



DEPARTMENT OF THE AIR FORCE  
HEADQUARTERS, UNITED STATES AIR FORCE ACADEMY



13 April 2023

MEMORANDUM FOR DISTRIBUTION

FROM: HQ USAFA/DSX

SUBJECT: April 2023 Board of Visitors (BoV) Meeting Minutes

1. **Meeting:** Thursday, 13 April 2023 at 0815 (MST) at the United States Air Force Academy, Colorado. Board members attended both in-person and virtually via Zoom. The public attended virtually via Zoom.

2. **Agenda:**

13 Apr 23 - Board of Visitors Meeting Agenda Summary	
Item	Description of Item
1	Opening Remarks
2	Superintendent's Update
3	USAFA Strategic Plan Overview
4	Admissions Update
5	Retention Update
6	USAFA Integrated Prevention & Response
7	Public Comments
8	USAFA Way Forward
9	Action Item Review
10	Chairman's Concluding Remarks

3. **Opening Remarks:** The Honorable Eric Fanning, Chairman of the USAFA Board of Visitors, started the meeting off by welcoming board members and all other participants.

4. **Superintendent's Update:** Lieutenant General Richard Clark, the USAFA Superintendent, highlighted his 3 priorities for the institution: (1) develop leaders of character, (2) prepare for future conflict, and (3) foster a culture of dignity and respect for all.

a. Developing Leaders of Character: The Superintendent discussed USAFA's mission of producing leaders of character who will lead our Air Force and Space Force into the future. A leader of character is defined as an individual who lives honorably, lifts others to their best possible selves, and elevates performance towards a common and noble purpose. The Superintendent also highlighted the recent success of the National Character and Leadership Symposium (NCLS) hosted at USAFA in February 2023, which is a flagship character and professional development event that showcases speeches and discussions from distinguished scholars, military leaders, corporate executives, and world-class athletes. The topic of

professional sports was also discussed, where USAFA's intercollegiate athletes do not have an optimized opportunity to go play into professional organizations such as the National Football League (NFL). Putting this option on the table for potential USAFA recruits would level the playing field between USAFA and other universities. Without the option on the table, highly talented candidates are discouraged from applying to USAFA and serving in the Air Force and Space Force.

b. Prepare for Future Conflict: The Superintendent highlighted his priority of preparing cadets for future conflict. The Superintendent mentioned that a successful line of effort towards this goal are frequent "warfighter talks" for cadets, where the Cadet Wing will bring in successful and accomplished guest speakers, many of which are military senior leaders to provide their perspective on key issues, professionally develop cadets, and motivate them to lead in the future. During the Superintendent's speech, a video of the Cadet Wing's Culminating Exercise (CULEX) was played, which highlights a key part of a cadet's development. The CULEX is a test of senior cadets' ability to practically apply knowledge and skills they've gained throughout their time at the Academy. The Superintendent also discussed USAFA's copyright legislative proposal to support the Dean of Faculty's staff and their intellectual creativity by enabling them to maintain copyrights to their work. The necessity of preparing cadets from an athletic standpoint was also highlighted with respect to preparing cadets for future conflict. It was argued that the work of USAFA's Athletic Department develops cadets' mental toughness, physical capabilities, and orients their overall mindset towards being victorious in future conflict.

c. Dignity & Respect for All: The Superintendent highlighted the importance of instilling dignity and respect for all in the Cadet Wing as it is an imperative character trait for cadets to become effective and respectable leaders who are capable of leveraging the talents of the teams that they lead. The Superintendent briefly discussed USAFA refining its focus on eradicating sexual assault and harassment by mentioning a unified effort across all military service academies to address the problem. As a part of the April 2023 Conference of the Service Academy Superintendents (COSAS) hosted at the United States Military Academy (USMA) this year, all service academy superintendents created video and jointly signed a document proclaiming their commitment to reduce sexual assault and harassment at all military service academies. The Superintendent also mentioned USAFA's "Let's be Clear" campaign to address sexual assault and harassment at USAFA.

5. **USAFA Strategic Plan**: Colonel Patrick Gruber, Director of USAFA's Strategic Plans, Programs, and Requirement's Office, discussed USAFA's Strategic Plan Map, which is comprised of 4 goals: (1) inspire and reinforce a culture of living honorably, (2) prepare for future conflict, (3) foster a culture that embraces innovation, fueled by Airmen and Guardians, and (4) execute options in an integrated, agile, and accountable manner. These goals and their 13 associated objectives provide a framework for USAFA to "operationalize" the Strategic Plan as well as create distinct measures towards its overall mission of producing leaders of character for the Air Force and Space Force. Colonel Gruber also discussed USAFA's specific lines of effort that were created and nested within the objectives under each goal and provided an answer to how the Strategic Plan assessment informs resourcing decisions at the academy through the Corporate Process Group and Board structure.

**6. Admissions Update:** Colonel Arthur Primas, the Director of Admissions, discussed the size and demographics statistics of the Class of 2027's applicants, qualified candidates, and appointees. Qualified candidates are those individuals who meet the eligibility requirements to enroll at the Air Force Academy and appointees are those individuals who meet all eligibility requirements and have been offered the opportunity to become a USAFA cadet. Highlights of the applicant data, current as of 4 April 2023, include: (1) female applicants being 3,177, which is higher than the Class of 2026's 2,453 applicants although the current 31.4% it is short of the applicant pool goal of 36%, (2) male applicants being 6,931, which is higher than the Class of 2026's 5,939's applicants, and (3) the overall number of Class of 2027 applicants being 10,108, higher than the Class of 2026's 8,382 total applicants. This data suggests that USAFA is on an upward trajectory of nationwide recruiting improvement.

**7. Retention Update:** Dr. Joseph Looney, USAFA's Chief Diversity, Equity & Inclusion Officer, opened his time by discussing the overall graduation rates from 2013 through 2022, highlighting that overall, the rates have steadily increased since 2015. With respect to recruited and non-recruited athlete cadets at USAFA, the graduation rates have remained stable for both entities over the last six graduating classes and the graduation rate continues to show a disparity between athletes and non-athletes. With respect to men and women graduating at USAFA, over the last six graduating classes, there has been no statistically significant difference in rates between both categories over the years. With respect to the racial demographics of graduation rates, the last 5-years show improved retention of minority groups and overall, minority graduation rates are higher than the national average, although African-American students overall show a lower graduation rate than their peers. Dr. Looney ended his briefing by highlighting USAFA's retention and analyses efforts towards better understanding USAFA's graduation rates to improve them, including USAFA's Diversity, Equity, and Inclusion (DEI) Plan, a DEI Action Group, a DEI Executive Committee, and USAFA's Racial Disparity Review, which collectively, provide focus points to better improve USAFA's efforts towards exploring disparities in cadet retention.

**8. USAFA Integrated Prevention & Response:** Ms. Sonja Strickland, USAFA's Sexual Assault Prevention and Response (SAPR) and Violence Prevention Program Manager, opened her briefing by discussing an overview of sexual harassment and violence across USAFA, the United States Naval Academy (USNA), and the United States Military Academy (USMA), highlighting the fact that unwanted sexual contact (unwanted touching, attempted penetration, and completed penetration) has been on an upward trend since 2018.

a. Continuum of Sexual Behavior & SAPR/Violence Prevention Staff: Ms. Strickland showcased a continuum of sexual behavior chart, highlighting how USAFA's SAPR program focuses the full spectrum of sexual behaviors ranging from healthy behaviors to criminal behaviors. USAFA's prevention, intervention, and response efforts are targeted at different points of the continuum. Examples include Healthy Relationships Training (HRT) which is targeted at bolstering healthy behaviors and the Safe to Report Policy and Encourage to Report Policy, which are both targeted at responding to sexual violence with added privacy and protection measures for those that come forward. Ms. Strickland highlighted that USAFA is doubling it's prevention and response team from 12 personnel to 24 so that it can more appropriately address SAPR related issues, care for cadets, Airmen, and Guardians, co-locate

resources to the various locations of USAFA's different mission elements, and tailor prevention across cultures.

b. Prevention Redesign: Ms. Strickland turned over her briefing to Colonel Ben Jonsson, the USAFA Vice Superintendent, to discuss USAFA's prevention redesign timeline, which spans from Spring 2022 through Spring 2023, with the ultimate goal of creating an improved environment of dignity and respect that prevents sexual harassment and violence. Colonel Jonsson highlighted that the redesign timeline is organized into the following four phases: (1) orienting efforts with DEOCS and SAPR assessments, (2) discovering the issues to define them with CyberWorx interviews of cadets and staff members, (3) drafting a solution to the problem with the CyberWorx team, and (4) implementing the solution, which has been named USAFA's "Let's Be Clear" Campaign.

**9. Public Comments:** Comments were submitted from the below two individuals/entities:

a. American History in USAFA Academic Curriculum: A letter was submitted (attached to this memorandum) by Brigadier General (Ret.) Mark Wells with two requests. First, he requested to attend the open session in person. We were unable to support that request as that option was not made available to all members of the public in the Federal Register notice. The Board will evaluate options for in-person attendance at future meetings. The second request was evaluate the return the study of American History to the Academy's core curriculum. As noted in the letter, USAFA does offer classes in American History that are not part of the core curriculum. Gen Wells was thanked by the Board for his inquiry and provided the following explanation from Brigadier General Linell Letendre, the USAFA Dean of Faculty:

"The elimination of American history from the core curriculum in 1986 followed the standard process that governs all changes to the Academy's curriculum, and the decision received scrutiny and approval by the Curriculum Committee and the Academy Board. I remain confident that Brig Gen Wells' concerns about the importance of diversity, equity, and inclusion – as well as his concern about extremism in the Air Force and Space Force – are sufficiently addressed by our "Ethics and Respect for Human Dignity" and "Human Condition, Cultures, and Societies" Academy Outcomes. Outcome Teams regularly assess coursework to ensure cadets learn the proficiencies associated with all Academy Outcomes, and this iterative process ensures our core curriculum develops the warfighter-scholars our nation needs – to include awareness about diversity, equity, and inclusion, as well as concerns about extremism."

b. USAFA's Sexual Assault & Harassment Efforts: Submitted by Ms. Gretchen Cook, Executive Director of Zoomies Against Sexual Assault (ZASA), multiple questions (attached to this memorandum) were raised with respect to USAFA's SAPR program efforts, USAFA's statistics as a part of the 2021-2022 Military Service Academy Sexual Harassment & Violence Report, and USAFA's SAPR program efforts in comparison to other military service academies. The Board thanked her for her inquiry and referred the questions to USAFA for action.

**10. USAFA Way Forward:** Lieutenant General Clark, the USAFA Superintendent, discussed the elements of USAFA's "Let's be Clear" campaign, which is USAFA's official plan to address



the problems of sexual harassment and violence. The campaign consists of three phases with the following key lines of effort (LOEs): (1) decrease the prevalence of sexual harassment and unwanted sexual contact, (2) make team USAFA embrace the responsibility to support survivors and intervene to stop sexual harassment and violence, (3) increase options for commanders to hold offenders accountable, decrease legal and investigative timelines, and increase the transparency of accountability. The three phases of the campaign plan provide organization to the execution of initiatives that correspond to the lines of effort.

a. Key Initiatives of LOE 1: Key initiatives of LOE 1 consist of: (1) executing Healthy Relationships Training (HRT) for Fourth Class Cadets immediately after completion of recognition, (2) creating a new schedule of calls with 90-minute character development time blocks to provide HRT for all, and (3) ensuring dorms are safe for all cadets by increasing USAFA permanent party presence in the dorms over the weekends with 24-hour duty officers.

b. Key Initiatives of LOE 2: Key initiatives of LOE 2 consist of: (1) developing focused education for Air Officer Commanders to prepare them to lead in the area of sexual harassment and violence, (2) implement enhanced training for all USAFA staff on preventing and responding to the full spectrum of harm, (3) implementing social media training early in cadet career that addresses cyber harassment and the social currency barriers to intervention and reporting, and (4) imbedding professional victim advocates in each group of the Cadet Wing to increase access to support and reduce barriers to reporting.

c. Key Initiatives of LOE 3: Key initiatives of LOE 2 consist of: (1) create and implement a “Character Development Program” similar to the honor program that AOCs and Academy Military Trainers (AMTs) use to address inappropriate cadet behaviors that do not equate to unwanted sexual contact and harassment, (2) roll out an “Encourage to Report” policy that sets aside minor collateral misconduct of bystanders to encourage their active role in reporting harmful behaviors, and (3) use continuous process improvement (CPI) to drive down accountability timelines and identify the necessary organizational and structural changes to improve the timeliness of accountability.

#### 11. Action Item Review:

13 Apr 23 - Board of Visitors Meeting Action Item Summary			
Item	Description of Item	Status	Brief Explanation
1	<u>SAPR Budget &amp; Resources</u> (2018): provide update on financing status	Open	Partially secured in FY23 budget with \$400K shortfall; short-term remedy programmed into FY24 budget; still working for long-term financing solution (not year to year)
2	<u>Non-Federal Entity</u> (2020)	Closed	Legislation adopted into the FY23 NDAA
3	<u>EAAA</u> (2020): provide update on program	Open	Trial period was extended by 1 year; final report will be released Summer 2023
4	<u>Space Education Center</u> (2022): provide updated on plans/funding for project	Open	POM for FY26; continue to monitor progress

5	<u>Military Professor Copyrights</u> (2022): provide status on securing copyrights by military professors	Open	Rep. Bacon will champion legislation for this
6	<u>Admissions Assistants</u> (2022): provide update on effort to enhance program	Open	POM for FY24; continue to monitor progress; provide update on applicant pool goals
7	<u>SAPR Statistics</u> (2023): provide update on program's trend data for the past 10 years	Closed	Sufficiently addressed at the 13 Apr 23 USAFA BoV meeting
8	<u>Admissions Applicant Pool</u> (2023): provide update on meeting applicant pool goals (to include relevant demographic information)	Closed	Sufficiently addressed at the 13 Apr 23 USAFA BoV meeting
9	<u>USAFA "Let's be Clear" SAPR Campaign Plan</u> (2023): provide an update on the progress of the plan	New	Provide update on completed phases of the plan as well as phases in progress; how does campaign plan connect to risk & protective factors; address measures of effectiveness with respect to the 3 major lines of effort (to include Office of People Analytics data)
10	<u>USAFA Strategic Plan</u> (2023): provide an update on the progress of the plan with respect to SAPR issues	New	Track milestones and measures of effectiveness for aspects of the Strategic Plan associated with interpersonal & self-directed violence
11	<u>Address the Gender Disparity in SAPR Training</u> (2023): as EAAA is evaluated, discuss other programs that may be added to balance gender disparity in training hours	New	Pending review of SAPR Training (including EAAA), provide a way forward with all SAPR training

12. **Chairman's Concluding Remarks:** The Chairman offered the board the opportunity to ask any questions or make any final comments before adjourning and then thanked the USAFA team for planning the BoV meeting.

13. **Adjourn:** 1520 (MST).

*Dennis A. Lynn Jr.*  
DENNIS A. LYNN, Capt, USAF  
Executive Secretary, USAFA Board of Visitors

*Eric K. Fanning*  
THE HONORABLE ERIC K. FANNING  
Chairman, USAFA Board of Visitors

3 Attachments:

1. Board of Visitors Attendance Roster, 13 Apr 23
2. Brig Gen (Ret.) Wells Letter to the Board, 21 Mar 23
3. ZASA Questions for the Board, 13 Apr 23

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**Attachment 1: Board of Visitors Attendance Roster – 13 Apr 23**

<b>Title / Rank</b>	<b>Name</b>	<b>Position</b>	<b>Attendance</b>
<b>USAFA Board of Visitors Members</b>			
The Honorable	Eric Fanning	Chairman, USAFA Board of Visitors	Present
Major General (Ret.)	James Johnson	Vice Chairman, USAFA Board of Visitors	Present
Senator	Tammy Baldwin	U.S. Senate, Wisconsin	Present
Senator	Steve Daines	U.S. Senate, Montana	Not Present
Senator	John Hickenlooper	U.S. Senate, Colorado	Present
Senator	Mazie Hirono	U.S. Senate, Hawaii	Not Present
Representative	Don Bacon	U.S. House of Representatives – Nebraska, 2nd District	Present
Representative	Doug Lamborn	U.S. House of Representatives – Colorado, 5th District	Represented
Representative	Ted Lieu	U.S. House of Representatives – California, 33rd District	Present
The Honorable	Laura Pulzone	Board Member	Present
Lieutenant Colonel	Wesley Spurlock	Board Member	Present
Commander (Ret.)	Zoe Dunning	Board Member	Present
Major	Hila Levy	Board Member	Present
Ms.	Jenna Ben-Yehuda	Board member	Present
<b>USAFA Senior Leadership</b>			
Lieutenant General	Richard Clark	Superintendent, USAFA	Present
Chief Master Sergeant	Randall Kwiatkowski	Command Chief, USAFA	Present
Brigadier General	Paul Moga	Commandant of Cadets	Present
Brigadier General	Linell Letendre	Dean of Faculty	Present
Ms.	Jennifer Block	Executive Director, Athletic Department	Present
Colonel	Arthur Primas	Director of Admissions	Present
Ms.	Sonja Strickland	Program Manager, SAPR & Violence Prevention	Present
Lieutenant Colonel	Casey Wyman	Director & Comptroller, Financial Management	Present



## Attachment 2: Brig Gen (Ret.) Wells Letter to the Board



21 March 2023

Members of the US Air Force Academy Board of Visitors,

I'm writing to submit this letter for your collective consideration and potential action. I also respectfully request permission to attend an open session of your upcoming Board of Visitor meeting at the Academy, 12-13 April.

Recent and ongoing events compel me to reengage in issues that I first felt strongly about when I was appointed as the Permanent Professor and Head of the Department of History in 2000. The latest report on sexual assaults at US military academies – and USAFA in particular – is heartbreaking, tragic, and wholly unacceptable. Despite two decades of effort, thousands of hours of training, a myriad of preventative programs, along with repetitive optimistic assessments, we've struggled unsuccessfully to fully combat and defeat the scourge of sexual assault. Notwithstanding the sincere and indefatigable efforts of the Academy's senior leadership, hundreds of Academy professionals, both civilian and military, we've clearly not made significant enough progress. Worse, if past performance is any indicator of what awaits us, we cannot expect to do much better in the future. But we must not give up. I've been convinced for some time that we must employ absolutely *every tool* in our toolbox to eliminate this criminal outrage and destroyer of our military's cohesion, teamwork, and combat effectiveness. The tool we've largely ignored or minimized is classical humanities education in a regular classroom with qualified instructors and professors.

Experts tell us that sexual violence, assault, and harassment are, among other things, often related to the perpetrator's sense of power, control, entitlement, domination, and privilege. Without minimizing the impact of alcohol on the issue, sexism, misogyny, toxic masculinity, and a lack of empathy also contribute hugely to higher rates of harassment, assault, or abuse. I've grown in the conviction that, if we more rigorously attended to classical education in the humanities – classes that absolutely most effectively speak to the human condition – the extraordinary and enduring historical contributions of American women, minorities, immigrants, and otherwise marginalized members of our national population would become acknowledged and admired. And the safety of these Americans would be correspondingly enhanced. In my view, the rate of sexual violence in all its forms would decline if its potential perpetrators had knowledge, respect, an appreciation for, and more clearly understood the successful and vital role and impact of ALL their teammates across the broad history of our country. Even those outside the humanities disciplines have long agreed that knowledge of history can change behavior. And clearly the approaches USAFA has pursued so far are sadly insufficient.

So, what form of classroom academic education do I advocate and direct your attention to? Starting decades ago, my predecessor and I cautioned the Dean of the Faculty, Faculty Council, and Curriculum Committee that USAFA's failure to teach an American History course to **all** cadets would have a negative impact on the gender, racial, professional development, and religious climate at the Academy. Regrettably, in 1986, American History was completely eliminated from the core curriculum, thereby reducing DFH's core offerings from three courses to two -- Military History and World History (a total of only 6 semester hours). I hasten to add that these latter two are also absolutely fundamental to the profession of arms and officer education in a globally deployed United States Air Force. It's also important to note that, in 1959 USAFA graduates were required to take 4 full courses in history.

The justification for the 1986 reduction was the feeling that incoming cadets, from high school preparation, possessed a sufficient understanding of the nation they would eventually serve. Certainly even arguable at the time, decades of Congressional investigation, our own experience, and national education data dramatically underscore the fallacy and danger of those assumptions. A 2019 survey by the Woodrow Wilson National Fellowship Foundation determined that only 40 percent of Americans could achieve a minimum passing score on basic American history knowledge. Additionally, the reduction has currently left USAFA with the smallest history core curriculum of the nation's 3 major service academies. It's not profound to say our cadets come from a rapidly changing and increasingly stressed society. Quite apart from the tragic, divisive, and dangerous events going on in the country today – here I reference in particular the events of January 6th – USAFA has occasionally struggled with adapting to rapid change. Our entering young people may reflect today's turmoil. Many, perhaps too reliant on popular myths, do not fully understand the extraordinary contributions made by ALL people – women, native Americans, minorities, and those of different faiths, among others – to the development of the United States. That some cadets – even if the minority – come to the Academy with narrow, uninformed, prejudiced, or predatory views should not be a surprise to us. And things are getting more uncertain daily; they're confronted with controversial terms like “wokeness,” various state legislatures are mandating restrictions to American history curriculums, and some people increasingly threaten history educators. The study of American history has become a cudgel or ammunition to be wielded by one side or another as a weapon to stoke anger, fear, and disunity. In a substantially diverse Air Force we cannot permit this to occur. Shared with our academy teammates in our sister services, no institution has a higher responsibility than USAFA to produce true “citizen-scholar-warriors” who fully understand their Constitutional responsibilities along with the limitations imposed by uniformed military service. I'm convinced the vast majority of Americans, not to mention members of Congress, would be shocked and dismayed to learn that not all USAFA graduates have a university level knowledge of the history of their own country. It's impossible to conceive how the values of American culture and governance regarding freedom, compassion, tolerance, and interpersonal gender relations can be inculcated into the members of the Armed Forces without an honest collegiate level study of the origins, challenges, successes, and occasional missteps which have shaped or tested those values over time.

Against considerable opposition, but with the strong support of the Superintendent at the time, in 2013 DFH was briefly allowed to introduce a test American history course for 150 cadets that not surprisingly revalidated the study of the discipline. Regrettably, and

notwithstanding its data proven success, it did not survive the subsequent political pressures of curriculum conflict, opposition from some professors, and the supporting Superintendent's retirement. More troublesome, its limited two-semester lifetime was seen by some as merely a way for the Academy to temporarily deflect a direct 2012 Congressional inquiry about the absence of the subject in the core.

As a veteran of 40+ years of Air Force service, with significant operational and senior staff experience in the Pacific and in Europe, recent events have moved me to speak out. The Chief of Staff's and Secretary of Defense's urgent calls for ideas to tackle extremism, sexual assault, and intolerance in the Armed Forces are too powerful to ignore. It seems like we've been battling these scourges for decades with far-too-little success. I'm not suggesting for a moment that the study of American history alone will solve all our problems. But well-intentioned AF group sessions, countless sexual assault prevention classes, high-powered conferences, training stand-downs, and notable speakers have been wholly insufficient to truly tackle these intractable democracy and readiness threatening issues.

Similarly, USAFA's educational "Outcomes," reliant largely on disparate elements of courses from an assortment of departments, claim to collectively and effectively address the issues of respect for human dignity, diversity, cultures, and societies. Cited over the last several years by USAFA's curriculum handbook, these courses and their hoped for proficiencies have clearly not appreciably improved the sexual assault situation. If they had, the current news wouldn't be so grim and discouraging. Moreover, I fear our overreliance on this collective approach will give some outsiders the impression USAFA is largely "window-dressing" its academic response to an unyielding and terrible crisis by a convenient method of reducing overall semester hour requirements. Reinstating a core American history course will improve our cadets' understanding of the complex, challenging, yet inspiring story of America's ongoing national journey and our efforts to form a more perfect union. And, by telling America's story, there is absolutely no better way to inform and enhance cadets' concern and respect for others and serve as a much-needed additional buttress against extremism and sexual assault.

Now retired 7 years, it's important for me to emphasize that I speak only for myself and not for USAFA's senior leadership, the Department of History, nor its current Head. Nor do I question their sincere and diligent efforts to tackle the scourge of sexual assault at the Air Force Academy. Moreover, I'm not minimizing the critical importance of any other department nor their courses in the core curriculum, particularly STEM related offerings. But I ask you to consider my views, make inquiries, and investigate. Finally, I ask you to return the study of American History to the core curriculum, alongside, and, I strongly emphasize, not at the expense of, Military History and World History. Officer graduates of the United States Air Force Academy absolutely require a fundamental college-level grounding in American history. In keeping with the highest traditions of our apolitical Armed Forces, the course should be aimed at informing, educating, and inspiring our cadets to a life-time of service in the defense of our nation and its people. In short, it should be the kind of challenging, truth-seeking, thought provoking, unvarnished, honest, and well-conceived course that the Academy's Department of History is so capable of offering.

Respectfully,

//SIGNED//

MARK K. WELLS, PhD, Brigadier General (Ret.), USAF  
Professor Emeritus of History  
United States Air Force Academy  
(719) 641-3575



**Attachment 3: ZASA Questions Posed to the Board**

- 1) Survey Response Rate: USAFA's response rate has continually declined and is significantly lower than the other two MSAs for this survey; giving the impression that this is not important or a priority. Why is the USAFA rate this low (66%)? What is USAFA going to do to increase survey participation?
- 2) The 2022 SAGR Survey Prevalence Rates for USAFA indicate that current prevention efforts are ineffective. What are USAFA's immediate and long term plans to reduce/stop SA/SH at USAFA?
  - a) While USMA's Prevalence Rates increased in the 2022 Report, but not nearly to the extent that USNA and USAFA did. What is USMA doing differently in terms of prevention efforts?
- 3) The report indicates efforts are underway to streamline, shorten, and eliminate redundant training. USAFA noted the need for "booster doses" in their evaluation of Cadet Healthy Personal Skills (CHiPS) training. Does USAFA consider booster doses as redundancy or will the booster doses be exempt from elimination?
- 4) USAFA adopted EAAA (Enhanced Assess, Acknowledge Act) in 2019. It is a sexual assault resistance program designed for women; the only one of it's kind that has objective evidence of success. The future of EAAA at USAFA is unclear – grant funding has expired, effectivity assessment results have not been released to the public, and there continues to be a concern that there is no corresponding class for the men. What does USAFA plan to do with EAAA?
- 5) In Appendix E., Section H. Final Dispositions: USAFA noted 25 Subject investigations were completed in APY 21-22. Yet there were 0 (zero) subjects for whom Command Action was completed. Please explain why 25 completed investigations (involving 34 victims) were not acted upon OR is this an error in the report?
- 6) USMA efforts towards deterrence were better than USAFA. Can USAFA make better use of the adverse administrative action including the cadet disciplinary system like USMA?
  - a) USMA completed 30 investigations, USAFA completed 25 investigations
  - b) USMA had command action completed on 15, USAFA 0 (zero)
  - c) USMA had 4 GCMs, USAFA had 3
  - d) USMA had 2 administrative discharges, USAFA had 3
  - e) USMA had 9 adverse administrative action, USAFA had 3