been implemented or are on track for completion during this calendar year. In another letter dated May 8, 2009, I provided another progress update.

The Coast Guard has been transparent in the results, having posted the entire BAH report online for the benefit of employees and the public. Transparency is the hallmark of self-correction, and I, like the Commandant am personally committed to ensuring that the Civil Rights Program receives the oversight, assistance, and resources necessary to implement all appropriate recommendations. I would like to take this opportunity to provide additional specifics of our progress.

Personnel and Financial Resources

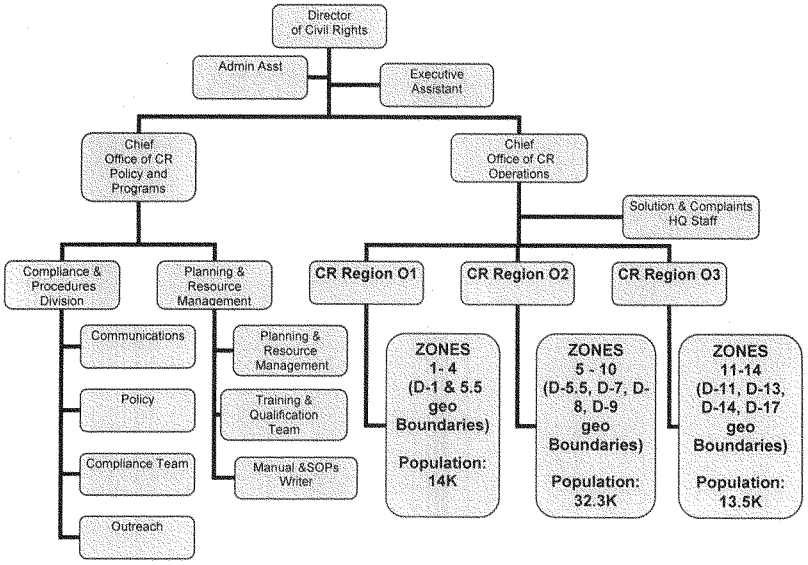
During the April hearing, the committee pointed out a number of prior studies, as well as correspondence from the Equal Employment Opportunity Commission (EEOC), all indicating the need for additional financial and personnel resources to the Coast Guard's Civil Rights Program. To date this fiscal year, the Coast Guard has directed a total of $570K for emergent current-year needs which are directed to our highest priorities. I also reported that six new positions had been authorized; five positions have been filled and an offer has been made and accepted to fill the sixth and final position. Two of the new hires are on my staff at Coast Guard Headquarters and four have duty stations in the field. These six new positions bring significant strength to our civil rights program. Implementation of our modernized organizational structure will ensure that these new hires are effectively utilized.

Restructuring and Key Milestones

The BAH review, previous studies, and my own observations substantiate a need to reset the organizational construct through which the Coast Guard delivers its EEO/EO services. The current structure was built in support of an earlier, antiquated, non-digitized Coast Guard with relatively few civilian employees. Technological and workforce advances and new

responsibilities in a changed national security environment render existing procedures for record handling and EEO service delivery obsolete and in need of refinement. The EEOC is now meeting separately with EEO directors from Law Enforcement and Intelligence Community agencies about these modern information age issues.

In May, the Commandant approved my plan for a strategic realignment of the organizational structure of the Civil Rights Program, both within the OCR at Coast Guard Headquarters and in the field. The modernized structure is consistent with the recommendations of prior studies and includes the recommendations received from the Coast Guard's Strategic Transformation Team and Leadership Council to ensure alignment with the Coast Guard's Service-wide Modernization efforts. In July we will begin to deliver EEO/EO/Civil Rights services through a centrally managed national structure by full-time specialists from three national regions lead by GS-14 supervisors. Regions will be further divided into 14 subordinate locations (Zones).



In the Headquarters Office of Civil Rights, my military O-6 will be the Chief of Civil Rights Policy and Programs, while a GS-15 civilian will be the Chief of Civil Rights Operations. The O-6 will continue to function as the acting Director in my absence, complimented by a GS-15 leader, consistently providing subject matter expertise in case processing and civil rights matters. These two key positions are in place today with highly qualified personnel. This will afford me direct supervision of Service-wide delivery of EEO/EO services and the ability to focus on strategic and Service-wide alignment. Under new plans, only full-time civil rights service providers (CSRPs), with the requisite training, at an approximate coverage ratio of one per every 1000 employees, will advise personnel on EEO rights and responsibilities. The most important change, however, is that all personnel bearing the EO/EEO/Civil Rights prefix in their titles will

report to the Office of Civil Rights. As a result, their credentials, proficiency, and training cycles will be centrally managed to ensure consistency and regulatory compliance.

I briefed Coast Guard senior leadership and Atlantic and Pacific Area Commanders on this plan, and asked for concurrence, field support, and implementation. I notified union personnel of the plan to provide assurance that there would be little to no impact on civilian employees, and I communicated the plan to staff and field CSRPs to solicit feedback, refine our intentions, and build field-level support. In the past two months I have traveled to five of the Coast Guards nine districts, and spoken with personnel in roughly two dozen field units, to talk first-hand about forthcoming changes; I have additional trips planned in the months ahead, which will include visits to every district.

Changes to the Program's field staffing levels require considerable analysis of workload, personnel and training requirements. We are working with the Office of Personnel Management on a full Manpower Requirements Analysis. Work should begin no later than July 1 with completion no later than September 30. I will use the results of this analysis to validate our plan and to baseline personnel and training requirements to appropriately staff all EEO/EO functions throughout the field.

To improve access to civil rights services and to supplement existing service delivery points, I have initiated a toll-free hotline available 24 hours a day, seven days a week, for urgent case intake and advice to field units that encounter extraordinary EEO/EO circumstances. The number is active now and rings to my deputy for immediate response. By July 1st it will be staffed on a rotating basis (monthly) between my Regional Managers who are subject matter experts. This feature will be especially useful for Coast Guard members who are deployed to remote areas of the world and have limited communication with homeport support personnel or where normal communications are remote, unavailable, or only accessible by permission of the Executive or Commanding Officer (XO or CO). The plan designates the main access point for EEO matters onboard ships and other deployed units as the XO, who will serve as the conduit through whom personnel may contact EEO under urgent situations, particularly those which require a vessel to break communications silence, to access the civil rights office. XOs possess a level of experience and established maturity in the Coast Guard, and have been vetted for leadership, all of which are consistent with the demands and responsibility for such a role. In cases when the complaint is against a member of the Command Cadre, personnel would wait until the next opportunity to use the toll-free number and the time frame for filing the complaint is held in abeyance.

The Coast Guard already directs a series of training conferences for personnel who bear CO/XO responsibilities, and OCR will utilize the infrastructure already in place to deliver training to these individuals for this duty. Offering training at these conferences will enable OCR to ensure the quality and consistency of messages. OCR also has in production a communications package including easy pocket reference guides and job aids, which will be distributed to field commands and Service-wide distribution points. Such material will assist XOs in prioritizing matters based on the urgency of the claims. This process will ensure responsiveness when personnel communication access is unavailable. The XO training and job aids will center on determining priority situations and authorizing communications in emergency situations

The impending centralization of the Civil Rights Program will significantly enhance our ability to communicate a consistent and timely message to commands and employees Service-wide. Moreover, we will conduct recurring outreach to unit command cadre during Prospective Commanding Officer/Executive Officer training courses and at the Chief Petty Officer's Academy.

This reorganization is the foundation of needed change within the Coast Guard Civil Rights Program and is the cornerstone of centralized communications, promulgation of standardized guidance and processes, and enhanced Service-wide training.

Privacy and Personally Identifiable Information

A staff member within my office has been designated Privacy and Records Manager and is our resident expert for DHS policy on Personally Identifiable Information (PII). This person reports to me on these matters and is responsible for implementing Service-wide EEO record security procedures. Likewise, improved processes for consistent and secure handling of PII are being developed in conjunction with other standard operating procedures (SOPs).

In April, I implemented a Civil Rights Program EEO/EO Compliance Checklist for use by Coast Guard commands in the field. After implementation, I took further steps to institute the Checklist as an annual requirement, codifying it with formal guidance. This checklist will allow for field level standardization on basic command requirements including posting of EEO/EO policies, complaint processing, command responsibilities, compliance with objectives of EEOC Management Directive 715 (MD 715), and safeguarding PII. This checklist already has established awareness within each field command of management responsibility for EEO/EO.

As you know, our service members were experiencing 12- to 18-month periods for decisions in their discrimination claims. With concurrence from DHS, the Commandant recently delegated authority to the Director of the Office of Civil Rights to adjudicate decisions on complaints filed by our service members; therefore I now issue final decisions in military complaints. As I stated in my May 8 letter, I am on track to complete all the back-log of complaints by the end of 2009. I now have in place an efficient and effective process to promptly adjudicate military complaints. I anticipate a drastic reduction in case resolution times and compliance with the 60-day decision period prescribed under Coast Guard policy.

Climate, Training and Metrics

Concerning overall climate in the Office of Civil Rights, we anticipate that setting up the one-stop EEO intake points will bring needed organization and cohesion to field employees. We created an intensive Executive Level EEO/Diversity Training course to raise awareness of complex issues. We held the first session in March and it included frank and open discussions designed to help our leaders better manage. We will hold these sessions at least twice a year to ensure the widest possible dissemination of information.

We recently conducted an assessment of field personnel training needs and we will hold a civil rights training conference in October to make up gaps. The agenda is under development, though among other items, we will look to focus on training related for CSRPs on neutrality in

the counseling process and on standardization of processes, consistent with our review and promulgation of revised Standard Operating Procedures and revision of our EEO/EO Manual.

We recognized that some employees have expressed interest in avenues to voice their thoughts or suggestions for improvement. To ensure these individuals had a venue, we improved our website at http://www.uscg.mil/hq/cg00/cg00h/ to include a communications tool with the Office of Civil Rights. Interested persons can initiate constructive, two-way dialogue with OCR personnel by sending an email to OCR@uscg.mil[1] on the individual's issue of concern. This is not a substitute for our Service's complaint processes or the chain of command, but it does allow people to communicate thoughts or concerns to the leadership in the Office of Civil Rights.

The Coast Guard, like all Federal agencies, has an ongoing obligation to eliminate barriers that prevent individuals of any race, ethnicity, gender, or national origin from realizing their full potential. Through MD 715, the EEOC has directed agencies to conduct an annual self-assessment to monitor progress and identify areas where barriers may exist to exclude certain groups. MD 715 establishes standards by which EEOC can review the sufficiency of agency programs and self-assessments. Since the promulgation of MD 715, the Coast Guard has made steady progress; our self-assessment measures reached 92% in 2006, 96% in 2007 and 94% in 2008.

The April 2, 2009, hearing highlighted aspects of EEOCs feedback comments stemming from the Coast Guard's annual report under Management Directive 715 (MD-715), particularly regarding proper resourcing of the civil rights function. The committee noted that the November 2007 EEOC letter stated: "In all reporting years, the Coast Guard has reported that its EEO Director does not have funding sufficient to implement action plans and conduct a thorough barrier analysis of the workforce ..." and that "The Coast Guard reports that it continues to advocate for funding for a new field infrastructure." It is noteworthy that the feedback letter also praised the Coast Guard for progress we have made. Quoting (in part) from the feedback letter:

- "We commend the Coast Guard for issuing its EEO policy statement annually since FY 2004. In FY 2004, Coast Guard reported two deficiencies: new employees were not provided a copy of the EEO statement during orientation and new supervisors were not given the EEO statement when promoted. Both of these deficiencies were remedied .... We also commend the Coast Guard for its annual evaluation of supervisors and managers on their commitment to Coast Guard EEO policies."

- "We commend the Coast Guard for inaugurating and producing monthly editions of the newsletter "Civil Rights on Deck," a source of policy information for the entire workforce. The newsletter also offers best practices and encourages their adoption nationwide. We are pleased to learn that Coast Guard plans to continue issuing this newsletter ...."

- "We are also pleased that the Coast Guard conducted Human Relations Awareness training – an 8-hour training program that is mandatory for all employees tri-annually – for 14,960 military and civilian employees and managers."

[1] The link to this email on OCR's website states it is for submitting general suggestions or comments only.

- "These efforts evidence a commitment to EEO by the Coast Guard leadership."

- "We are pleased that the Coast Guard has shown commitment to integration of EEO into its strategic mission by having the Office of Civil Rights report directly to the Commandant. In addition ... the Civil Rights Director and Deputy regularly participate in Coast Guard's senior-level strategy and planning meetings and collaborate with other armed forces in the identification of best diversity practices."

- "The number of cases timely counseled at the Coast Guard increased ....We commend the Coast Guard on its progress and look forward to further improvements in the years to come."

- "We commend you on your vigilance to responsiveness and legal compliance."

Based on the Coast Guard's own analysis of our most recent (FY 2008) MD-715 submission, we perceived an outstanding opportunity to develop better coordination between our Equal Employment Opportunity programs and our Human Resource efforts related to diversity, recruiting, retention, employee and career development, and command climate. To that end, the Coast Guard has chartered an Executive Guidance Team, a Steering Committee and a Task Force to fully integrate a collaborative Service-wide approach to assessing the entire civilian human capital effort, develop recommendations, and to report jointly on workforce successes and challenges.

Closing

With the oversight, guidance, and support of the Coast Guard's senior leadership, my staff and I are fully engaged in developing and executing a comprehensive strategy to make the Coast Guard Civil Rights Program a model for Federal agencies and the Armed Forces. I am confident that I have the commitment and support to carry out Service-wide changes and we are making significant progress.

I look forward to a future opportunity to report our further successes to you.

Thank you for the opportunity to testify today. I look forward to your questions.

NOT FOR PUBLICATION UNTIL
RELEASED BY THE HOUSE
COMMITTEE ON TRANSPORTATION AND INFRACTRUCTURE

STATEMENT OF

STEPHEN B. LATTA

DEAN OF ADMISSIONS, UNITED STATES NAVAL ACADEMY

BEFORE THE

SUBCOMMITTEE ON COAST GUARD AND MARITIME TRANSPORTATION

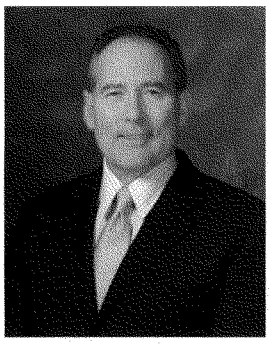
OF THE

COMMITTEE ON TRANSPORTATION AND INFRACTRUCTURE

18 JUNE 2009

NOT FOR PUBLICATION
UNTIL RELEASED BY THE HOUSE
COMMITTEE ON TRANSPORTATION AND INFRACTRUCTURE

STEPHEN B. LATTA
DEAN OF ADMISSIONS



Captain Stephen "Bruce" Latta was born in Pensacola, Florida, the son of a Naval Aviator. He entered the Naval Academy and graduated with a degree in Math in June 1978. He attended flight school and was designated a Naval Aviator in March 1980.

After initial assignments fleet assignments in VP squadrons, Captain Latta reported to Commander, SEVENTH Fleet embarked on the USS BLUE RIDGE (LCC 19) in Yokosuka, Japan. There, he served as ASW Plans Officer and Aide to Commander, SEVENTH Fleet.

After tours to the Bureau of Naval Personnel as a Rating Assignment Officer, and Patrol Squadron Six (VP-6) as a Department Head, Captain Latta reported to Commander, Patrol Wing Two as Operations Officer in August 1992. In June 1993, He joined Commander, Patrol Wings, U.S. Pacific Fleet as the Current Operations Officer.

Captain Latta served as Executive Officer and Commanding Officer in Patrol Squadron FOUR (VP-4) from April 1995 to April 1997. While assigned, the squadron deployed to Misawa, Japan and supported dual Battlegroup operation during the China-Taiwan crisis. The squadron was also recognized as the Battle "E" winner, the AVCM Donald M. Neal "Golden Wrench" winner for maintenance, and CNO Safety Award winner.

After a tour in the Office of the Secretary of Defense as the EA to the Deputy Assistant Secretary of Defense for Military Personnel Policy (DASD(MPP)), Captain Latta reported to Commander, Maritime and Surveillance Forces, U.S. Sixth Fleet as the Chief of Staff in August 1999. Almost immediately, he oversaw the first real world ASW prosecution in the Mediterranean in nearly 10 years, initial P-3 support to Operation JOINT GUARDIAN, and the integration of new technologies to Mediterranean operations.

In June 2000, Captain Latta assumed command of Training Air Wing Four in Corpus Christi, Texas. During his tenure, he sponsored several initiatives that reduced time to train by over 15%, ran two successful unit detachments, and co-authored a long-term procurement roadmap for training aircraft. Over 1800 student aviators trained with nearly 250,000 accident free flight hours executed.

In June 2002, Captain Latta reported to the Naval Academy as Director of Admissions and later as Vice Dean of Admissions. His tenure oversaw several initiatives including the establishment of an electronic admissions process, office realignment to improve efficiency, development of a marketing program, and expansion of the Academy's outreach efforts to attract the young men and women who are reflective of society and meet the needs of the naval service. In November 2006, Captain Latta, USN, Retired, was selected Dean of Admissions of the United States Naval Academy.

Awards include the Legion of Merit, Defense Meritorious Service Medal, two Meritorious Service Medals, three Naval Commendation Medals, as well as various service awards.

INTRODUCTION

Chairman Cummings, and distinguished members of the Subcommittee on Coast Guard and Maritime Transportation, it is a pleasure to have the opportunity to discuss the U.S. Naval Academy's efforts to improve diversity in the Brigade of Midshipmen. I first want to thank the members of congress, especially Congressman Cummings, who is on our Board of Visitors, for your ongoing support in both resources and helping us reach out to the nation through your congressional districts. As a national institution, we have worked hard to reach out to all of America, and we believe we are connecting with young men and women and their parents who don't know much about the military service or the Naval Academy. Our efforts are producing measurable results. Last year's incoming class, the Class of 2012, the classes that just graduated from both Naval Academy Preparatory School (NAPS) and the foundation program (which utilizes civilian preparatory schools), and Summer Seminar this year were all the most diverse we have ever admitted. We believe the Class of 2013 will represent even greater diversity than last year with nearly 35% of new midshipmen representing diverse backgrounds, breaking new records and again being the most diverse class in Naval Academy History. The attached graphs represent the Naval Academy's current diversity trends.

The Naval Academy's efforts to diversify the Brigade of Midshipmen have been ongoing for a number of years. The hiring of an outreach coordinator and establishment of a minority focused Centers of Influence (COI) program approximately eleven years ago led to increases in diversity of the incoming classes, on average, from approximately 18% to 23%. The Centers of Influence program is an orientation program conducted at the Naval Academy for influencers of minority youth in local communities. In educating local influencers of the opportunities available at the Naval Academy, it is our goal that they would return to their communities and

serve as advocates for the Naval Academy. This program has consistently proven its value in attracting new applicants who eventually become midshipmen, new volunteers for our Blue and Gold program, and new influencers for our COI program.

When I was hired as the Dean of Admissions in November 2006, I took the opportunity to analyze our own outreach programs as well as determine areas of the country where we were not attracting interest from young men and women, particularly those of diverse backgrounds. I began with a review of our application and admission trends for the city of New York from the previous year. New York is a city of over 8 million people, of which over 64% of its population is minority. I found the Naval Academy had only about 44 applicants and had admitted just six candidates for admission. Only three of those admitted from New York City were minorities. I found similar trends in analyzing applications of the other big cities in the U.S., all of which have large, diverse populations. It was apparent that we needed to improve our efforts in these areas if major improvements in minority representation in the Brigade of Midshipmen were to be made.

VADM Fowler assumed duties as Superintendent in June 2007, and immediately established diversity as his number one priority. His leadership and vision has guided the creation of a Diversity Directorate, new diversity initiatives and an institution wide commitment toward improving diversity. His efforts have spearheaded the Naval Academy's commitment to diversity and support the Navy's strategic imperative of a diverse officer corps.

As an initial effort to focus the efforts of our staff and to maximize efficiency of our limited resources, we developed a strategy to target cities and schools using a "football recruiting" approach in each school. That is, we wanted to develop strong relationships with schools, particularly those with a technical focus, that have strong performance records and large, diverse populations. The target cities approach also included targeting COIs for visits to

the Naval Academy, and building local support networks. Within each school, our staff was encouraged to look for creative, new opportunities to develop relationships in each school, and this has led to a variety of different efforts and initiatives.

The development of STEM (Science, Technology, Engineering and Math) programs is one of those initiatives. We began a summer STEM camp last year that included about 100 students in grades seven to ten from across the nation with the assistance of private funding. Its initial success has led to an expansion of the program to 200 students this year. We also have hosted mini-STEM camps in which we have invited groups of high school students in grades 9-12 to visit the academy for overnight programs and have used the U.S.S. MIDWAY Museum on the west coast for similar regional STEM camps.

We recognized the value of our Summer Seminar program which targets rising seniors from across the country. Historically, nearly 66% of those who attend this program complete the application for admission, and nearly 40% of each entering class of midshipmen are Summer Seminar attendees. With VADM Fowler's leadership, we expanded the program from 1,800 to 2,250 last year. We also targeted mail outs and selections to underrepresented congressional districts and to underrepresented groups. Not surprisingly, the number of minorities attending the program jumped dramatically. This year, about 1,000 of the 2,250 attendees in Summer Seminar are minorities. Equally important, more than half of the African Americans and Hispanics who will enter in the Class of 2013 will have attended Summer Seminar.

Summer Seminar and the STEM initiatives reemphasized our belief that the Naval Academy is a strong recruiting tool in itself, and that more often than not; we are successful with young men and women of diverse backgrounds if we convince them and their parents to visit. Consequently, we have made fundamental changes to our candidate visit weekend program.

This has included greater opportunity to room and attend class with midshipmen, tours of science, and engineering facilities, and admissions briefings. We highly encourage parents to accompany candidates, and have developed parent orientation programs that include tours, and parent and midshipmen question/answer panels.

We understand parents are very involved in the college selection process in today's environment. Therefore, every initiative/program we develop is made with the idea that we need to reach the parents as well. In addition to inclusion in candidate visit weekends, parents are included in home visits and call out programs.

Under VADM Fowler's leadership, the entire Naval Academy is involved in an effort coined "Face of the Navy." We look for opportunities for visibility across the spectrum of USNA activities from sports teams on travel to musical groups and Midshipmen travel. This has included strategically scheduling of the Naval Academy's musical groups to events/venues in underrepresented areas of the country. This has included the Gospel Choir, Men's and Women's Glee Clubs, and Naval Academy Band to places like Los Angeles, St. Louis, Chicago, Tucson, and Miami. The Gospel Choir has proven to be one of our best recruiting tools and has consistently drawn large, diverse crowds in every venue. What we are also learning is that our band, which has developed repertoires oriented toward Hispanics and today's youth, is equally effective. We also leverage other Naval Academy groups including sports teams to develop venues such as Admissions Forums when they travel into local communities. Additionally, the Naval Academy has hosted and promoted a variety of diversity events designed to demonstrate commitment to diversity as well as increase awareness among minorities.

We have more closely partnered ourselves with several affinity groups and local organizations in order to promote our commitment to diversity and improve awareness.

Midshipmen have traveled the country over the past two years to represent the Naval Academy at Association of Naval Services Officers (ANSO), Hispanic Engineer National Awards Association Conference (HENAAC), Latina Style Magazine, National Naval Officers Association (NNOA), National Society of Black Engineers (NSBE), and National Women of Color (NWOC) STEM conferences and symposiums and more.

The Superintendent has actively participated in a number of high visibility events, and was the featured guest speaker for the NNOA youth day for their 2008 conference. He also spoke to the ANSO as a member of a panel focused on discussing officer recruitment initiatives at USNA.

Members of the Naval Academy family have also been recognized over the past year by several organizations including: VADM Fowler was honored with a Martin Luther King Jr. Drum Major Award, Prof Oscar Barton and MIDN Jordan Blake were presented outstanding achievements awards by the Black Engineer of the Year Awards conference, and LCDR Wesley Brown, USN (ret), was presented the Golden Torch legacy Award from NSBE.

As you can see, Midshipmen are an integral part of nearly every initiative. In addition, to involvement in the activities already discussed, midshipmen led a call out program this year in which they made personal phone calls to candidates. Midshipmen are the key players in a retooled OPINFO (Operations Information) program in which they travel to selected schools and communities in targeted areas and promote interest in the Naval Academy to local youth.

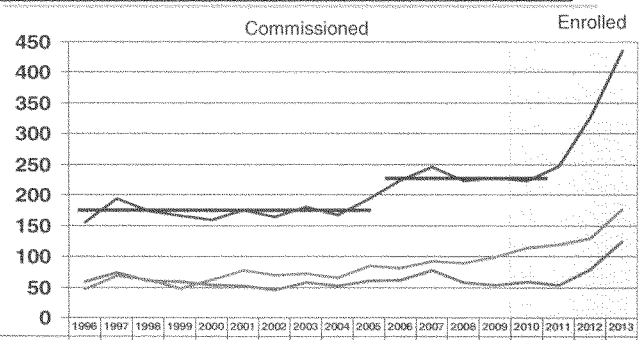
We are also exploring the use of non traditional and multi media outreach opportunities. To date, these have included development of "Fulfill Your Destiny" videos shown on ESPN and other media outlets and recent distribution of a Graphic Novel designed to target the next generation of youth.

Another critical aspect of our strategy is to use both our Naval Academy Preparatory School (NAPS) and Foundation Program as tools to assist us toward improving diversity. We recognized many of our minority applicants who have demonstrated strong potential to serve as leaders in our Navy are also applying from school systems that have not prepared them well for the technical curriculum offered at the Naval Academy. A year in a preparatory program has proven valuable in allowing those less prepared to succeed at USNA.

It is important to note that the initiatives discussed require both human and fiscal resources; both are always a concern of ours. My staff is relatively small and includes four officers in the Office of Admissions, five officers in the field whose sole responsibility is to improve diversity, and two outreach strategists. It is routine for these young junior officers and civilians to work long hours to produce these results. They are all committed and passionate about what they do each and every day. More importantly, the strong support we have received from our Board of Visitors and Congress to provide resources and support has allowed us to achieve the results you see here today.

In closing, we have accomplished a lot in a relatively short period of time, but we still have a lot a work to do. Awareness is still an important issue in many communities and among many groups. However, our trends are all moving in the right direction as you can see by the enclosed graphs. We know that with your continued support and by remaining proactive, persistent and patient, we will continue to improve our efforts over time. Thank you for all you've done to support us in these efforts, and thank you for this opportunity to discuss the Naval Academy's progress to date.

Minorities Commissioned



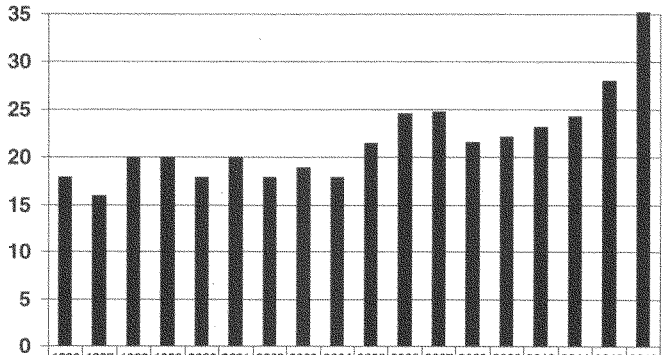
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
All Minorities	155	194	173	165	159	175	164	180	167	194	224	246	223	229	223	247	327	435
African Americans	59	73	60	59	53	52	46	57	52	60	61	77	58	53	59	54	79	124
Hispanic	47	68	61	48	62	78	70	72	65	84	81	92	89	99	114	119	129	176

Enrollment data as of 03 JUN 2009, Class of 2013 is projected

(does not include Class of 2009 delayed graduates)

Slide 1

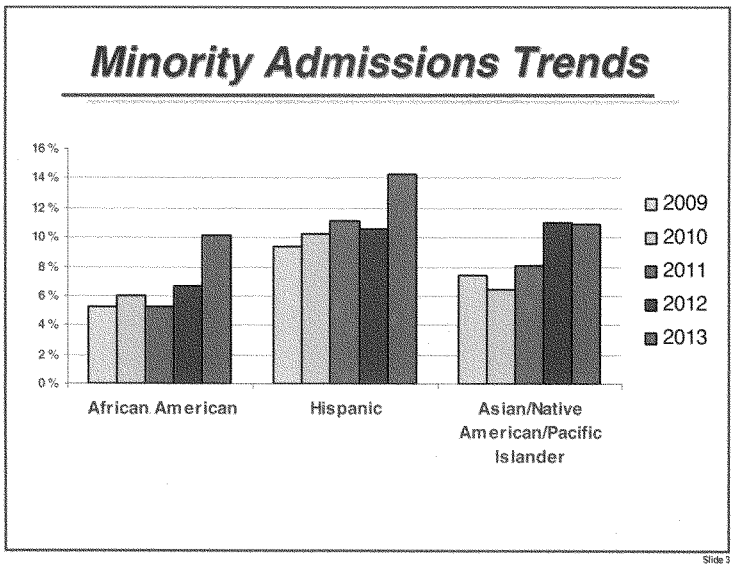
Minority Admission Percentages

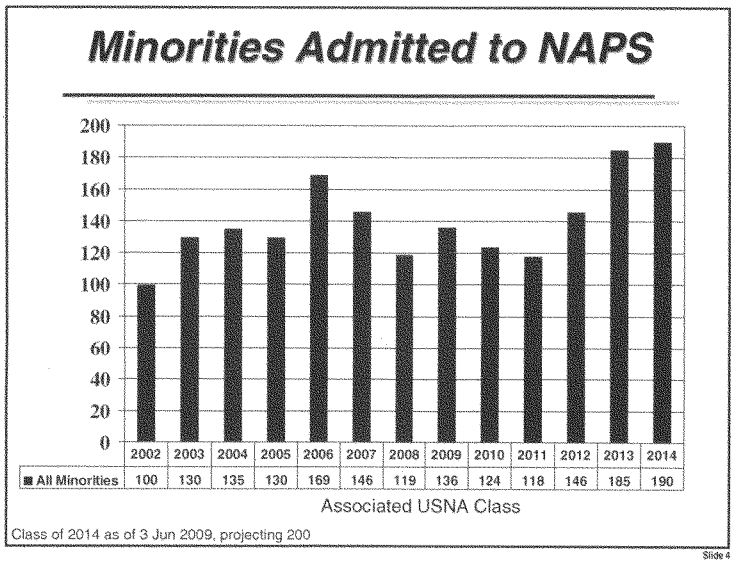


	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Minorities	18	16	20	20	18	20	18	19	18	21.5	24.6	24.8	21.6	22.2	23.2	24.3	28.1	35.3

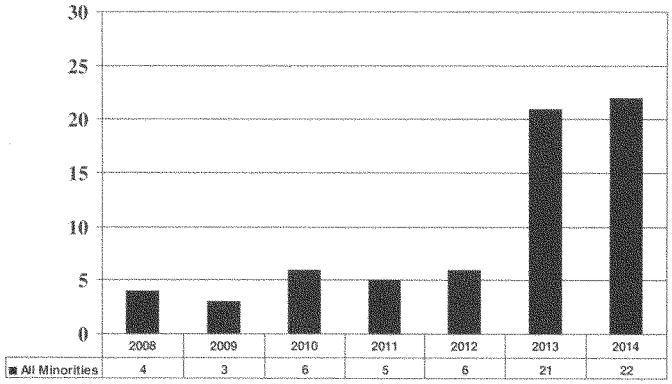
Projected Class of 2013 as of 3 Jun 2009

Slide 2


Minority Admissions Trends
16 %
14 %
12 %
10 %
8 %
6 %
4 %
2 %
0 %
2009
2010
2011
2012
2013
African American
Hispanic
Asian/Native American/Pacific Islander
Slide 3


Minorities Admitted to NAPS
200
180
160
140
120
100
80
60
40
20
0
2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014
All Minorities 100 130 135 130 169 146 119 136 124 118 146 185 190
Associated USNA Class
Class of 2014 as of 3 Jun 2009, projecting 200
Slide 4

Minorities Admitted to Foundation

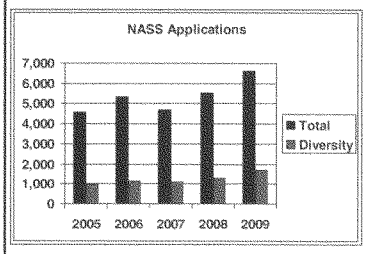


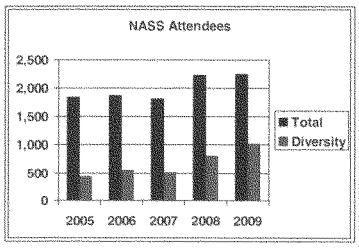
Average Foundation Class size is 76 students

Class of 2014 is current projection

Slide 5

Summer Seminar 2009

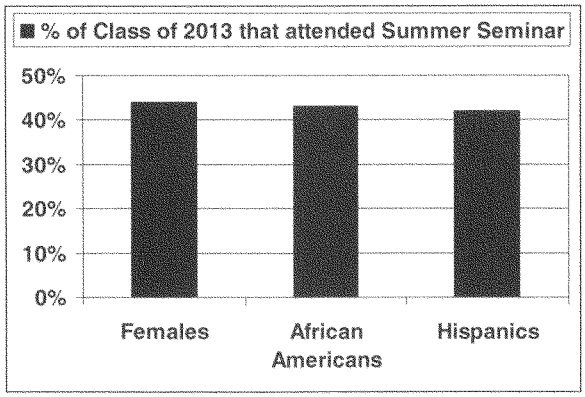




*2009 applications to date.

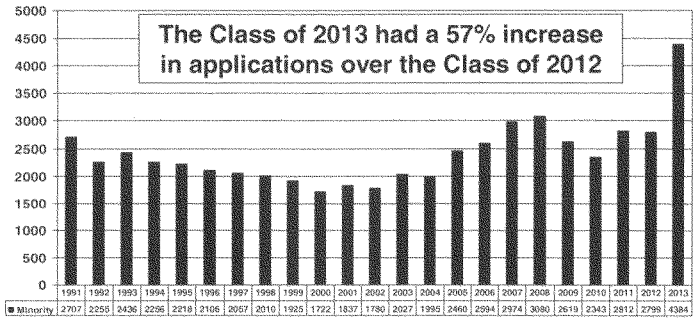
*2009 anticipated

Summer Seminar → Actual Applications



Slide 7

Most minority applications ever



	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Minority	2707	2255	2436	2256	2218	2106	2067	2010	1925	1722	1837	1780	2027	1995	2460	2594	2974	3080	2619	2343	2812	2799	4384

Source: USNA Institutional Research

2013 as of 3 June 2009

Slide 8

U. S. Department of Homeland Security

United States Coast Guard

Commandant
United States Coast Guard

2100 Second Street, S.W.
Washington, DC 20593-0001
Staff Symbol: CG-0921
Phone: (202) 366-4280
FAX: (202) 366-7124

DEPARTMENT OF HOMELAND SECURITY

U. S. COAST GUARD

STATEMENT OF

VICE ADMIRAL CLIFFORD I. PEARSON
CHIEF OF STAFF

ON

DIVERSITY IN THE COAST GUARD

BEFORE THE

COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE

SUBCOMMITTEE ON COAST GUARD AND MARITIME TRANSPORTATION

U. S. HOUSE OF REPRESENTATIVES

JUNE 18, 2009

Good morning Mr. Chairman and distinguished members of the Committee. I am Vice Admiral Clifford Pearson, Chief of Staff, U. S. Coast Guard. I will be testifying today to provide you with an update on Coast Guard Diversity. I will be joined by Ms. Teri Dickerson who will testify regarding the Coast Guard Civil Rights program. Before I begin, I would like to inform the Committee Rear Admiral Jody Breckenridge completed her tour at Coast Guard Headquarters and is on her way to become Pacific Area Commander effective May 29, 2009. RADM Ronald Hewitt relieved her as Assistant Commandant for Human Resources. I can assure you that RADM Hewitt, while new to this assignment, is not new to the issues. He will continue to route out impediments and seek positive results while endeavoring to do the necessary work in progressing on this vital issue. On his behalf and that of the Commandant of the Coast Guard, ADM Thad Allen, it is my pleasure to appear before you today.

Mr. Chairman, the Coast Guard recognizes that improving workforce diversity is an imperative. The Service remains committed to building and sustaining an organizational climate that embraces the potential and enhances contributions of all employees by promoting inclusion, equity and respect. Although not much time has elapsed since our most recent appearance in April, I do want you to know we are taking aggressive action to promote the full awareness of -- and full and equal access to -- the entire spectrum of Coast Guard opportunities for our officers, enlisted members, civilians, and Reservists. We truly want every American to know these opportunities exist and we're working to provide a culturally, racially and experientially diverse workforce. Coast Guard leadership remains ever vigilant in identifying and removing any and all barriers to civilian employment and/or advancement. Our chartered "MD-715 Team" will bridge Civil Rights, Equal Employment Opportunity programs and all Human Resource efforts related to diversity, recruiting, retention, career development and command climate. The team will ensure the annual MD-715 submission cycle identifies barriers to equal access and will track progress on eliminating those barriers for civilian employees. We will also institutionalize a similar process for our military members. I'd like to share with you the progress we have made in our outreach activities, and other actions we are taking to improve the diversity of our total workforce.

We have established a clear and distinct vision, as one must know the destination before embarking on the journey. Our vision is actually remarkably simple -- "Recruit, Retain, and Support a ready, capable, diverse, and high-quality military and civilian workforce." We continue to rely on forecasted national demographic data and racial and ethnicity projections as our guide for measuring our workforce recruiting and retention progress and increasing workforce diversity. We will continue to make the necessary corrections to make progress toward achieving a level of workforce diversity that is consistent with national demographic data.

Our actions are based on the following five strategic principles: 1) Improve Leadership Accountability; 2) Maximize Communications; 3) Expand Outreach; 4) Enhance Career Development; and, 5) Leverage Training and Education. I would like to use that the framework as the structure of my testimony.

Improve Leadership Accountability. The commitment of senior leadership remains vital to the success of our diversity efforts. Action and accountability starts at the top. ADM Thad Allen continues to be our leader on diversity initiatives. In FY2009, he re-directed an additional $1.7M to fund enhanced diversity initiatives. These additional resources have enabled us, among other

things, to enhance outreach to Native Alaskans, send more minority officers to participate in national level affinity group conferences that are critical to career development and advancement, and increase outreach activities at Historically Black Colleges and Universities through our "Ambassador's Program".

Senior leadership is visibly and actively engaged in these initiatives. Our Flag and Senior Executive Service members have personally committed to participating in affinity group national conferences. Many attended the recent Association of Naval Service Officers Annual Conference in San Diego, and I fully expect similar representation at the upcoming conferences being held by the National Naval Officers Association (NNOA) in July and Women in the Sea Services Association in June. Our senior executives are also involved with civilian-related affinity groups and will be attending the Blacks in Government event and the National Association of African-Americans in the Department of Homeland Security training conference in New Orleans later this year. We are actively engaged in these events - providing speakers, serving on panels, and participating in "one-on-one" mentoring and counseling sessions.

Additionally, Rear Admirals Hewitt and Breckenridge co-hosted a landmark diversity forum on May 29, 2009 at Coast Guard Headquarters in Washington, DC. The "Championing Diversity Leadership Roundtable" brought together national leaders in the field of human resources and diversity to share perspectives and insights regarding workplace climate improvement initiatives. Roundtable panelists in attendance included: Ms Harriet Fulbright (J. William and Harriet Fulbright Center), Mr. John Palguta (National Partnerships for Public Service), Ms. Christina Cabellero (Dialogue on Diversity), Ms. Catherine Smith (National Diversity Best Practices), Lynn Gardner-Heffron (Diversity Spectrum), Ms. Grace Rivera-Oven (Television Host), and Ms. Maria Morukian (National Multicultural Institute). The best practices that these panelists shared with us are helpful as we continue to seek new and innovative ideas and processes to ensure that the Coast Guard remains an employer of choice. Senior Coast Guard leadership continues to build positive relationships with those who value diversity and inclusion as a business imperative and key to organizational success. Wherever possible, we are working to garner public support and greater awareness. At the conclusion of the Roundtable, Mr. Palguta announced that the Coast Guard was ranked 29th out of 216 agency subcomponents as 'The Best Places to Work in 2009'.

Maximize Communication. The Commandant's diversity message is communicated throughout the entire organization. The Commandant's Diversity Advisory Council (DAC) and Leadership Advisory Council (LAC), comprised of representatives competitively selected from every facet of our workforce, continue to meet semi-annually with ADM Allen to leverage 'truth to power' opportunities. The DAC and LAC validate items on our tactical level Diversity Action Plan and provide a forum for a 'reality check' review of current diversity policies, procedures, practices, coordination and execution. At the recently completed April 2009 session, the DAC addressed the issue of swim testing during recruit training. We know that the possession of swimming skills by prospects and recruits has been a concern of this Committee. As a result of the DAC's research and recommendation, the administration of the swim test process is being revised to ensure that it does not pose a barrier for any recruit striving to complete basic training. We have also taken the recommendation of the Diversity Strategy Group that we improve both vertical and horizontal communication about diversity within the Coast Guard. Accordingly, we are developing two seminal diversity-related documents for wide distribution. "Guardian Ethos" cards, which espouse Coast Guard *Core Values – Honor – Respect – and Devotion to Duty* and

are vitally important to organizational climate, will be delivered to all hands and issued upon initial entry into the Service. A revised "Coast Guard Diversity" pamphlet will also be used as a tool to visually demonstrate and underscore that the Coast Guard is working to 'look like America.'

Expand Outreach. The Coast Guard continues to recognize the need to reach out to as many people from diverse backgrounds and cultures as possible in order to enhance recruiting. In fiscal year 2009, we re-directed $400K to triple the funding for this outreach. We are also building, and will be beta-testing later this year, a pilot Executive Outreach Management System (EOMS) to track, coordinate, report, and help measure return on investment of these outreach activities. We are continuing to execute our fiscal year 2009 engagement plan. By year's end, we will have participated in more than 75 events targeting a spectrum of affinity groups ranging from veterans' organizations, to persons with disabilities, to organizations with specific gender or national origin connections. Examples of those events include the Thurgood Marshall College Fund Conference, the Annual Hispanic Professional Engineers Conference, the Black Engineer of the Year Award STEM Conference, the East Coast Asian American Student Union Conference, the Women of Color in Technology Conference, Heroes and Heritage, League of United Latin American Citizens Conference, Careers and the Disabled Conference, Morgan State University Career Fair, Women's Leadership Symposium, and the Annual Society of American Indian Government Employees Conference. We continue to assert that these efforts will increase the exposure of the Coast Guard 'brand' to thousands of prospective Academy Cadets, officers, enlisted members, and civilian employees.

During our participation in most of these outreach events, we are marketing several programs aimed toward increasing the diversity of the officer corps. One of these programs is the "Coast Guard Academy Scholars Program," which has a primary focus of academic preparation through intensive instruction in Mathematics, English, Chemistry, and Physics. Many of the students admitted each year to the Coast Guard Academy are graduates of the Scholars program who have completed a 1-year preparation program at either the New Mexico Military Institute or Marion Military Institute prior to entering the Coast Guard Academy. At present, there are 60 cadets in this program, and Rear Admiral Hewitt has approved increasing this program to 70 participants next year. The Coast Guard Academy Scholars Program also presents our greatest opportunity for appointing students from under-represented minority populations to the Academy as over 50% of students in the Scholars Program represent these populations. We believe the expansion of this program will serve as a means to further increase the opportunity for diverse candidates to achieve an appointment to the Coast Guard Academy.

As we reported in April, our recently re-focused College Student Pre-Commissioning Initiative Scholarship (CSPI) program serves to ensure greater visibility at minority serving institutions. CSPI has a proven record of attracting minority officer candidates. Of the 42 candidates currently in the program, 48 percent are minority and 38 percent are female. This year's applicant pool is projected to be between 60 and 70, the largest in the history of CSPI and a significant increase over the 48 applicants in 2008 and the 30 in 2007.

We continue to interact with students long before they are ready to consider entering the workforce or joining the military. While our primary focus is on assisting as many students as possible with their pursuit of educational excellence, this outreach also helps create greater

awareness of career opportunities with the Coast Guard. We remain very proud of our efforts to support and expand Partnership in Education activities in schools around the country, and have been very happy to support the Maritime Industries Academy in Baltimore, MD.

ADM Allen has also directed that Flag officers and members of the SES corps develop and maintain relationships with historically Black colleges and universities, Hispanic-serving institutions, and tribal council schools to make certain that underrepresented students have full awareness of -- and access to -- all of the Coast Guard's educational and employment opportunities, military and civilian. For example, Flags and SESs have established a presence on the campuses of Morgan State, North Carolina A&T, Alabama A&M, University of Texas at El Paso, and the University of Texas at San Antonio. We also have established and funded, in partnership with NNOA, an "Ambassadors Program" to visit schools such as Prairie View A&M, Norfolk State, Hampton, Jackson State, Lemoyne Owen, Spellman College, South Carolina State, and Bowie State. I would also like to highlight a new effort at Norfolk State which RADM Hewitt spearheaded while he was the Commander of Maintenance and Logistics Command in Norfolk, VA. The Coast Guard units in the Hampton Roads area have recently entered into a partnership with Norfolk State University that is designed to optimize outreach and engagement efforts and synergize the Coast Guard's overall civilian and military officer recruiting effort. The partnership centers on internship and mentoring opportunities. As a first-action step in the partnership, a joint committee is forming to identify, schedule, and coordinate appropriate engagement events. The first meeting with the Norfolk State Provost will occur this month. We will be glad to keep you informed of our activities in Norfolk. We are also aggressively pursuing outreach with several Alaskan Native Tribal Councils and planning a career fair at the 2-year Native Alaskan School in Barrow. Moreover, on June 1, 2009, the Society of American Indian Government Employees presented an award to the 17th Coast Guard District in Alaska for their inspirational outreach efforts in the remote villages of Alaska.

Enhance Career Development. Improving diversity at senior military levels will take time. However, we are taking action to ensure that junior officers and enlisted personnel receive the coaching and mentoring necessary to advance in their chosen specialties. Our Diversity Strategic Group recommended changes to our officer evaluation system. Accordingly, since we last testified, we have implemented the proposed changes and have expanded the mandated use of Individual Development Plans to help our newer members stay on track for success.

I mentioned affinity groups earlier during my comments on "Leadership Accountability". We cannot over-emphasize the role that affinity groups play in mentoring, developing, and advancing a diverse workforce and inclusive workplace. We will continue to maximize our affiliation with, and participation in, affinity groups such as the National Naval Officers Association, the Association of Naval Service Officers, and Blacks in Government. This participation will create venues and forums that encourage open leadership and developmental discussions, thereby helping to provide additional tools and mentoring to all of our people – officer, enlisted, civilian, and cadet.

In the civilian workforce arena, we continue to work on methodology to expand access to entry-level opportunities in our workforce. We are participating in the Minority Serving Institutions Internship Program (MSIIP), a program committed to increasing diversity or the civilian workforce by providing fully paid internship opportunities, and will be utilizing 23 MSIIP

interns this fiscal year. Our Flags and SES's have established a presence with minority serving institutions by offering fully paid internships through MSIIP. Currently, 30% of the students of this program are assigned to individuals at the Flag/SES level, including two at Morgan State.

The Coast Guard has created additional career entry opportunities through the expansion of the Marine Safety program. This expansion will provide greater opportunity for new civilian hires to grow, prosper, and reach their full potential. As part of our ongoing emphasis in the Marine Inspection area, we have established campus relationships with six Maritime Academies including Cal Maritime Academy, Great Lakes Maritime Academy, Texas Maritime Academy, State University of New York (SUNY) Maritime Academy, Merchant Marine Academy, and the Massachusetts Maritime Academy. This past year, we held career fairs and information sessions on these campuses, placing 12% percent of the applicants in entry level positions at marine safety-related units by the end of fiscal year 2009.

This summer, we placed several student interns affiliated with the American Association of People with Disabilities. We continue our efforts to utilize the Workforce Recruitment Program to connect highly motivated post-secondary students with disabilities with summer internship opportunities.

Optimize Training and Education. Diversity is a leadership issue. In order to hold leaders accountable for managing diversity in the Coast Guard, we must first ensure that they have the requisite knowledge, skills, abilities, and tools to lead a diverse workforce in the 21st Century. Accordingly, ADM Allen directed the development of an Executive Level EEO/Diversity Training course to raise awareness of these complex issues. I am pleased to report that the first 2.5 day session, planned and executed by Ms. Dickerson and the Office of Civil Rights, was completed in March. This session included frank and open discussions that were designed to help leaders better manage climate issues. We plan to hold these sessions several times per year to ensure the widest possible dissemination of the information.

REPRESENTATIONAL UPDATE

We continue to press forward in our enlisted and officer recruiting programs. To date for fiscal year 2009, our recruits are 32% minority. Additionally, we have achieved a 4.5% increase in female recruits compared to the same period in 2008. The enlisted Reserve accessions to date show a 5.2% gain, and female accessions are up 6% over the same period last year. According to our officer programs data, applicant pools are increasing. The Academy class of 2013 is in the final the stages of the selection process. The Class of 2013 currently reflects a total minority population of 16.5%, up from 11.3% in 2012. We continue to sustain a strong female presence at the Academy with 29% of the new class of Cadets being female. The incoming class of "Coast Guard Scholars", the Academy's 1-year prep program mentioned earlier, will be 43% minority and is expected to make a marked improvement to the composition of class 2014.

SUMMARY

Chairman Cummings, as we have previously testified, total workforce diversity is critically important to the Coast Guard. We see diversity as imperative to the current and future success of the organization. The Coast Guard needs the best talent that our great Nation has to offer; it

translates into mission readiness and execution. We will continue to be proactive and forward-leaning in our recruitment and retention efforts, and will measure the correct path to achieve our workforce diversity goals. Bottom line -- We must continue to do all that we can to make certain that every American is fully aware of the opportunities the Coast Guard has to offer—and that every American has full and equal access to those opportunities if they desire to pursue them. With your continuing support, we will achieve that goal.

Mr. Chairman, we are taking action—tactical and strategic. We keenly recognize the challenges ahead, but we are not reticent to engage and overcome. Finally, we welcome the committee's interest and commitment to this vital imperative.

Thank you for the opportunity to testify today. I look forward to your questions.

Figure 1 Officer Diversity

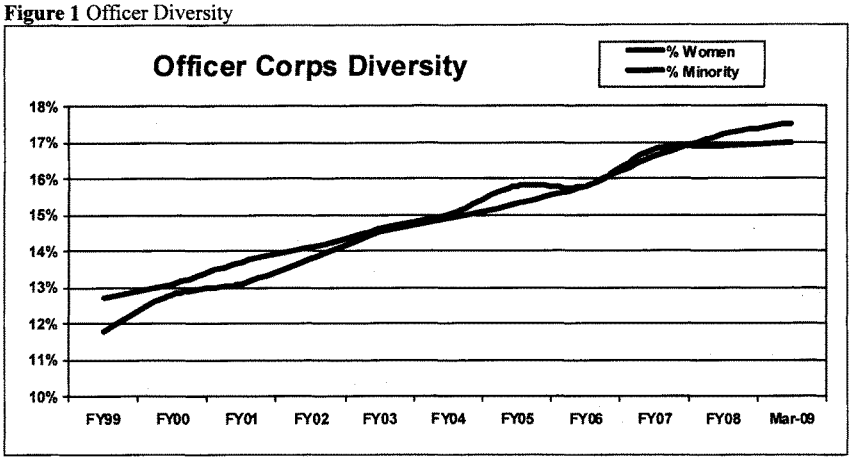


Figure 2 CWO Diversity

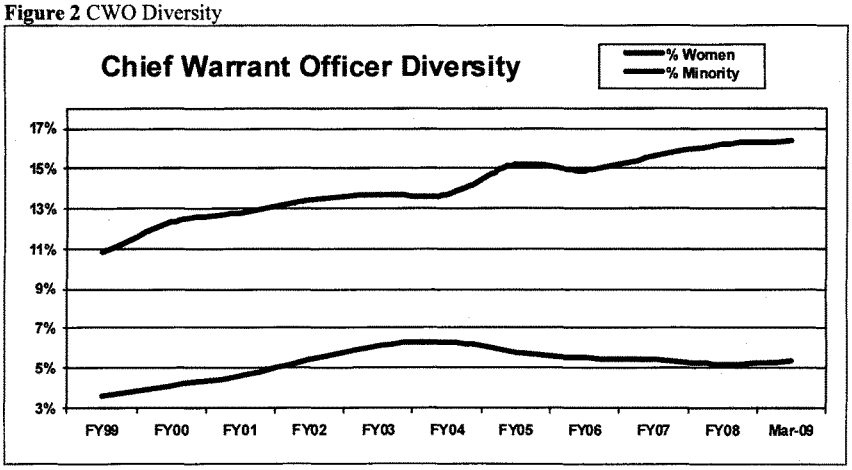


Figure 3 Enlisted Diversity

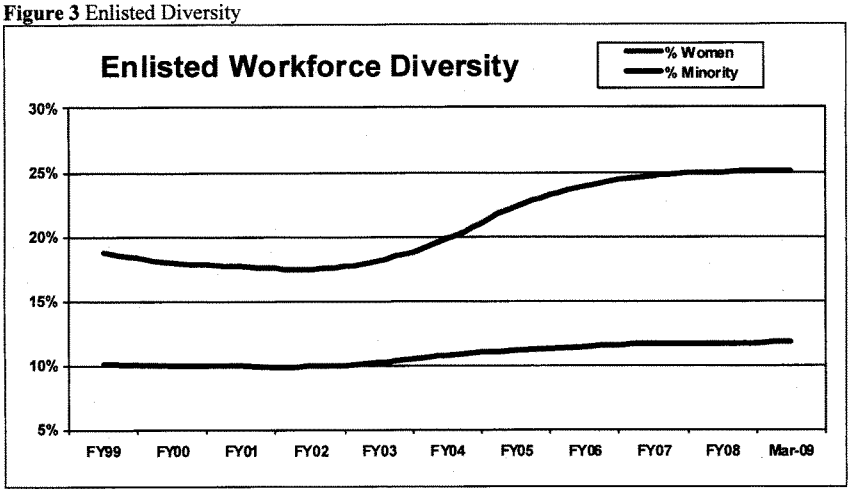
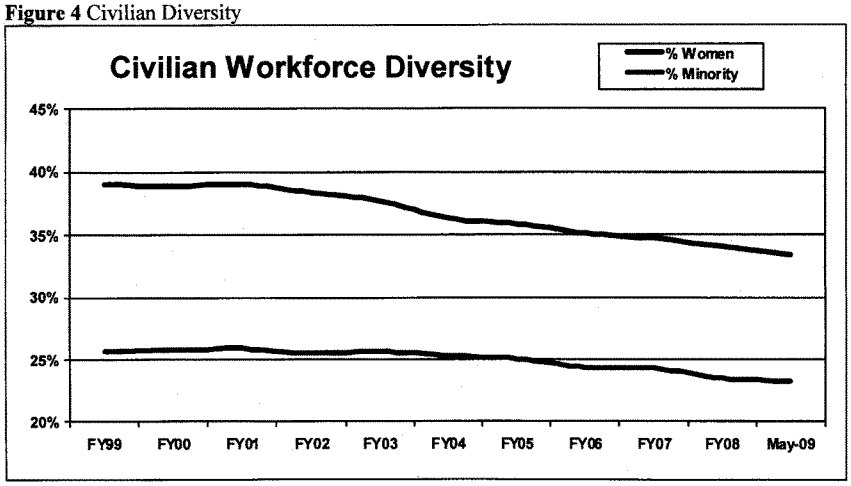
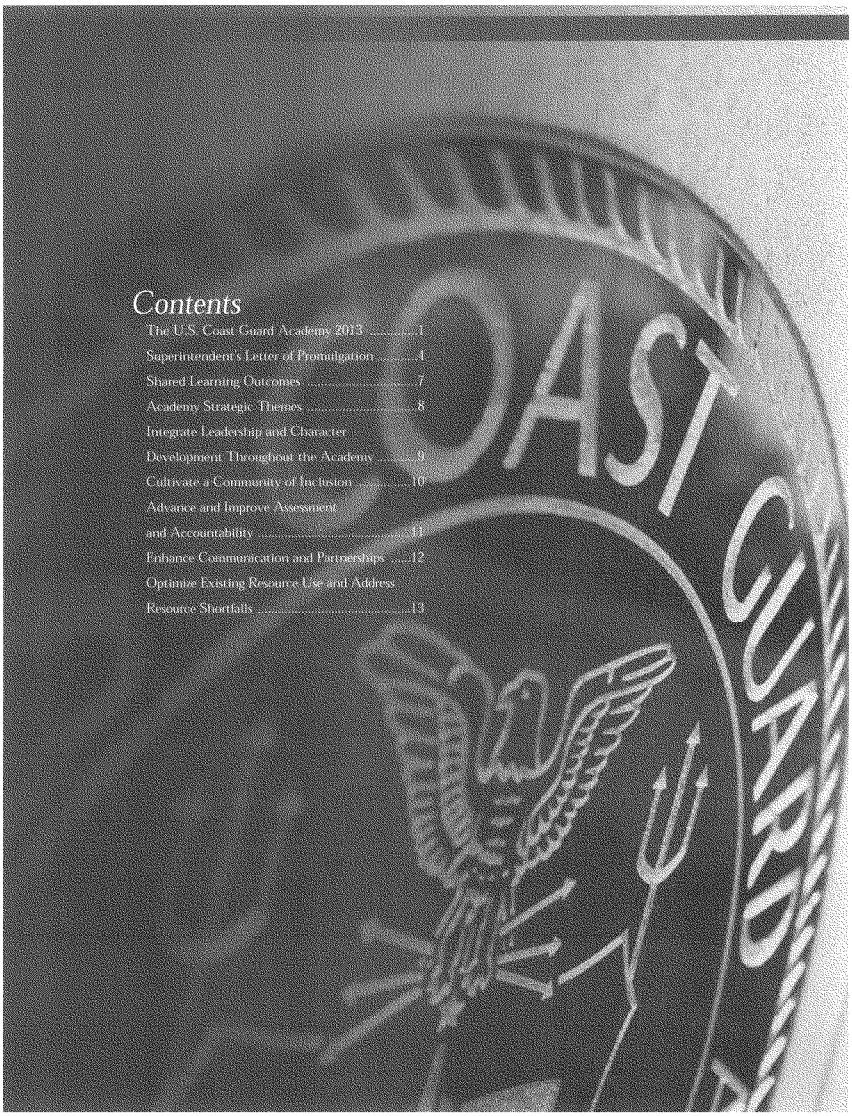


Figure 4 Civilian Diversity



UNITED STATES COAST GUARD ACADEMY

NEW LONDON, CONNECTICUT
www.uscga.edu



Contents

The U.S. Coast Guard Academy 2013 1
Superintendent's Letter of Promulgation 4
Shared Learning Outcomes 7
Academy Strategic Themes 8
Integrate Leadership and Character
Development Throughout the Academy 9
Cultivate a Community of Inclusion 10
Advance and Improve Assessment
and Accountability 11
Enhance Communication and Partnerships 12
Optimize Existing Resource Use and Address
Resource Shortfalls 13

The United States Coast Guard Academy 2013

In 2013 the United States Coast Guard Academy is thriving. The New York Times featured an article highlighting the innovative leadership and character development program, and the Chronicle for Higher Education put the Academy on its cover as a model for physical, mental, and social development. Wired magazine featured the Academy's electronic mentoring tools as a "best practice" in its education section.

Media focused on the success of recent graduates and their impact within the Coast Guard, as leaders within the state and federal government, and as executives in the corporate sector...all of whom attribute their success to their learning experience in New London. The leadership and character development program is also credited with providing international students with the skills necessary to assume high-level positions in foreign governments around the world.

On the same campus as the Service Academy is the Coast Guard's Leadership Development Center. Everyone in the Coast Guard is influenced by its curriculum, commissioning programs, and professional development courses.

The collocation of the Service Academy and the Leadership Development Center make the United States Coast Guard Academy unique among its peers. It creates a center for leadership expertise in an organization whose reputation for leadership excellence is legendary...and the people you meet reaffirm the likelihood that this will remain so for decades to come.

As you drive around this spectacular campus, you are impressed by its blend of beauty and strength. The Academy is comprised of individuals with different backgrounds, races, creeds, and religions...and there is a clear mandate to continue the equity achieved over the last

The United States Coast Guard Academy 2013

decade. The corps, faculty, and staff are diverse. This diversity strengthens and unifies their devotion to country and their commitment to the Coast Guard's core values.

The cadets walk and march with pride in themselves, the organization they serve, and the school they so ably represent. Cadets, faculty, and staff feel valued, connected, and committed to the Academy's mission.

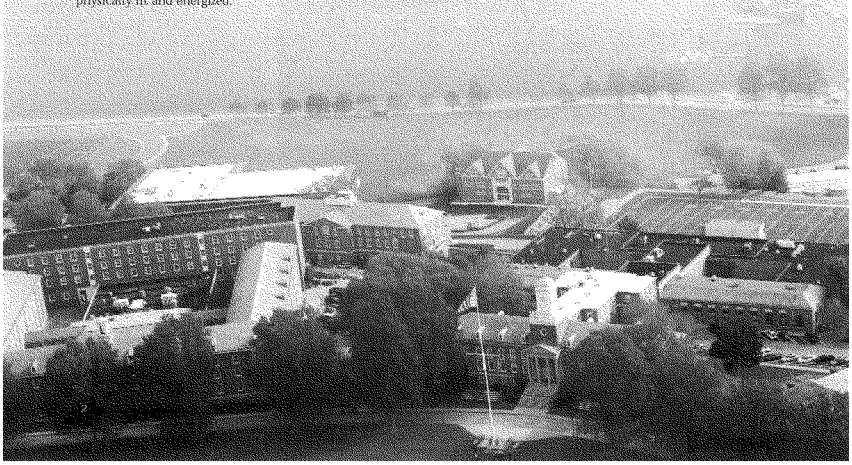
The cadets are challenged in the classroom, in athletic competition, and on the waterfront, and rise to the occasion due to the teaching, support, and mentorship provided by world-class professionals who know they work at the Academy to educate, develop, train, and inspire young men and women for service in the world's best Coast Guard. What you also realize as you interact with people who work and study here is that you have entered a world you wish existed everywhere. All around you is a vibrancy and spirit of enthusiasm. All around you are people who are physically fit and energized.

They welcome you to their Academy, yet you recognize immediately that there is an emphasis on safety and security all around...clearly consistent with the Coast Guard's national responsibility for maritime security, safety, and stewardship.

There is a seriousness that surrounds the Academy, yet there is also a sense of community where people are open, candid, honest, and respectful of each other and their neighbors. It is clear to you that enthusiasm and discipline exist side-by-side. Cheerful optimism and energy seem universal.

Nearly everywhere you go there is a strong connection between this military college called the United States Coast Guard Academy and the organization it serves. You see the past, where heroes are honored, but you also see and feel a connection to the future.

Nearly everywhere you go there is a strong connection between this military college called the United States Coast Guard Academy and the organization it serves. You see the past, where heroes are honored, but you also see and feel a connection to the future. You are surrounded by people with a voracious appetite to learn, and the confidence to persevere in creatively solving complex problems. These are people who stand out as skilled speakers and writers.



The ever-increasing technical demands of a transformed Service are met by officers whose undergraduate education remains rooted in a technically and professionally-based core curriculum. The Service Academy remains the primary source for science, technology, engineering, and math graduates who can excel anywhere in the Coast Guard.

Faculty know that their first allegiance and responsibility, the reason they work at this Academy, is to shepherd the intellectual growth of each cadet and serve as positive leadership examples. Yet, they are also informing and shaping the work of the United States Coast Guard.

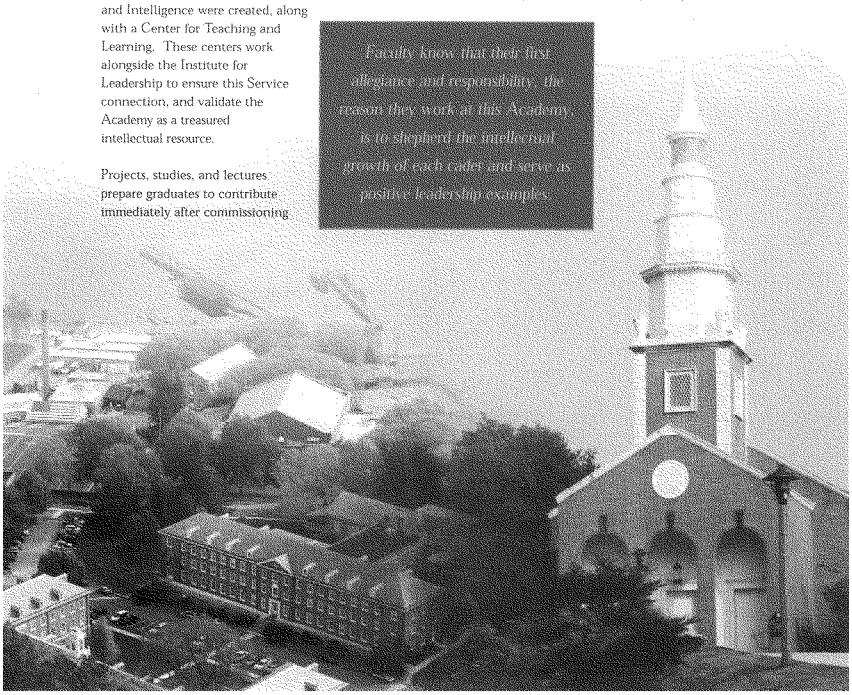
Over the last five years, Centers for Scholarship and Innovation, Maritime Policy, Enhanced Performance, and Intelligence were created, along with a Center for Teaching and Learning. These centers work alongside the Institute for Leadership to ensure this Service connection, and validate the Academy as a treasured intellectual resource.

Projects, studies, and lectures prepare graduates to contribute immediately after commissioning and prepare them for an ever-changing, uncertain world. Everyone here knows how important these cadets, officer candidates, and students are to tomorrow's Coast Guard.

Quite simply, the United States Coast Guard Academy is the model military institution of higher learning. It is a unique blend of support, challenge, intellectual stimulation, and physical development with a clear mandate for preparing its students for one purpose, leading the Coast Guard.

Yet these graduates are prepared for so much more. It seems as though their confidence, intellect, energy, enthusiasm, and compassion have prepared them for anything they set their mind, body, and spirit to do.

Faculty know that their first allegiance and responsibility, the reason they work at this Academy, is to shepherd the intellectual growth of each cadet and serve as positive leadership examples.



Superintendent's Letter of Promulgation

This Strategic Plan defines who we are and what we must do. We have articulated our future state, vision, missions, strategic themes, strategic goals, and the action items that will help us move in a common direction. This Strategic Plan is necessary, but not sufficient to make this vision a reality. For the vision to become a reality, it must be matched by a corresponding commitment from Coast Guard leadership and all Academy personnel.

The United States Coast Guard Academy is military in character, maritime by nature, and multi-mission by necessity, just like the Coast Guard. We are committed to the core values of honor, respect, and devotion to duty, and the principles listed in Publication One, particularly unity of effort, flexibility, initiative, and managed risk.

All members of the Coast Guard Academy community will continue to educate, develop, train, and inspire leaders of character, and support efforts to remain one of the finest institutions of higher learning.

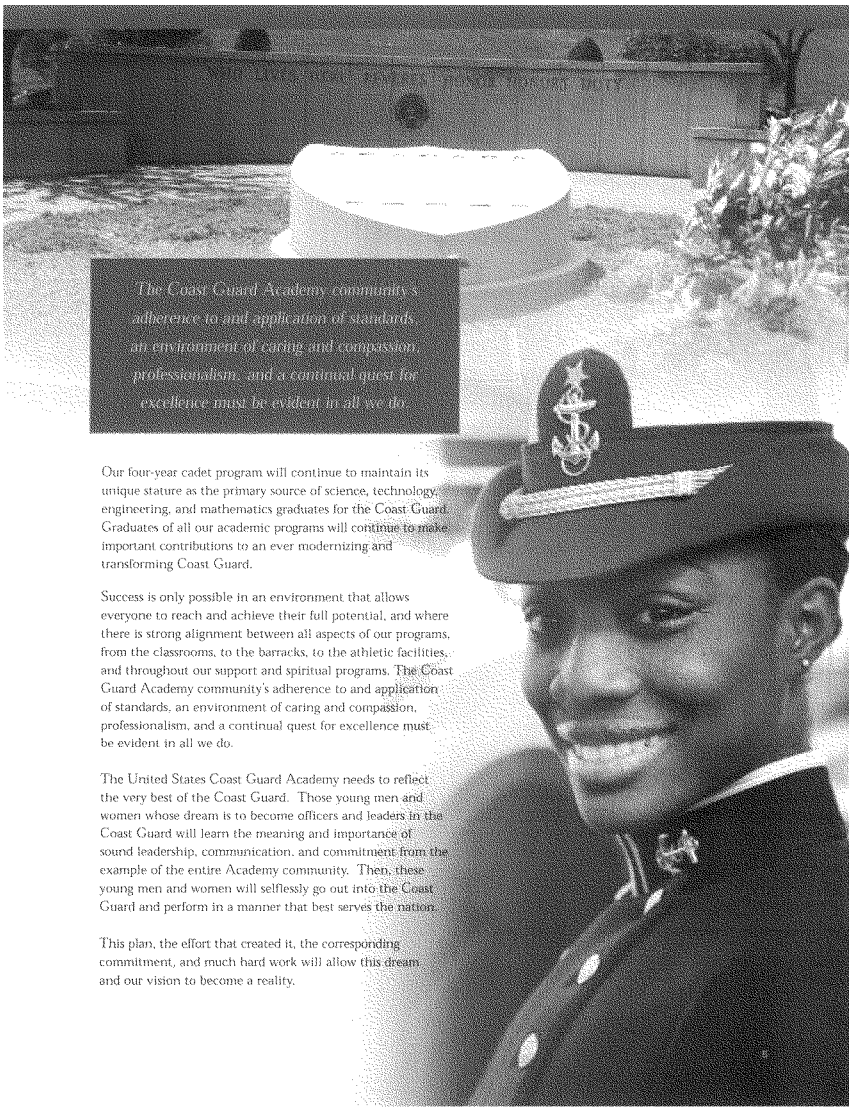
We will be successful only if we are guided by these values and principles, and only if we work together in a collaborative and cooperative manner. We are committed to achieving the five Shared Learning Outcomes in our Service Academy and meeting all course objectives in our Leadership Development Center programs.

This plan is a continuously evolving "work in progress" that is informed and guided by the Coast Guard Family of Plans, the Commandant's Strategic Guidance for the Coast Guard Academy, and the New England Association of Schools and Colleges (NEASC) institutional accreditation process, including the self-study.

The Coast Guard Academy is an intellectual resource with far-reaching impact throughout our Service and the Nation. All members of the Coast Guard Academy community will continue to educate, develop, train, and inspire leaders of character, and support efforts to remain one of the finest institutions of higher learning.

This plan is the result of much study, discussion, meeting, and inclusion. Every member of the Academy community had the opportunity to influence the development of this plan, including faculty, staff, cadets, and alumni. In my earliest direction to each of you, I indicated that we could only execute our mission effectively if we were all aligned on the best way to accomplish this mission, and that we needed to immerse the cadets and students in a "sea of professionalism."

With unity of effort, the Coast Guard Academy will be a model institution of higher learning and we will be the place others recognize as preeminent in the area of leadership and character development, and the source for well-educated, well-rounded, technically focused graduates.



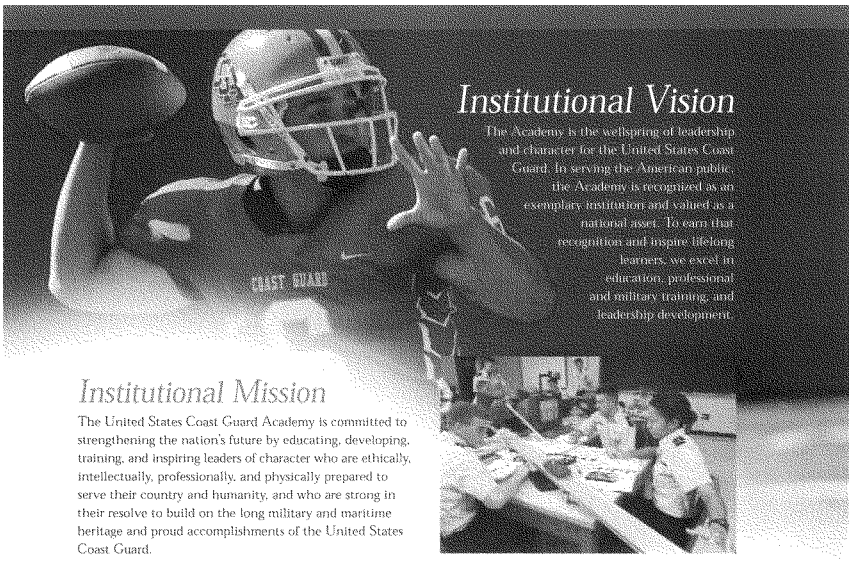
The Coast Guard Academy community's adherence to and application of standards, an environment of caring and compassion, professionalism, and a continual quest for excellence must be evident in all we do.

Our four-year cadet program will continue to maintain its unique stature as the primary source of science, technology, engineering, and mathematics graduates for the Coast Guard. Graduates of all our academic programs will continue to make important contributions to an ever modernizing and transforming Coast Guard.

Success is only possible in an environment that allows everyone to reach and achieve their full potential, and where there is strong alignment between all aspects of our programs, from the classrooms, to the barracks, to the athletic facilities, and throughout our support and spiritual programs. The Coast Guard Academy community's adherence to and application of standards, an environment of caring and compassion, professionalism, and a continual quest for excellence must be evident in all we do.

The United States Coast Guard Academy needs to reflect the very best of the Coast Guard. Those young men and women whose dream is to become officers and leaders in the Coast Guard will learn the meaning and importance of sound leadership, communication, and commitment from the example of the entire Academy community. Then, these young men and women will selflessly go out into the Coast Guard and perform in a manner that best serves the nation.

This plan, the effort that created it, the corresponding commitment, and much hard work will allow this dream and our vision to become a reality.



Institutional Vision

The Academy is the wellspring of leadership and character for the United States Coast Guard. In serving the American public, the Academy is recognized as an exemplary institution and valued as a national asset. To earn that recognition and inspire lifelong learners, we excel in education, professional and military training, and leadership development.

Institutional Mission

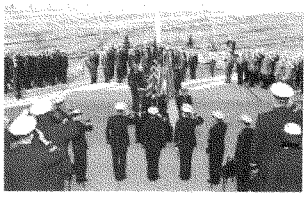
The United States Coast Guard Academy is committed to strengthening the nation's future by educating, developing, training, and inspiring leaders of character who are ethically, intellectually, professionally, and physically prepared to serve their country and humanity, and who are strong in their resolve to build on the long military and maritime heritage and proud accomplishments of the United States Coast Guard.

Cadet Mission

To graduate young men and women with sound bodies, stout hearts, and alert minds, with a liking for the sea and its lore, and with that high sense of honor, loyalty, and obedience which goes with trained initiative and leadership; well-grounded in seamanship, the sciences and the amenities, and strong in the resolve to be worthy of the traditions of commissioned officers in the United States Coast Guard in the service of their country and humanity.

Leadership Development Center Mission

The Leadership Development Center improves mission performance and enhances the Coast Guard's investment in its people by preparing them to be leaders of character. The LDC supports Coast Guard units through service-wide leadership programs and quality development opportunities, and by identifying future organizational needs and requirements through research and assessment.



Shared Learning Outcomes

The Shared Learning Outcomes are observable results that define the unique qualities, character, and knowledge of the graduates of our four-year Service Academy (cadet) program and our Officer Candidate School. Other programs that fall under the auspices of the Leadership Development Center address these outcomes to a more limited extent depending upon the duration, content, and target audience of the program.

Leadership Abilities

Graduates shall be military and civilian leaders of character who understand and apply sound leadership principles and competencies. This includes the ability to direct, develop, and evaluate diverse groups; to function effectively and ethically as a leader, follower, facilitator or member of a team; and to conduct constructive assessment of self and others.

Personal and Professional Qualities

Graduates shall maintain a professional lifestyle that embraces the Coast Guard Core Values of Honor, Respect and Devotion to Duty, includes physical fitness and wellness, and demonstrates the customs, courtesies and social skills befitting members of a maritime military service. Graduates shall also have a sense of Coast Guard maritime heritage and an understanding of the roles that the Coast Guard and the nation play in the global environment.

Ability to Acquire, Integrate and Expand Knowledge

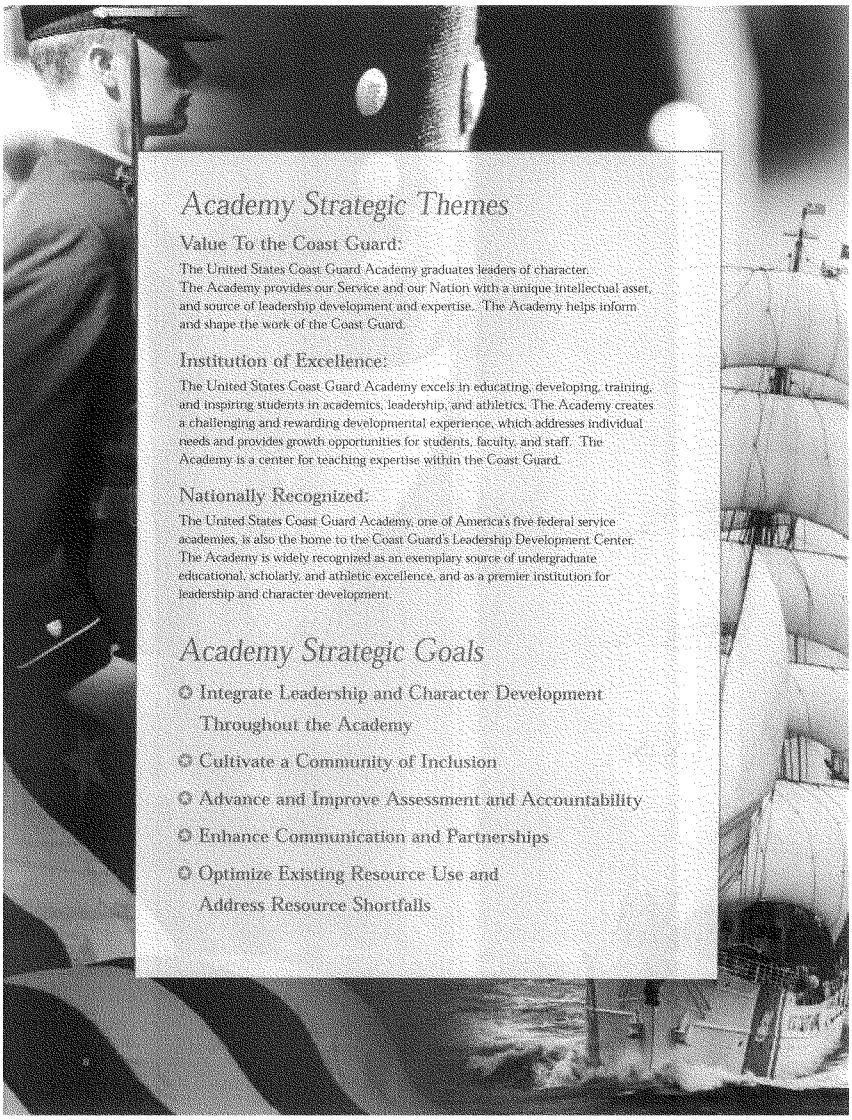
Graduates shall have developed the motivations and skills for "lifelong learning." Graduates shall be able to create a working conceptual framework that lends itself to continued expansion. To accomplish this, graduates shall be able to efficiently access a broad range of information sources, locate and interpret desired data reliably, employ appropriate technology, and integrate knowledge. Graduating cadets shall also have acquired and integrated the specific in-depth knowledge required of both an academic major and an entry-level professional assignment. Leadership Development Center course graduates shall have accomplished all program objectives.

Communication Effectiveness

Graduates shall be able to write clearly, concisely, persuasively and grammatically; prepare and deliver well-organized and polished oral presentations; read and understand a variety of written materials; listen thoughtfully to oral arguments; respect diverse opinions; and formulate reasoned alternatives and responses.

Critical Thinking Ability

Graduates shall be able to accomplish complex tasks in a broad range of contexts by applying the basic skills of critical analysis, systems thinking, quantitative reasoning, risk management, creative problem solving, and value-based decision-making.



Academy Strategic Themes

Value To the Coast Guard:

The United States Coast Guard Academy graduates leaders of character. The Academy provides our Service and our Nation with a unique intellectual asset, and source of leadership development and expertise. The Academy helps inform and shape the work of the Coast Guard.

Institution of Excellence:

The United States Coast Guard Academy excels in educating, developing, training, and inspiring students in academics, leadership, and athletics. The Academy creates a challenging and rewarding developmental experience, which addresses individual needs and provides growth opportunities for students, faculty, and staff. The Academy is a center for teaching expertise within the Coast Guard.

Nationally Recognized:

The United States Coast Guard Academy, one of America's five federal service academies, is also the home to the Coast Guard's Leadership Development Center. The Academy is widely recognized as an exemplary source of undergraduate educational, scholarly, and athletic excellence, and as a premier institution for leadership and character development.

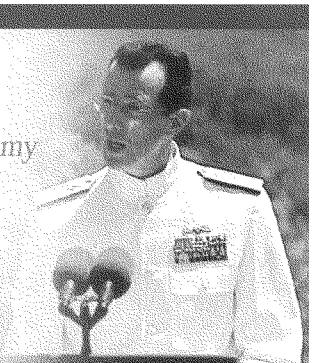
Academy Strategic Goals

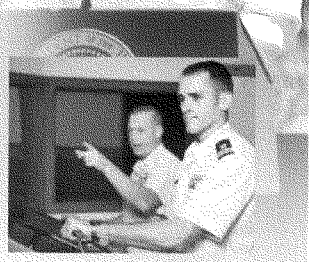
- Integrate Leadership and Character Development Throughout the Academy
- Cultivate a Community of Inclusion
- Advance and Improve Assessment and Accountability
- Enhance Communication and Partnerships
- Optimize Existing Resource Use and Address Resource Shortfalls

Integrate Leadership and Character Development Throughout the Academy

Strategic Direction

The Academy must integrate leadership and character development into every interaction with cadets, officer candidates, and other students. We will positively impact the entire Coast Guard with our ability to graduate leaders of character and gain national recognition for our expertise.





Action Items

- *Establish an Effective and Reputable Leadership and Character Development System.* Advance the Guide to Officer and Leader Development (GOLD) to serve as the basis for leadership and character development. Ensure that GOLD is integrated into all aspects of development and that mentorship and advisory roles are well understood and well executed. Use the GOLD e-portfolio software to facilitate and document mentoring and other leader development activities.

- *Focus Continuously on Leadership and Character.* Effectively communicate the conceptual framework of GOLD and other leadership and character development initiatives. Distribute information to faculty and staff with suggested ways each constituency will reinforce important developmental and leadership topics. Utilize focus groups and other strategies to identify projects and activities that build character and leadership and champion those initiatives. Develop measures to refine the leadership and character development process.

- *Immerse Cadets, Officer Candidates, and Other Students in a Sea of Professionalism.* Articulate to all permanently assigned and visiting personnel the Superintendent's expectations regarding leadership behaviors, emphasizing the critical role that every person plays in developing leaders of character. Emphasize the power of positive role models, accountability, responsibility, and the importance of maintaining a model military environment. Provide professional development, written guidance, and appropriate interactions to help ensure those behaviors.

- *Integrate the Institute for Leadership.* Leverage the Institute and its Chair as a continuing resource for officer development and professional development for faculty and staff. The LDC will partner with the Institute for Leadership to ensure close collaboration on all leadership initiatives and ensure they are linked to the leadership competencies required in the field.

Cultivate a Community of Inclusion

Strategic Direction

The Academy must implement a long-term strategy that fully integrates and assesses compositional, educational, programmatic, and structural diversity in order to develop an officer corps and workforce capable of thriving in an increasingly dynamic multicultural world.

Action Items

- *Further Diversify the Corps of Cadets, Faculty, Staff, and Curriculum.* Achieve critical mass (between 25 and 30 percent) within the Corps of Cadets for Underrepresented Minorities (URM) by 2015, and in faculty/staff by 2020.

  Take immediate steps to provide search committees with clear direction to ensure applicant pools for faculty/staff contain URM diversity. Continually train search committees to ensure diversity is a measured priority in the consideration of faculty and staff candidates.

  Engage Coast Guard Headquarters in an effort to expand Career Entry Opportunity (CEO) program to at least five billets to allow cluster hires in critical academic departments. Project future faculty/staff workforce needs in order to align billet openings with strategic intent.

  Develop and sustain curricula necessary to significantly influence the Corps, faculty, and staff and ensure programs are in place that encourage interaction that takes full advantage of a diverse educational environment.

- *Engage in Multi-year Diversity Dialogues.* Continually focus on conversations about race, gender, class, and religion that will provide members the proper skills to thrive in a diverse environment, as well as inform Coast Guard diversity policy. Ensure internal and external communications strategy continually reinforces and supports diversity efforts. Incorporate training and education about diversity as a mandatory component of professional development throughout the Academy.

- *Establish Relationships with Organizations that Share Common Diversity Goals.* Cultivate and strengthen relationships that align with strategic priorities by advancing the STEM Diversity Leadership Initiative (SDLI) with the National Action Council for Minorities in Engineering (NACME). Establish a consortium with the other federal service academies to research and create effective mission-driven policy recommendations regarding race, ethnic, gender, religious and other diversity issues.

- *Create and Implement an Effective Climate Management Plan.* Create a plan that is multidimensional (training, education, program level), cross-cutting (all divisions), and focused on the entire Academy community (cadets, LDC students, faculty, staff, contractors). An institutional Equity Scorecard will inform the Senior Management Team (SMT) and the Superintendent's Institutional Climate and Culture Cabinet (SI3C) as to our progress.

- *Create an Effective Diversity Affairs Infrastructure.* Adequately resource and staff diversity affairs as a necessary step in the complete implementation of this strategic goal.

Advance and Improve Assessment and Accountability

Strategic Direction

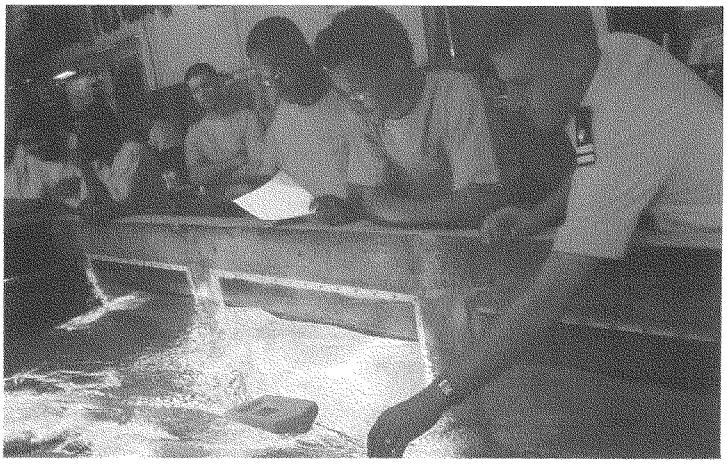
The Academy must foster a climate where clear objectives are established, periodic evaluation engages all constituencies, and evidence-based decisions result in continuous improvement. These processes and procedures will maintain the focus on outcome achievement, meeting the needs and expectations of the Service, staff, faculty, and students, and will allow us to accomplish the institutional mission.

Action Items

- *Create Optimal Conditions for Continuous Improvement Activities.* Identify and create space in the Master Calendar to conduct assessment activities. Improve coordination and prioritization of institutional and division level events and institute periodic review of key organizational directives.

- *Implement Coordinated and Integrated Processes for Assessing and Evaluating Institutional and Program-Level Effectiveness.* Implement an outcomes-based Institutional Effectiveness Master Plan to make existing assessment activity more cohesive and process driven to assist in the identification of gaps, redundancies, and shortfalls. Establish the Council on Institutional Effectiveness to assist the NEASC Self-Study Steering Committee in documentation of performance.

- *Implement a System for Assessing and Evaluating Student Achievement in All Developmental Areas.* Further develop existing processes that evaluate and assess the academic core curriculum. Evolve course level assessments so that a specific set of core curriculum objectives, linked to the Shared Learning Outcomes, are assessed and evaluated. Construct and refine the evaluation processes in all GOLD domains.



Enhance Communication and Partnerships

Strategic Direction

The Academy community must communicate effectively to key internal and external audiences. We must develop and sustain partnerships with organizations sharing common purposes and those who can assist us in accomplishing our mission. These efforts are critical to advancing the institution and effectively accomplishing the mission.

Action Items

- *Develop a Communications Infrastructure.* Implement and develop an integrated strategic communications plan to inform and guide cadets, students, staff, and faculty to position the Academy with key constituencies, and respond effectively in time of crisis. Acquire the necessary staff, organizational authority, policy, programs, and technology to brand and advance the Academy. Hire a Communications Director.

- *Develop an Effective Internet and Intranet Presence.* Employ the full power of the internet with skill and sophistication to compete for talent, communicate, and manage work.

- *Leverage, Promote, and Enhance Scholarly Activity and Capacity.* Transform the Center for Advanced Studies into the Center for Scholarship and Innovation to assist in providing scholarly opportunities, communicating scholarly achievements, and promoting the Academy locally and nationally.

- *Adopt and Apply a Strategic Approach for Outreach.* Establish a working group that will evaluate present outreach efforts and future opportunities. These outreach efforts may include business, civic, educational, volunteer, and governmental organizations at the local, state, federal, inter-service, and international levels.

- *Create a Model Partnership in Education Program.* Develop an educational partnership with local schools to increase the number of students qualified to attend top colleges such as the United States Coast Guard Academy.

Optimize Existing Resource Use and Address Resource Shortfalls

Strategic Direction

The Academy must obtain and effectively apply resources (funds, time, and personnel) to upgrade, improve, and maintain the highest quality programs and facilities. This will allow us to accomplish our mission, attract the highest quality students, compete with peer colleges and universities, and achieve recognition as a premier institution of higher learning. The entire Academy community must foster a culture of sustainability and stewardship that our future leaders use to positively shape the future of the Coast Guard.

Action Items

- *Monitor Resource Sufficiency and Close Any Existing Gaps. Ensure the Academy is financially stable.* Demonstrate this financial stability through a sufficient operating budget that is capable of sustaining the achievement of its educational and training objectives. Reprogram resources internally as necessary and pursue recurring and non-recurring operating funds to close the existing sufficiency gap and address unfunded CGHQ mandates. Ensure the Academy has the ability to respond to financial challenges and unforeseen circumstances.

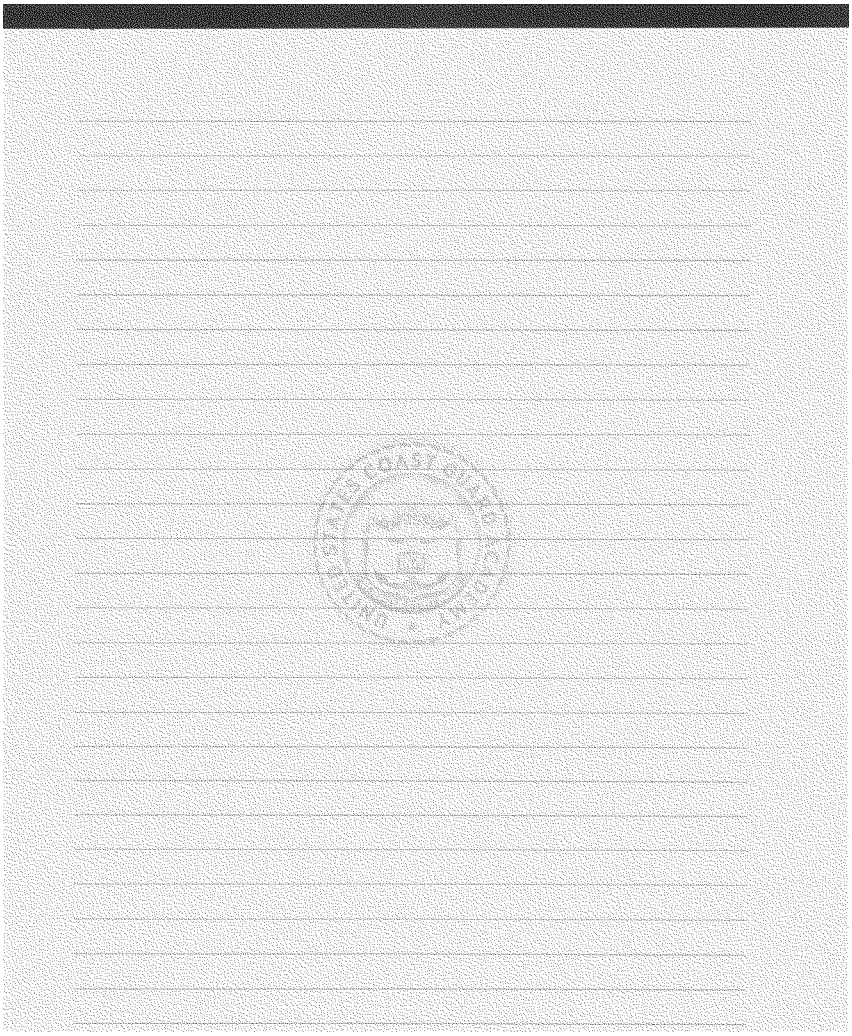
- *Document, plan, and execute long-term Stewardship, of the Academy through maximizing AFC-43 and AC&I funds.* Achieve recapitalization projects including renovation of Chase Hall, new EAGLE pier, indoor small arms range, new Engineering building (McAllister Hall replacement), and Aquatic Center.

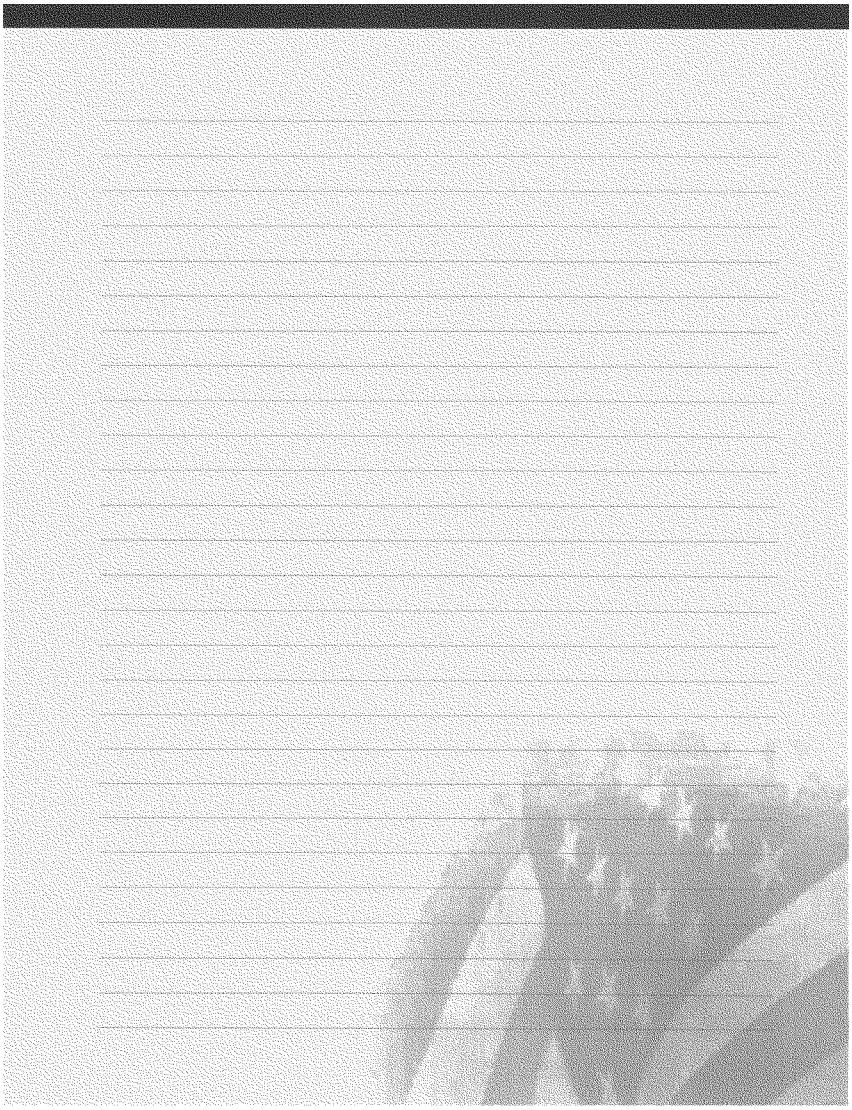
- *Optimize Personnel and Time resources.* Review the Personnel Allowance List to ensure proper staffing and alignment with strategic goals. Address shortfalls through resource proposals and the re-programming processes.

- *Update and Execute the Academy Facilities Master Plan.* Implement the Facilities Master Plan, using sustainable construction and maintenance principles, to benefit the Academy recruiting efforts, to ensure access for those with disabilities, and to provide a safe and healthy work/living environment.

- *Communicate Margin of Excellence Needs Effectively and Maintain Strong Partnerships with the Alumni Association and Foundation.* Effectively apply non-appropriated, Margin of Excellence resources to provide the greatest results consistent with the Academy's mission.

- *Implement a Culture of Sustainability.* Lessen the Academy's impact on the Earth's resources by reducing energy and water consumption. Incorporate sustainable design concepts in facility renovations and new construction. Continue a robust recycling program to reduce the amount of refuse generated at the Academy. Purchase "green" products and reduce the amount of hazardous materials purchased.





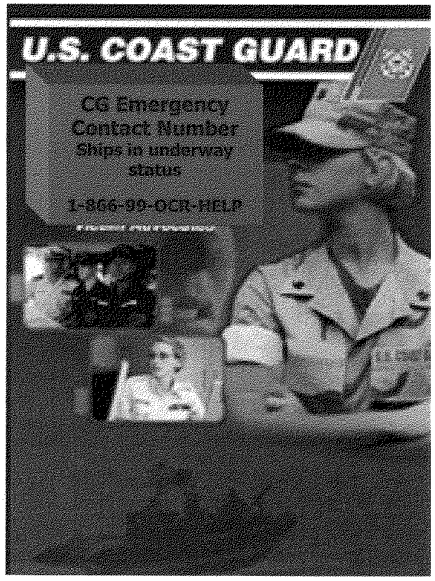
USCG EEO/EO Emergency Contact Card

This card will be provided for enterprise-wide distribution and intended for those members in underway status.

EO Emergency Contact Number for members in underway status when normal communications are not available

1-866-996-2743 or 1-866-99-OCR-HELP

For Non-emergency EO Matters:

Contact an EO/EEO CRSP during normal working hours
(Numbers on reverse side)

The 45 day timeframe to initiate an *EEO/EO complaint is placed on hold while a ship is in underway status*