

REPORT ON ASSESSMENTS OF INITIAL MILITARY TRAINING ENVIRONMENTS

February 7, 2013

I. BACKGROUND

In September 2012, the Secretary of Defense (SECDEF) directed the Secretaries of Military Departments and the Chiefs of Military Services to perform comprehensive assessments of “initial military training environments” – to include basic training and follow-on advanced or technical training for enlisted personnel and initial skills training for commissioned officers – with specific respect to the prevention and reporting of sexual assault and other misconduct. The tasking cited events at Lackland Air Force Base, where published reports suggest a number of recruit instructors engaged in inappropriate contact with female trainees, some of which constituted sex crimes under the Uniform Code of Military Justice. Updated SECDEF guidance in November 2012 called for the Services to additionally consider the applicability of 22 findings and 46 recommendations contained in the subsequent Air Force “Commander Directed Investigation Report” on enlisted training.

At the direction of the Secretary of the Navy (SECNAV), the Department of the Navy Sexual Assault Prevention and Response Office (DON-SAPRO), during October 2012 to January 2013, conducted site visits to 23 initial military training locations across the Navy and Marine Corps. Instead of attempting detail-oriented inspections, we instead undertook broad-based inquiries that focused on two major areas: the professionalism and oversight of instructors, and the overall command climate with respect to gender issues and sexual assault in particular. Several of our team members had prior experience in program assessment, and our assessments represent Department-level perspectives based on multiple sources of local input. Our process involved an important cross-section of the numerous initial military training sites across the Navy and Marine Corps – it would be impossible to visit them all by any reasonable deadline – and we visited all three Department of the Navy recruit training facilities: Recruit Training Command (RTC) Great Lakes, Marine Corps Recruit Depot (MCRD) San Diego, and MCRD Parris Island.

At each location, a team of five or six DON-SAPRO staff members received a command in-brief, interviewed key stakeholders, and conducted separate focus group discussions with male and female students and instructors. Focus groups were led by an experienced facilitator while another team member took confidential notes. We conducted a total of 180 focus groups with over 2,570 participants. In-briefs usually included group discussions with the local command leadership team. Separate stakeholder interviews were conducted at each site with the Commanding Officer, the senior enlisted leader (Command Master Chief or Command Sergeant Major), the Sexual Assault Response Coordinator (SARC), the command judge advocate or legal officer, local Naval Criminal Investigative Service (NCIS) agents, medical personnel, and chaplains. We typically spent one or two days at each location. We invited headquarters-level observers from the Navy and Marine Corps, and they joined us at most sites.

The Department of the Navy's high priority on combating sexual assault pre-dates the current SECDEF tasking, and we had already scheduled site visits to all three Navy and Marine Corps recruit training locations, at the direction of SECNAV, immediately after learning of events at Lackland Air Force Base. In 2009, SECNAV created DON-SAPRO as a new Secretariat-level entity reporting directly to him. In 2010 we visited several Navy and Marine Corps training sites nation-wide to learn about risk factors unique to the training environment. That work led us to collaboration with Navy senior leaders and local commanders at Training Support Center (TSC) Great Lakes, where unique challenges involved a concentration of young and high-risk new Sailors in various curricula immediately following recruit training. Multiple simultaneous strategies have reduced sexual assaults there by over 70% since early 2011. The Secretary and both Service Chiefs have been personally engaged in major Sexual Assault Prevention and Response (SAPR) initiatives since 2009, and over 100,000 Sailors and Marines participated in a 2011 Department-wide anonymous sexual assault survey.

In the report that follows, Section II lists the sites we visited; Section III discusses our overall findings; Section IV highlights "Best Practices" we encountered; and Section V presents summary impressions from each separate visit. Site-specific descriptions sequentially include a command overview, information about the student population, material specific to instructors, insights into the command climate, a summary of local SAPR training activity, and (where applicable) reference to local trends in places where recent major changes have occurred.

II. SITES VISITED

Navy Recruit Training

- Recruit Training Command, Great Lakes (Illinois)

Navy Post-Recruit Enlisted Training

- Training Support Center, Great Lakes (Illinois)
- Naval Air Technical Training Center (Pensacola, Florida)
- Navy Medicine Training Support Center (Fort Sam Houston, Texas)
- Center for Information Dominance Unit Corry Station (Pensacola, Florida)
- Naval Submarine School (Groton, Connecticut)
- Fleet Anti-Submarine Warfare Training Center, and Mine Warfare Training Center (San Diego, California) (co-located in San Diego)
- Naval Construction Training Center, Gulfport (Mississippi)
- Naval Technical Training Center, Meridian (Mississippi)
- Naval Technical Training Center, Lackland (Lackland Air Force Base, Texas)
- Navy and Marine Corps Intelligence Training Center (Virginia Beach, Virginia)
- Navy Diving and Salvage Training Center (Panama City, Florida)
- School of Music (Little Creek, Virginia)

Navy Officer Training

- Basic Division Officer Course, San Diego (California)
- Basic Division Officer Course, Norfolk (Virginia)
- Officer Training Command, Newport (Rhode Island)

Marine Corps Recruit Training

- Marine Corps Recruit Depot, San Diego (California)
- Marine Corps Recruit Depot, Parris Island (South Carolina)

Marine Corps Post-Recruit Enlisted Training

- School of Infantry-West (Camp Pendleton, California)
- School of Infantry-East (Camp Geiger, North Carolina)
- Marine Corps Combat Service Support Schools (Camp Johnson, North Carolina)
- Marine Corps Communication-Electronics School (Twentynine Palms, California)

Marine Corps Officer Training

- The Basic School (Quantico, Virginia)

III. SUMMARY FINDINGS

“Initial military training environments” as defined here, and the students in them, are diverse and complex – every setting we visited was different from the others. We saw a full spectrum of relationships between various Navy schools and their supporting but separate Training Support Centers (TSC’s, or their equivalent) – ranging from nearly complete separation of classroom academics and Sailor management by independent commands; to close coordination of overlapping activity by still-separate commands; to settings where schools themselves manage their own barracks and all aspects of student life. In many settings, junior entry-level students are joined by older “Fleet Returnees” transitioning for various reasons to a new career field, and both groups sometimes sequence immediately into follow-on advanced training at the same location. Some schools are in isolated locations with few distractions; others are tenants of large and busy operational bases; and some are located aboard other-Service facilities where support infrastructure and practices may seem foreign. Students in some curricula are highly screened and must maintain security clearances. Some curricula are so intensely demanding that formal other presentations command little attention. Together these factors unavoidably blur assumed distinctions between definitional levels of training and complicate representations of student or instructor populations.

At every place we visited, without exception, Commanding Officers were very aware of Sexual Assault Prevention and Response (SAPR) issues and engaged in visible values-based leadership. One might presume that Commanding Officers would do some amount of short-term preparation for a Department-level site visit, but the consistent impressions we got from multiple sources at each location could not have been manufactured. At many locations, we found pervasive evidence of impassioned leaders and engaged subordinates. A tough-as-nails Navy diver spoke candidly about the importance of incorporating women in his community, and a gruff combat experienced Marine talked openly about his perspectives as the father of a co-ed. The focus was usually not isolated to sexual assault, but rather included SAPR concerns in broader (and prideful) emphases on military professionalism, core values, standards of conduct, and personal accountability. These common factors transcended substantial variations in command location, infrastructure, and specific training practices. Most locations utilized some combination of visible leadership, explicit standards of conduct, aggressive anti-alcohol efforts, repeated messages of intolerance for sexual assault, genuine student mentoring, and strict disciplinary consequences for misconduct. In fairness, it was not always this way everywhere – stakeholders at several locations mentioned obvious change over the past one or two years. Navy leaders had high regard for the “SAPR-L” (Leadership) training they all had attended, and Marines were all aware of the Commandant’s priority on combating sexual assault.

We do not presume the naval Services have yet overcome Service-wide challenges of preventing sexual assault and ensuring compassionate support for sexual assault victims – work remains on both fronts. Our observations from 23 site visits, however, are very positive. The primary challenge specifically in Navy and Marine Corps initial military training environments may not be to define new requirements, but rather to sustain command climates and current levels of effort – no simple task given continuous student turnover. From that perspective, and in view of the complexities outlined above, we are reluctant to propose specific recommendations, and instead outline below several “Best Practices” and summarize our site-specific notes.

IV. BEST PRACTICES

1. Command Leadership. The best settings involve spectrums of effort led by Commanding Officers who are passionate about mentoring students, instilling core values, and holding offenders accountable. They are highly visible within their schools. Their approach encompasses sexual assault, alcohol incidents, hazing and harassment, and instructor integrity. They express personal responsibility for service communities. Their zeal is obvious to subordinates.

2. Commandant's Campaign Plan. The Commandant of the Marine Corps (CMC) in 2012 implemented a formal "Campaign Plan" against sexual assault. The document and strategy are noteworthy in their own right, but the Commandant's personal involvement has been especially powerful. Every Marine leader knew about dedicated General Officer meetings on sexual assault and stand-down training led by senior regional commanders. Within the unique culture of the Marine Corps, the Commandant's intent is well understood.

3. New Navy Training Tools.

- "SAPR-L." The Navy's "Sexual Assault Prevention and Response Training for Leaders" or "SAPR-L" is a 2-hour program designed for officers and senior enlisted personnel that involves a 30-minute video followed by facilitated small-group discussion led by local command leadership. It was deployed Navy-wide in 2012. The professionally filmed video portrays fictional but characteristic events leading up to the sexual assault of one Sailor by another. Numerous attendees told us the training was relevant and impactful – "the best SAPR training we've ever had."
- "Bystander Intervention." The Navy's new "Bystander Intervention" curriculum includes three structured, sequential, and facilitated 90-minute small-group discussion sessions. Students select and discuss the "best" of several behavior options in various scenarios to explore issues of men's violence against women and empower them to intervene in dangerous social situations. The program has been deployed for all entry-level "A" School students.

4. Senior Leader "Drumbeat" Coordination. An important component of multiple initiatives at Training Support Center, Great Lakes (TSCGL) involved local support coordinated by quarterly "Drumbeat" meetings convened by Commander Navy Region Mid-West. Key stakeholders were assembled to review and coordinate their separate activities and to reinforce the Commander's priority on sexual assault prevention. The effort was widely noticed by subordinates throughout the base.

5. Chaplains. Several schools make especially prominent use of chaplains as student resources for protected conversations, and simultaneously as command assets in actively monitoring command climate. At many Marine Corps locations, chaplains join young Marines in various activities and exercises, and leaders encourage students (even if they are not religious) to utilize chaplains as a sounding board for personal issues. At the Naval Submarine School, a chaplain office is centrally located in the main classroom building for easy and discrete access. Both

Navy and Marine chaplains have received specialized community training as sexual assault first responders.

6. Explicit Standards of Conduct. Several locations promulgate explicit expectations for instructor integrity that forbid any social interaction with students during or after their curriculum. More than one requires advance requests for instructors to attend graduation parties and would refuse if alcohol were involved. Instructors who are accused of misconduct are immediately “removed from the podium” while investigations are conducted.

7. Multiple reporting mechanisms. The best settings employ multiple levels of feedback, sometimes including anonymous course critiques and frequent Quality of Life surveys and required in-person interviews with students. Suggestion boxes are common but the least useful of various mechanisms.

8. Civilian Community Coordination. Major commands in Pensacola, Florida participate in monthly meetings with the local Chamber of Commerce and the joint military-civilian Underage Drinking Task Force. “Shore Patrol” type military watches are also conducted at the on-base “Portside Club.” Meanwhile, TSCGL works with the Naval Criminal Investigative Service (NCIS) an occasional basis to send NCIS agents (when their resources permit) in a highly visible manner to break-up hotel room alcohol parties.

9. Innovative Local Practices.

- Senior-Junior SAPR Mentoring. At Navy Technical Training Center, Lackland the week-six students in Master-At-Arms “A” School re-attend SAPR training along with new week-one students, then break up into gender-specific discussion groups to help the new arrivals prepare for exactly what challenges to expect.
- Monitoring Alcohol Behavior. At Training Support Center, Great Lakes senior “Fleet Returnee” students are organized to monitor junior students at the on-base club and “pull them out of line” if found to be drinking too much. The strategy so well that club managers complained of decreased alcohol sales – seen locally as a sign of success. Meanwhile, the Commanding Officer asks taxi drivers where they typically take students in town, and he regularly visits those establishments to have a beer and say hello to Sailors there. Local bar owners recognize him and dislike the practice, but Sailors get the message. Elsewhere, another Commanding Officer during orientation week asks under-age students to raise their hands – he then reminds them it is illegal for them to drink, and he also instructs the others to not tolerate their drinking or supply them with alcohol.
- “The Accused.” At Naval Technical Training Center, Meridian all students watch the 1988 Jodi Foster film, “The Accused,” and then participate in follow-on discussion. The film is uncomfortable to watch and involves a woman who is gang raped by several drunken bar patrons – it focuses on her subsequent experiences as a victim and on the role of bystanders who cheered on the rape.

- Weekly liberty briefings. Senior enlisted leaders at the Naval Submarine School hold weekly (Thursday) large-group liberty briefings to review local weekend activities and to re-emphasize expected standards of conduct along with messages of intolerance for alcohol abuse and sexual assault. Other commands conduct similar briefings on various levels. A variation utilized at Marine Corps Combat Service Support School involves addressing all students as a group at the end of liberty periods.

10. “CSADD.” The Coalition of Sailors Against Destructive Decisions (CSADD) is a peer-mentoring program for junior Sailors. Chapters operate with local command support, and they sponsor a variety of local social activities and community projects. Participants at TSCGL produced a series of excellent You-Tube videos and posters on “Bystander Intervention.”

11. Force Preservation Council. Individual Marine Corps commands (below the installation level) utilize a structured and multi-disciplinary approach to raise command-level awareness of any “at-risk” Marines, including but not limited to sexual assault victims, and to coordinate support or other action as necessary. The council meets monthly to keep Commanding Officers informed of those who are struggling with various issues. The emphasis is on safety and helping Marines maintain performance.

12. Barracks Oversight. The best locations paid close attention to leadership presence and monitoring of activities in student barracks. Some locations assigned 24/7 onboard watch and roving patrols by senior enlisted personnel – not just the routine “fire watch” duty stood by junior enlisted personnel. Video monitoring of barracks hallways or common spaces (such as laundry rooms) is a useful adjunct.

V. SITE OBSERVATIONS

NAVY RECRUIT TRAINING

Recruit Training Command, Great Lakes

1. The Navy conducts all recruit training of new Sailors at Recruit Training Command (RTC) Great Lakes, located about 40 miles north of Chicago, Illinois. Recruit training, including initial processing, lasts about 8.5 weeks, and prospective Sailors typically spend 9-12 months in “delayed entry” status waiting for an opportunity to begin. Recruits in training have little free time, and they do not receive liberty privileges. Upon graduation, most new Sailors proceed directly elsewhere to a Navy “A” School for entry-level occupational training within numerous naval “ratings” and Navy Enlisted Designations (NEC’s).
2. The recruit population size at RTC Great Lakes varies seasonally and averages about 7000. About 21% are female. Recruit Divisions of 88 recruits share large berthing compartments within barracks buildings referred to as “Ships.” Many Recruit Divisions are mixed-gender, where recruits live in single-gender compartments but come together for training. The number of female recruits does not facilitate gender integration of all Recruit Divisions – some are all-male, but none are all-female. Recruit training is physically and emotionally demanding. Many factors contribute to attrition, which averages about 9% for males and 14% for females. Recent trials have explored the relative performance of all-female Recruit Divisions.
3. Recruit Division Commander (RDC) candidates are subjected to rigorous, formal, and multi-level screening. Recruit Division Commanders are highly respected and such duty is career enhancing and sought after. Those selected first attend 13 weeks of instructor training, which has its own 10-20% attrition rate. Strict standards of conduct are enforced on RDC’s throughout recruit training, and they are never alone with individual recruits at any time. Of the 601 RDC’s at RTC Great Lakes, 126 (21%) are female. Every Recruit Division, including those with all male trainees, has at least one female RDC assigned. They are augmented by several layers of active and visible direct oversight.
4. The command climate at RTC Great Lakes is professional and disciplined. Sexist or degrading comments are not tolerated. Recruits have easy access to medical personnel, Victim Advocates (VA’s), chaplains, and other RDC’s – all of whom, in turn, have good access to command leadership. Female recruits are closely monitored and mentored by RDC’s of both genders. They have good access to women’s health services at a nearby medical clinic. All recruits submit voluntary anonymous surveys at several points during their training, and selected recruits from every Recruit Division are individually interviewed by senior staff personnel to assess their experiences and check for any mistreatment. Three social worker counselors visit daily with referred or self-referred recruits through a unique local “Counsel & Advocate in the Recruit Environment” (CARE) program. Recruits themselves and many others confirmed that recruits in training are not afraid to report misconduct. Reporting has increased to 1-2 per month of alleged recruit-on-recruit sexual assault involving inappropriate touching in mixed-gender situations – all are aggressively investigated, substantiated incidents result in visibly serious consequences for offenders, and victims continue in training. Several recruits have also made

restricted or unrestricted reports of prior sexual assaults. There have been no alleged sexual assaults of recruits by RDC's in the past year.

5. Recruits in training receive multiple doses of formal Sexual Assault Prevention and Response (SAPR) training, starting within days of arrival and totaling at least 2 hours. The same concepts are built into numerous other presentations and training exercises, including presentations to all recruits by the Commanding Officer and Command Master Chief. All RDC's receive SAPR training during instructor training.

6. Our summary observations above reflect positive change at RTC Great Lakes in the past 6-9 months. The Commanding Officer at RTC Great Lakes arrived in mid-2012, and he quickly became active and visibly engaged in demanding professionalism and accountability among RDC's. His efforts so far seem effective. They were necessary and must continue. In June 2012, immediately before the current Commanding Officer arrived, two Recruit Divisions were physically hazed (non-sexually) by several RDC's while others present failed to intervene and did not report the incident. Command leadership took immediate and aggressive action after concerns were raised by medical personnel (fortunately, no recruit was seriously injured, and all went on to complete training). We have also heard concerning descriptions of the prior command climate at RTC Great Lakes – from graduates in our focus groups at several post-recruit enlisted training locations, and others – that included demeaning of recruits and tolerance for sexual harassment. We have no immediate additional recommendations, but plan a follow-on site visit in six-nine months in order to confirm that change has been sustained.

NAVY POST-RECRUIT ENLISTED TRAINING

Training Support Center, Great Lakes

1. Training Support Center, Great Lakes (TSCGL) is located aboard Naval Station, Great Lakes (NSGL) in northern Illinois. The center provides Navy Military Training (NMT), student non-academic management, and administrative support for five separate training commands also at NSGL, which collectively operate 93 courses of instruction, including 32 entry-level "A" School and "Pre-A" School programs. This relationship makes TSCGL a single initial-training pipeline for a large segment of new Sailors just graduated from the nearby but separate Recruit Training Command (RTC) Great Lakes. Other Training Support Commands engage in a spectrum of support relationships with various Navy training programs elsewhere, but the unique concentration of "learning sites" within the relatively confined footprint of NSGL results in a uniquely close-knit partnership there. Students live in 13 barracks buildings, some of which utilize video monitoring.

2. About 10,300 Sailors train annually at TSCGL. The duration of their academic programs varies widely from several weeks to 9-12 months. The average TSCGL student population size is about 4000, about 25% of whom are female. Students earn liberty privileges in progressive increments over the first six weeks of their training. "Liberty Buddies" are always required, and overnight liberty is not authorized until week six.

3. Navy Military Training Instructors (NMTI's) at TSCGL are selected and screened by community managers. They receive dedicated instructor training before beginning duty. About 200 staff personnel are assigned to TSCGL, including 138 NMTI's. About 17% of staff personnel are female, including the Executive Officer and Command Master Chief. Strict standards of staff conduct are explicitly promulgated, and social relationships with students are strictly prohibited. Instructor misconduct is unusual and aggressively addressed. No NMTI's in recent memory have been the subject of sexual assault allegations. The instructor-to-student ratio at TSCGL is about 1:29, and the leader-to-instructor ratio is about 1:13. Instructors are subject to random direct oversight during class time.

4. The command climate at TSCGL is professional and disciplined. Students have easy access to Victim Advocates (VA's), other instructors, senior enlisted mentors, medical personnel, and chaplains. Commanding Officer Suggestion Boxes and Student Services Suggestion Boxes are located in the school houses, barracks, and command building. The Commanding Officer and other command leaders are highly visible throughout the command and repeatedly emphasize values-based standards of student conduct including intolerance of alcohol abuse and sexual assault. Numerous local initiatives have been utilized to combat alcohol abuse – the Naval Criminal Investigative Service (NCIS) is occasionally utilized to break up hotel-room drinking parties; the Commanding Officer personally visits local bars; senior "Fleet Returnee" students are utilized to monitor junior Sailors at the on-base club and send them back to their barracks when they've had too much to drink; and Non-Judicial Punishment (NJP) actions are widely publicized. The command sponsors a number of positive student activities. The Coalition of Sailors Against Destructive Decisions (CSADD) is a peer-mentoring program for junior Sailors. Chapters operate with local command support, and the program at TSCGL earned Navy-wide "Chapter of the Year" recognition in 2011. Students are comfortable reporting sexual assault, and a number have reported prior assaults before joining the Navy.

5. Students at TSCGL receive numerous episodes of Sexual Assault Prevention and Response (SAPR) training. All students receive 4.5 hours of Navy "Bystander Intervention" training in three consecutive after-hours evenings during week one. Between weeks four and six, they also receive another 1.5 hours of training during the interactive large-group "Sex Signals" program followed by small-group "After Burner" discussion sessions. Senior enlisted mentors present weekly liberty briefings to every student prior to every weekend – they review healthy liberty alternatives, sexual assault prevention, and responsible drinking. Other special SAPR training has included all-hands presentations of the "Happy Hour Tour" and "No Zebras – No Excuses." All staff members have received SAPR training, and many have attended the Navy "SAPR-L" (Leadership) program.

6. Much of the above represents positive change at TSCGL since early 2011, when partnership between TSCGL, senior Navy leadership, and DON-SAPRO resulted in the identification of numerous efforts to reduce the incidence of sexual assault among the high-risk population of young Sailors there. Serial site visits confirm dramatic and broad-based changes in attitudes and behavior. Careful tracking of sexual assault reports suggests a 70% or greater reduction in sexual assaults over a two-year period, accompanied also by a substantial reduction in alcohol-related incidents.

Naval Air Technical Training Center

1. The Naval Air Technical Training Center (NATTC) is located aboard Naval Air Station, Pensacola, Florida. As the Navy's largest aviation training center, NATTC operates 94 different training courses for enlisted and officer Sailors and Marines, including entry-level "A" School training for several Navy enlisted aviation ratings. Courses vary in length, and some students sequence immediately to more specialized instruction while still at NATTC.
2. About 15,500 students graduate annually from NATTC. The average student population includes 2100 Sailors and 1400 Marines. The average student age is 19 years. About 26% of students are female. Most "A" School students arrive shortly after graduation from Recruit Training Command (RTC) Great Lakes. Students receive progressive liberty privileges while in training. They live in nearby barracks where video monitoring is utilized in most hallways. A dedicated Chief Petty Officer is assigned to each barracks to maintain leadership presence. Female students are segregated in a separate barracks. The typical class size includes 28 students.
3. Instructors at NATTC are carefully screened by community managers. They receive instructor training followed by multiple layers of oversight and observation. Strict standards of conduct are explicitly promulgated. Instructor misconduct is unusual and addressed aggressively. Occasional episodes of fraternization in the past year resulted in harsh discipline that usually led to administrative separation. No instructor in recent memory has been the subject of a sexual assault allegation. There are about 850 staff at NATTC, including 58 female instructors.
4. The command climate at NATTC is professional and disciplined. The Commanding Officer is visible throughout the command and actively engaged in promoting a mentoring environment while also maintaining strict discipline. Students have good access to Victim Advocates (VA's), other instructors, senior enlisted leaders, medical personnel, and chaplains. They complete anonymous course critiques and the Commanding Officer reviews comments in an anonymous suggestion box. The command promotes numerous student off-duty activities and the local chapter of the Coalition of Sailors Against Destructive Decisions (CSADD) – a structured program for enlisted Sailor activities and peer-mentoring – is especially active. A special "Delta Barracks (female) Mentoring Program" reaches over 500 female Sailors in weekly open-forum discussions with female mentors from the NATTC staff to underscore core values while helping to empower them to avoid victimization and achieve success during their first tour in the Navy. Multiple forums, including weekly liberty briefings, are used to emphasize standards of conduct and intolerance for misconduct including alcohol abuse and sexual assault. The command participates in monthly meetings with the local Chamber of Commerce and the joint military-civilian Underage Drinking Task Force. "Shore Patrol" type military watches are conducted at the on-base "Portside Club."
5. Students receive Sexual Assault Prevention and Response (SAPR) training and the Navy "Bystander Intervention" program during indoctrination. Staff members also receive SAPR training upon arrival, and many have attended Navy "SAPR-L" (Leadership) training.

Navy Medicine Training Support Center

1. The Navy Medicine Training Support Center (NMTSC) is located at Fort Sam Houston in San Antonio, Texas. It provides housing and non-academic support for Navy students at the tri-service Medical Education Training Campus (METC), which in turn operates numerous medical training programs for Navy Hospital Corpsmen and their counterparts in the Army and Air Force. Training programs at METC include the entry-level (“A” School) Basic Medical Technician Corpsman (BMTTC) Program for the Navy enlisted “Hospital Corpsman” (HM) rating. Air force students and instructors also participate in that particular program. Academic curricula and classroom instruction are coordinated for all programs by METC, whose academic instructors include civilians and uniformed members of Army, Air Force, and Navy. Command relationships are complex, as METC is a tri-service “campus” – not a joint command. Each service is separately responsible for military instruction, personnel management, and discipline of their students and instructors outside the classroom, and NMTSC fills that role for the Navy personnel at METC. Students arrive shortly after graduating from Recruit Training Command (RTC) Great Lakes, and spend a week in orientation and Navy Military Training (NMT) before starting their medical training.
2. The average Navy student census at METC is 2500. Many “A” School students progress immediately to follow-on advanced courses also conducted at METC, blurring the distinctions between different student populations there. Most student Sailors live in separate Navy barracks that are entered via manned “Quarterdecks” and which feature roving security watches. Male and female students are segregated on separate barracks decks. Video monitoring is utilized in barracks common areas. When we visited in November 2012, there were about 1600 male students and 500 female students living in the Navy barracks.
3. The NMSTC staff of 539 includes 33 Navy Military Training Instructors (NMTI’s), of whom seven are females. These non-corpsman enlisted personnel are screened for instructor duty by Navy detailers. They undergo instructor training before arriving at NMSTC, where they receive another two weeks of orientation and must pass an oral board process before providing NMT to Sailor students at METC. They receive strict guidance prohibiting contact with students outside of official duties. Instructor misconduct is unusual. One was removed from duty over a year ago after an improperly familiar relationship with a student was observed by another instructor. No NMTI has been involved in any sexual assault allegation in recent memory.
4. The command climate at NMSTC is professional and disciplined. Students have good access to NMTI’s, senior enlisted mentors, Victim Advocates (VA’s), and medical resources. Sailor students in focus groups told us they would not hesitate to report a sexual assault. Twelve students did report sexual assaults during FY12 – most occurred off-base and involving fellow students and alcohol. Criminal investigations in the tri-service METC environment are conducted by the military service of the alleged offender. Until recently, there was only one Naval Criminal Investigative Service (NCIS) agent for about 7000 Navy personnel in the San Antonio area, and NCIS is relocating a second agent there. A new Sexual Assault Response Coordinator (SARC) was hired the week before our visit – the closest Navy SARC previously was at the Fleet and Family Support Center in Corpus Christi. While San Antonio and its famous River Walk are high-risk environments for alcohol abuse by young Sailors just out of

recruit training, the frequency of Alcohol-Related Incidents (ARI's) and underage drinking among students has actually dropped by 47% since medical training transitioned in 2011 to METC from the former Naval Hospital Corps School at Great Lakes.

5. Students receive Sexual Assault Prevention and Response (SAPR) training and the Navy "Bystander Intervention" program during their first week after arriving at NMSTC. The number of known sexual assault cases has declined since the three-segment (90 minutes each day for 3 days) "Bystander Intervention" program was begun in April 2012. Senior staff members have all received Navy "SAPR-L" (Leadership) training.

Center for Information Dominance Unit Corry Station

1. The Center for Information Dominance (CID) Unit, Corry Station (CIDUCS) is located in Pensacola, Florida. Its staff of 304 personnel (14 officers, 239 enlisted, and 51 civilians) operates 37 separate courses of instruction in computer network operations, cryptology, and cyberspace warfare. Most students are onboard for 3-4 months, although some sequential course programs can last up to 18 months. Most staff and students at CID require security clearances.

2. Student throughput in FY12 was 12,900. An average of over 1,900 students are onboard at any time – including about 1,300 Sailors in five Navy post-recruit "A-School" courses, 80 Marines in four Marine Corps post-recruit Military Occupational Specialty (MOS) courses, and a small number of students in several initial-level courses for officers. About 20% of the Navy students are female. Students live in nearby barracks with video monitoring in some common areas. They receive progressive liberty privileges but must always have two "Liberty Buddies" while off-base. Alcohol consumption is prohibited within eight hours of any training event. A number of instructors and other staff are females, and the Commanding Officer is a female with prior enlisted experience.

3. Instructors are pre-screened and undergo two weeks of dedicated instructor training. Strict standards of conduct are explicitly promulgated. Social relations with students are strictly forbidden both during training and for six months afterward. Instructors must even request permission to participate in student-organized class social events. Senior enlisted leaders make unannounced visits several times per week to every classroom – sometimes speaking to students while the instructor steps out. The average class size is 22 students with one primary instructor. Instructor misconduct is rare and aggressively addressed. No CIDUCS instructor has been accused of sexual assault. An instructor who made a student sing a song after inadvertently leaving their ID card in a computer was removed from duty and charged with hazing after refusing Non-Judicial Punishment (NJP). The entire schoolhouse then conducted training on hazing. An enlisted instructor and student engaged in a one-month consensual relationship in 2010 were both punished at NJP – the instructor was removed from duty, was demoted, lost his specialty certification, and then was later forced out of the Navy due to "high-year tenure" limits at his new lower rank.

4. The overall command climate at CIDUCS strongly reflects the academic rigor of its courses and the inherent sensitivity of their subjects. Personal integrity and individual standards of

conduct are strongly emphasized and strictly enforced, and the Commanding Officer is nothing short of passionate in visibly promoting values-based leadership and behavior throughout the command. Students complete anonymous course critiques and instructor critiques. They have easy access to Victim Advocates (VA's), other instructors, senior enlisted mentors, medical personnel, and chaplains. The Commanding Officer reviews comments from an anonymous suggestion box. Chaplains play an especially prominent role in monitoring command climate and in counseling individual students. Chaplains with security clearances walk throughout the compound and hear a litany of miscellaneous issues. Students confirmed to us they would not hesitate to report instructor misconduct or sexual assault. Misconduct does occur among the young student population, but is relatively unusual for the size of the student population. The command promotes numerous student off-duty activities and the local chapter of the Coalition of Sailors Against Destructive Decisions (CSADD) – a structured program for enlisted Sailor activities and peer-mentoring – is especially active. Students receive weekly classroom safety briefings.

5. Before starting their technical curricula, Navy students arriving from recruit training spend their first two weeks in Navy Military Training (NMT), which includes Sexual Assault Prevention and Response (SAPR) instruction and the 3-session Navy “Bystander Intervention” program. Core values, suicide prevention, and sexual assault prevention are discussed in numerous command briefings and discussions.

Naval Submarine School

1. The Naval Submarine School is located aboard Naval Submarine Base (NSB), New London in Groton, Connecticut. The school operates a number of courses for officers and enlisted Sailors in all aspects of submarine operations and warfare. About 1800 enlisted Sailors and 500 officers annually receive training there. The school's Basic Enlisted Submarine School (BESS) is six weeks long and represents a common training pipeline for all enlisted submariners. They arrive shortly graduating from Recruit Training Command, Great Lakes and proceed after BESS to various specialized submarine training programs at NSB New London and elsewhere. Assignment to the submarine service is highly selective – students and instructors at the Naval Submarine School are carefully screened and require a security clearance.

2. The average population size of enlisted students at Naval Submarine School is about 1200. All are male, although a limited number of female officer students have recently completed the separate Submarine Officer Basic Course. Enlisted students live in nearby barracks operated directly by the school. Video monitoring is utilized in barracks hallways, and alcohol is strictly forbidden. Students receive progressive levels of liberty privileges.

3. Instructors at the Naval Submarine School are screened after demonstrating superior performance and leadership during submarine duty. Officers are interviewed in advance by senior leaders. All attend three weeks of instructor training, followed by observed classroom performance and several levels of oversight. Strict standards of conduct are explicitly promulgated, and social relations with students are prohibited. Every class has two instructors. Students are addressed by their last names only. Instructor misconduct is rare and aggressively

addressed. One instance in 2012 involved off-color joking and inappropriate touching of students by an instructor – the behavior was reported by students to another instructor; the offender was immediately removed from duty and disciplined. No instructors have been the subject of sexual assault allegations.

4. The command climate at Naval Submarine School is intensely professional and disciplined. Sexual assault and alcohol abuse are not tolerated. Standards of conduct are enforced by instructors and peers alike. In one instance, 18 months ago, base exits were temporarily closed while leadership investigated an alleged incident of groping of a female facility staff member by a student in a crowded setting – the offender was never identified, and a command stand-down was held. Students are comfortable reporting misconduct and would report sexual assault. Students complete anonymous course critiques and also quality-of-life surveys, and their feedback has often been candid. They have excellent access to Victim Advocates (VA's), other instructors, senior enlisted mentors, medical personnel, and chaplains. Chaplains play an especially prominent role in monitoring command climate and mentoring individual students – a chaplain office is centrally located in the main classroom building for easy and discrete access. Student complaints about instructors are virtually unknown. No students have made restricted or unrestricted reports of sexual assault in the last year, although 2-3 cases per year were the prior norm. Despite its mostly-male population, the base has a Sexual Assault Response Coordinator (SARC) and an active SAPR training program. Students receive weekly group "liberty" briefings by senior enlisted leaders, where local activities are announced and standards of conduct are reinforced.

5. Students receive Sexual Assault Prevention and Response (SAPR) training during Navy Military Training at the school, and related concepts are built into numerous presentations to students by command leadership, chaplains, and others. All students receive Navy "Bystander Intervention" training between BESS and subsequent "A" schools. Staff members have received Navy "SAPR-L" (Leadership) training. Many instructors have been trained as Victim Advocates.

Fleet Anti-Submarine Warfare Training Center Mine Warfare Training Center

1. The Fleet Anti-Submarine Warfare Training Center (FLEASWTRACEN) operates 78 active courses including entry-level "A" School training for the enlisted "Sonar Technician – Surface" (STG) rating. The separate Mine Warfare Training Center (MWTC) operates 23 active courses including entry-level "A" School training for the enlisted "Mineman" (MN) rating. These two independent commands collaborate in several areas and are co-located aboard Naval Base Point Loma in San Diego, California. We visited both together. Their "A" School curricula are academically demanding – students in both programs are carefully screened and require a "Secret" security clearance. Most arrive shortly after graduating from Recruit Training Command (RTC) Great Lakes.

2. The average population size of Sonar Technician "A" School students is about 600, and about 25% are female. The Mineman "A" School program is smaller, its average student

population size is 36, and only occasional students are female (7-8 per year). Most students live in nearby barracks, where males and females are segregated on different decks. There is no video monitoring in the barracks. Students receive administrative support and Navy Military Training (NMT) from the separate Training Support Center (TSC) San Diego, which has manpower cognizance over thousands of Sailor students in diverse training throughout the region. Sonar Technician and Mineman “A” School students receive one week of NMT upon arrival, and their liberty is restricted during that time. Graduated levels of liberty privileges are earned afterward during “A” School training.

3. Instructors at both “A” Schools are carefully screened and virtually hand-picked by community leaders. Strict standards of instructor conduct are made explicit. Social interaction with students is strictly prohibited. Instructors are subject to several layers of direct oversight while teaching. Instructor misconduct is rare, and none have been involved in any sexual assault in the past several years. There was one case of instructor-student fraternization at FLEASWTRACEN over one year ago – the student was not an “A” School student; the misconduct was reported by other instructors; and the instructor was quickly removed from duty and has been administratively separated from the Navy. About 10% of instructors are female.

4. The command climates at both “A” Schools are professional and disciplined. Command leaders are well-versed in Sexual Assault Prevention and Response (SAPR) concepts and visibly engaged in student welfare. Mineman “A” School students meet weekly with assigned mentors who are different from their classroom instructors. The Coalition of Sailors Against Destructive Decisions (CSADD) is a peer-mentoring program for junior Sailors. Chapters operate with local command support, and the program at FLEASWTRACEN earned Navy-wide “Chapter of the Year” recognition in 2012. Students were surprised at our focus group questions about instructor conduct and had nothing but very positive comments. Student misconduct is rare, and no “A” School student from either program has made a restricted or unrestricted report of sexual assault in at least several years. Students have easy access to mentors, other instructors, senior enlisted leaders, Victim Advocates (VA’s), medical personnel, and chaplains. Students complete course critiques and the respective Commanding Officers review them personally.

5. All students receive formal SAPR training during NMT week. Command leadership at FLEASWTRACEN coordinates with TSC San Diego to supplement NMT instructors with personnel from FLEASWTRACEN to ensure that initial student indoctrination transitions seamlessly to the command climates and expected standards of conduct at FLEASWTRACEN and MWTC. Senior officer and enlisted staff at both commands have received Navy “SAPR-L” (Leadership) training and others are now receiving newly-released “SAPR-F” (Fleet) training.

Naval Construction Training Center, Gulfport

1. The Naval Construction Training Center (NCTC) at Gulfport, Mississippi conducts a variety of training courses in construction skills for Navy Seabees. The tri-service training environment also includes staff and students from the Army and Air Force, who are managed by separate Service-specific command structures. The two Navy “A” School programs at NCTC Gulfport are those for Builder Apprentices and Steelworker Apprentices, which in FY12 trained about

2000 and 200 student Sailors respectively. Almost all of these “A” School students were new Sailors who arrived immediately after recruit training at RTC Great Lakes. The Builder “A” School curriculum lasts 55 days; the Steelworker “A” School curriculum lasts 41 days; and each is preceded by one week of Navy student orientation and indoctrination. Selection for the close-knit Navy Seabee community is competitive, and prospective students typically wait up to one year in “delayed entry” status before joining the Navy.

2. About 15-20% of Seabee “A” School students are female. Male and female students train together and they live in barracks buildings which are co-ed but with specific blocks of rooms designated for females. Video monitoring is utilized in barracks common spaces, and continuous onboard staff presence is maintained by an Officer of the Day. Students receive progressively graduated liberty privileges, but cannot have cars while at NCTC Gulfport.

3. Instructor duty at NCTC Gulfport is career enhancing for Seabees and is highly sought after. Instructors are assigned by community detailers, usually after review with command leadership at NCTC Gulfport, but there is no formal screening process. Instructors are closely monitored by leadership and are rarely if ever alone with any individual student. All staff upon arrival sign a Navy “Page 13” acknowledgment form delineating strict standards for interaction with students. Social contact is prohibited during training and for six months after graduation, and guidance is being revised to specifically address prohibited social media contact. Female staff members include five of 83 Navy military instructors (6%) and the Executive Officer.

4. Focus groups confirm our own impression of a command climate that is highly professional and intolerant of misconduct. Both students and instructors spoke with pride of Navy Seabee community and their desire to be at NCTC Gulfport. A recent command climate survey also indicated high levels of professionalism and a low risk of sexual assault. Navy Military Trainers conduct student behavioral mentoring at least weekly and before special occasions. They repeatedly emphasize clear messages about responsible standards of behavior and alcohol use. Command leadership is highly visible and the Commanding Officer frequently addresses the assembled students about his expectations. Alcohol is prohibited at most command functions, and alcohol infractions are addressed aggressively. In one instance, an underage Sailor received Non-Judicial Punishment for consuming one cup of beer at an on-base venue, as did other students who either offered the beer or stood by without intervening. In this environment, sexual assault is virtually unknown. The only report, restricted or unrestricted, in the past year involved a female student whose buttock was grabbed by an unknown male student while in the chow line. There have been no known instances of students assaulted by instructors. Students have multiple mechanisms to report issues, and they say they would not hesitate to report sexual assault. It is also clear to us, that in this close-knit community, it would be unlikely for others not to know of such an incident and report it.

5. Messages about sexual assault prevention are incorporated into numerous mentoring sessions and presentations by the Commanding Officer, but there is no dedicated sexual assault training module presented at NCTC Gulfport, and Navy “A” School students there do not receive the standardized “Bystander Intervention” training program. In addition, the local Sexual Assault Response Coordinator (SARC) position has been vacant for the past month, and SAPR program

support is being temporarily provided by the SARC at Naval Air Station, Pensacola, Florida. Plans are underway to hire a new local SARC, and to initiate formal SAPR training.

Naval Technical Training Center, Meridian

1. The Naval Technical Training Center (NTTC) at Meridian, Mississippi conducts post-recruit Navy “A” School training programs for enlisted Personnel Specialists, Yeoman, Logistics Specialists, and Ships Servicemen. Over 1700 students trained at NTTC Meridian during FY12. The student population size varied from 150-500 and averaged about 300. Most “A” School students are new Sailors who arrive immediately after recruit training at RTC Great Lakes. Curriculum training at NTTC Meridian is computer-based and individually self-paced. Instructors provide assistance as needed, monitor student progress, and approve final testing at the completion of various modules. The average student-to-instructor ratio is 1:13. New students arrive every week and depart when they individually finish – there are no formal class-group cohorts. On average, Yeoman and Logistics Specialist students are onboard for about 60 days, while Personnel Specialist and Ships Serviceman students are onboard for about 30 days. Both estimates include one week of student orientation and indoctrination.
2. About 26% of students at NTTC Meridian are female, as are 33% of staff members. Students live in several nearby barracks, with female students segregated on a designated floor of one building. Video monitoring is not utilized. An onboard Command Duty Officer and assistant maintain leadership presence and sleep in designated barracks rooms. Students earn progressive phases of liberty privileges, and their status is displayed through color-coded dots on their ID cards. Students must specifically request every episode of overnight liberty, documenting their specific plans and telephone availability. More-senior “Fleet Returnee” students participate in a “Blue Rope” leadership program that leverages their experience to monitor and mentor junior Sailors.
3. Experienced Sailors with prior “Navy Enlisted Code” instructor certification can apply for instructor duty at NTTC Meridian. They are vetted by Navy detailers, usually with some input from local school managers, but there is no formal screening process. Upon arrival, they receive guidance on standards of conduct from the Commanding Officer, including strict prohibitions on social interaction with students for up to 30 days after graduation. Instructors are frequently monitored by course managers and command leadership, and are rarely alone with individual students, but may be during individual student counseling or assistance with coursework. This occurs more commonly at NTTC Meridian than elsewhere because of its reliance on self-paced training.
4. Defining features of NTTC Meridian include its moderate size and isolated location in rural Mississippi. On-base resources are pleasant and adequate, but limited in scope, and there are few nearby off-base establishments of any sort. In conscious response, command leaders maintain a very active command presence. The Commanding Officer (CO), Executive Officer (XO), and Command Master Chief (CMC) participate in physical training with students, and visit classrooms weekly for 10-15 minute interactive sessions. All students attend weekly Friday 30-45 minute “Fireside Chats” where local activities are reviewed and standards of behavior

reinforced. These are augmented by periodic “Booster Shot” 20-30 minute sessions where the Commanding Officer talks about his own experiences and lessons. A Commanding Officer’s suggestion box is used, and students complete anonymous course critiques. Misconduct, especially that involving under-age drinking, is handled severely and visibly through Non-Judicial Punishment (NJP). The command has not had an NJP case in 73 days; there has been no alleged instructor misconduct in seven months; and the last DUI among the command was over 18 months ago. Although students have been comfortable reporting sexual assault incidents in their past, there have been no reports of sexual at NTTC Meridian in the past year. The base chaplain, the SARC, the local NCIS special agent, and our focus group conversations with students and instructors all confirm these impressions.

5. Numerous staff members have received Victim Advocate training in a conscious effort to improve overall sensitivity to sexual assault issues. Sexual harassment and sexual assault are covered separately by the CO, XO, CMC, and SARC during command indoctrination. Students all attend the Navy “Bystander Intervention” program, which is presented in a half-day format. Several outside programs have also been periodically utilized, including “Comedy is the Cure,” “Shot of Reality,” Myths & Truths,” and the “Save-a-Life Tour.” In addition, all students watch the 1988 Jodi Foster film, “The Accused,” and then participate in follow-on discussion. The film is uncomfortable to watch and involves a woman who is gang raped by several drunken bar patrons – it focuses on her subsequent experiences as a victim and on the role of bystanders who cheered on the rape.

Naval Technical Training Center, Lackland

1. Naval Technical Training Center (NTTC) Lackland operates a number of training programs for Naval Security Forces and “Corrections” personnel, including entry-level “A” School training for the Navy enlisted “Master at Arms” (MA) rating. The facility is a tenant of Lackland Air Force Base in San Antonio, Texas, and its location facilitates access to important local small-arms firing ranges. Most “A” School students (95%) arrive shortly after graduating from Recruit Training Command (RTC) Great Lakes, while a few (5%) are “Fleet Returnees” with more Navy experience. Students spend their first week in general Navy Military Training (NMT), followed by the seven-week MA “A” School curriculum.

2. About 1500 students attended the MA “A” School during FY12. The student population size varies seasonally and averages 220. About 20-30% of students are female. Students live in nearby dormitory-style barracks where common spaces are video monitored. They progressively earn incremental levels of liberty privileges.

3. Instructors at NTTC Lackland are carefully screened by community managers. About 9% of instructors are female – they serve both as role models to female students and visible female leadership to male students. Strict standards of behavior are imposed on all instructors, and all forms of social interaction with students are forbidden. By policy, instructors are virtually never alone with individual students of either gender; students are virtually always escorted by peers; and two staff must be present to enter any barracks room. Allegations of instructor misconduct are rare and aggressively investigated. Subjects are quickly removed from teaching duty. The

last known episode of sexual assault by an instructor was in 2009 – it involved inappropriate touching, and the offender ultimately was administratively separated. In early 2012, an alleged inappropriate “flirtatious” relationship between an instructor and student culminated in an episode of “consensual” oral sex that was reported by a student classmate. The subject was removed from teaching, and the Naval Criminal Investigative Service (NCIS) began an investigation, but the outcome is pending as the student (a Reservist) completed her training, returned home, and has not remained in contact.

4. The command climate at NTTC Lackland is strictly disciplined and professional. Students receive continuous indoctrination on the high standards of integrity required by their career field and the disqualifying impacts of misconduct. Intolerance of sexual assault is a frequent message incorporated into many briefings and training activities. All levels of command leadership practice “intrusive leadership” in mentoring students, maintaining strict discipline, and especially combatting underage drinking, other alcohol-related misconduct, and all forms of sexual assault. The Commanding Officer, Executive Officer, and Command Master Chief, each individually and also as a team, are nothing short of passionate in these regards, and each maintains a highly visible presence throughout the command. Students have easy access to other instructors, staff mentors, Victim Advocates (VAs), medical personnel, and a Navy chaplain. Several students have reported episodes of sexual assault prior to entering the Navy.

5. Students receive several episodes of formal Sexual Assault Prevention and Response (SAPR) training, including the 4.5-hour Navy “Bystander Intervention” program during their NMT initial week. During the subsequent first week of MA “A” School, new students receive an hour of dedicated SAPR training that is followed immediately by gender-specific “SAPR Mentor” discussions with senior students during their week six of training. In this way, new students hear directly from their senior peers about real-life expectations of their personal behavior and pitfalls to avoid. These messages are reinforced through specific mention of alcohol and sexual assault issues in numerous command presentations throughout the curriculum, including weekly “Class Sponsor’s” briefings on weekend safety and standards of conduct. A command-wide “stand down” was recently utilized to discuss lessons from publicized incidents involving recruit trainees at Lackland Air Force Base and at RTC Great Lakes.

6. Our summary observations above reflect recent positive changes at NTTC Lackland since strict and values-based professionalism was consciously applied to the training programs there – largely in response to incidents elsewhere within the Master-at-Arms community. The number of disciplinary actions at NTTC Lackland has since declined by 90% since 2010.

Navy and Marine Corps Intelligence Training Center

1. The Navy and Marine Corps Intelligence Training Center (NMITC) is located aboard the Dam Neck Annex of Naval Air Station Oceana in Virginia Beach, Virginia. The command operates numerous separate courses for naval intelligence professionals, including entry-level “A” School training for the Navy enlisted “Intelligence Specialist” (IS) rating. The Intelligence Specialist “A” School curriculum lasts 12 weeks and is often followed by 2-4 months of additional follow-on training in various specialty areas. Students and staff are highly screened

and require security clearances – one inherent hallmark of their career field is a very low tolerance for integrity issues including alcohol abuse.

2. About 650 students annually attend Intelligence Specialist “A” School training at NMITC, and the average onboard student population is about 160. About 17% of students are female. Barracks hallways are video monitored, alcohol is forbidden in the barracks, and random room inspections are conducted daily.
3. Technical instructors at NMITC are carefully screened and vetted through senior current instructors and school leadership. The instructor-to-student ratio for “A” School training at NMITC is about 1:25, and the officer-to-instructor ratio is about 1:15. Five instructors are female. Strict standards of instructor conduct are explicitly promulgated, and social relations with students are strictly forbidden. (“You will go to Hell for fraternizing with a student.”) Students also receive centralized Navy Military Training (NMT) conducted by Training Support Center (TSC) Hampton Roads, whose personnel are embedded at NMITC and are also carefully screened. Both groups undergo dedicated instructor training, which includes Sexual Assault Prevention and Response (SAPR) training, before assuming duties. Several instructors have been removed from duty and disciplined for fraternization in the past several years, though only one case was in the past year. No instructor has been accused of sexual assault.
4. The command climate is professional and disciplined, with a pervasive emphasis on standards of conduct and personal integrity. Students have easy access to Victim Advocates (VA’s), other instructors, medical personnel, senior enlisted mentors, chaplains, and a Commanding Officer’s suggestion box. They are also carefully monitored by several layers of instructor oversight. Policies on fraternization and sexual assault are posted in every classroom and mentioned often. Students are not afraid to report either fraternization or sexual assault.
5. All students receive Sexual Assault Prevention and Response (SAPR) training during a preliminary week of NMT provided by TSC Hampton Roads. They also receive the three-module Navy “Bystander Intervention” program during this time. Instructor and staff personnel have received the Navy “SAPR-L” (Leadership) training.

Navy Diving and Salvage Training Center

1. The Navy Diving and Salvage Training Center (NDSTC) is located in Panama City, Florida. The command trains qualified candidates from all Services into Military Divers. Their unique aquatic facilities include one of the deepest training pools in the world. The facility operates 22 separate courses at various levels of proficiency, including entry-level Navy “A” School (also called “2nd Class Diver”) training for the enlisted “Navy Fleet Diver” (ND) rating, along with analogous initial training for Navy Explosive Ordnance Disposal (EOD) Divers. The Navy Diver training program lasts three months, and the EOD program lasts about two months. Students arrive from Recruit Training Command (RTC) Great Lakes after 2-3 weeks of subsequent physical preparation training at nearby Training Support Command (TSC) Great Lakes, where they receive Navy Military Training (NMT) that includes Sexual Assault Prevention and Response (SAPR) training and the Navy “Bystander Intervention” program.

2. Each entry-level Navy program annually trains about 240 Sailors, and their average student population size is about 80. All current students are male. Females occasionally attend; they have been well accepted; and their overall graduation rate exceeds that for males. Students live in nearby barracks and receive normal liberty privileges, although junior Sailors (E-3 and below) must always be accompanied by a “Liberty Buddy.” Female students live in two adjoining rooms that share a shower. Video monitoring is only used for safety purposes in training areas.

3. Instructors are thoroughly screened by community managers and NDSTC leadership. They undergo two weeks of instructor training followed by 3-6 months of observed development before beginning independent training duty. Instructors are subject to very strict standards of conduct and discipline. Student-to-instructor ratios at NDSTC are very low, and all activities are subject to several layers of direct safety observation. Instructors are virtually never alone with individual students. Social interaction between instructors and students is strictly forbidden, and command approval is even required before instructors can attend student group celebrations. One current instructor is female, along with the Command Career Counselor.

4. The command climate for students at NDSTC is physically and intellectually intense. Students engage in frequent physical training and rigorous classroom instruction in diving physiology and mechanics. Heavy emphasis is placed on the integrity and trust necessary for survival in the inherently dangerous underwater environment, and alcohol is forbidden within 12 hours of diving. Standards of conduct are strict and misconduct of any sort is not tolerated. Students are very motivated, but student attrition is still about 50% – mostly for reasons of physical performance. Instructors are attentive to body language and signs of stress exhibited by students, primarily out of concern for physical safety in the water. The overall result is a surprisingly gender-neutral atmosphere, as was confirmed to us by the female instructor. Students have excellent access to other instructors, medical personnel, a Navy chaplain, Victim Advocates (VA’s), and senior enlisted mentors. They complete mid-course and end-of-course critiques, and have access to an anonymous suggestion box. Student misconduct is rare. There have been no Restricted or Unrestricted Reports of sexual assault in the past two years.

5. All staff members have attended Navy “SAPR-L” (Leadership) training. Sexual assault and hazing are often incorporated into weekly mentoring sessions for instructors. The Commanding Officer has extensive recent experience as part of a Navy Mobile Training Team for command-level SAPR instructors.

School of Music

1. The School of Music (SOM) is located aboard Joint Expeditionary Base Little Creek-Fort Story in the Tidewater area of Virginia. The school conducts specialized training programs for musicians from all military services, and its 21-week Basic Course is the entry-level “A” School for the Navy enlisted “Musician” (MU) rating. Applicants for the Navy Music Program are auditioned and screened prior to enlistment, and those selected complete recruit training at Recruit Training Command, Great Lakes. Graduates then attend the SOM Basic Course before

assignment to a Fleet or Field band. The unique SOM facility includes advanced practice studios and rehearsal areas, a large music library, and a state-of-the-art instrument repair shop.

2. About 700 students from all services attend SOM annually. The student population varies seasonally. When we visited in October 2012, there were about 40 Navy students and 110 from the Marine Corps. About 33% of students are female. Students live in nearby barracks and receive regular liberty privileges. Most SOM students have prior musical experience, and many are somewhat older than typical new Sailors.

3. School of Music instructors are selected from the top performers in the Army, Navy, and Marine Corps. All undergo an intense instructor appraisal and must be approved by the Commanding Officer prior to assignment. Most have completed advanced training at SOM, and many hold advanced degrees from civilian universities and conservatories. Instructors receive monthly in-service training that includes Sexual Assault Prevention and Response (SAPR) training. Strict and explicit standards of conduct prohibit any social contact with students during training and after graduation. The individual nature of musical instruction means that instructors are often alone with students in practice studios or mentoring sessions. These settings are carefully monitored by command leadership, and video monitoring is used in many SOM spaces. Instructor misconduct is rare and aggressively addressed. The last known case of sexual assault involving an instructor and student was in 2008 and is well-remembered at the command. Two of eleven Navy instructors are females, along with nine out of thirty Marine Corps instructors.

4. The command climate at SOM is extremely disciplined and professional. Female musicians are fully accepted. Students have easy access to other instructors, senior enlisted mentors, medical personnel, Victim Advocates (VAs), and chaplains. Values-based leadership discussions are held every two weeks. Every student meets weekly with an assigned mentor who is not one of their instructors. Students also complete periodic anonymous course critiques.

5. All students receive one hour of SAPR training upon arrival. All staff members have also received SAPR training, and senior personnel have attended the Navy “SAPR-L” (Leadership) program.

NAVY OFFICER TRAINING

Basic Division Officer Course, San Diego

Basic Division Officer Course, Norfolk

1. The Surface Warfare Officer School (SWOS), headquartered at Newport, Rhode Island, operates entry-level training for Navy surface warfare officers through identical programs at Basic Division Officer Course (BDOC) San Diego and BDOC-Norfolk. We visited both BDOC facilities, and each is operated similarly. Most students are newly commissioned Ensigns recently graduated from either Officer Candidate School (OCS), Reserve Officer Training Corps (ROTC) programs, or the United States Naval Academy (USNA). After completing the 8-week BDOC program, graduates proceed to duty in surface warships. The current BDOC programs

began in October 2012 and represent a conscious effort by senior Navy leadership to enhance professionalism and career growth in the surface warfare community.

2. Projections call for about 800 total BDOC students per year, with about 550 attending BDOC-San Diego and 350 attending BDOC-Norfolk. The average student population sizes are about 90 and 65 respectively. About 25-30% of students are female. Students live independently either in on-base officer quarters or off-base apartments or homes. Liberty privileges are not restricted. Video monitoring is not utilized.

3. The small cadre of BDOC instructors (6-9 per location) are highly screened Lieutenants (O-3's) with experience as afloat Division Officers. They attend a 3-week Navy Instructor Training Course, which includes Sexual Assault Prevention and Response (SAPR) training, before additional qualifications and practice teaching at BDOC. All are closely observed and mentored by the Officer In Charge (OIC) of the respective school. Standards of conduct for instructors are strict and socializing with students is strictly forbidden. There have been no instances of instructor misconduct. About 20% of instructors are female.

4. The BDOC program is academically intense and emphasizes values-based leadership. The command climate is highly professional and mentoring. At each location, senior admirals from the respective Pacific and Atlantic surface fleets make frequent personal visits to observe training and engage students in candid discussions. The OIC's at both locations were well informed about gender issues and SAPR processes, and visibly engaged in the success of all students. Students have excellent access to other instructors, the OIC, medical personnel, chaplains, and Victim Advocates (VA's). Students told us they would be unafraid to report misconduct or sexual assault, and several have shared personal issues with BDOC leadership. There have been no reports of sexual assault. Students complete periodic course critiques and instructor critiques.

5. All students and staff have received SAPR training, and related concepts are integrated into several aspects of student leadership training.

Officer Training Command, Newport

1. Officer Training Command, Newport (OTCN), located in Newport, Rhode Island, operates several training programs including Officer Development School (ODS), a five-week entry-level Navy indoctrination program for recently commissioned Staff Corps Officers. Students typically include medical students, nurses, civil engineers, and lawyers who have not previously attended officer accession training. Course topics at ODS include leadership, naval warfare, military law, and career administration. Students also participate in physical training and swim qualification.

2. About 1200 officer students attend ODS annually, with class sizes ranging from 50-200. About 38% of students are female. They live in a nearby dormitory-style barracks, where roommates in two-person rooms are the same gender, but different-gender rooms are mixed on various floors. Students receive progressive liberty privileges leading to overnight liberty during week four. Video monitoring is used in some barracks hallways.

3. Each group of 50 ODS students had two instructors. Instructors include officers and Recruit Division Commanders (RCD's) who coordinate physical training and related instruction. Both officer instructors and RDCs are carefully pre-screened. Strict standards of conduct are explicitly promulgated, and social relations between instructors and students are strictly prohibited. Instructors are not allowed to be alone with individual students in a room with the door shut. Instructor misconduct is rare, and both instructors and students told us they would not hesitate to report any. One recent case involved an RDC instructor seen at a club in town drinking with students – the incident was reported by other students; the instructor was removed from duty; and an investigation is ongoing. No instructors have been involved in any alleged sexual assault in at least several years.

4. The command climate at ODS is professional and disciplined. The Commanding Officer, who arrived in April 2012, is tireless, highly visible throughout the command, and nothing short of passionate in his promotion of values-based standards of conduct and discipline. Students have easy access to Victim Advocates (VA's), other instructors, command leadership, medical personnel, and chaplains. Students complete anonymous course critiques and the Commanding Officer reviews them all. Anonymous student surveys suggest that 95% of students would be comfortable reporting a sexual assault – a finding confirmed by our focus group conversations. Level levels of oversight ensure active classroom monitoring and spot checks. The Commanding Officer and Executive officer conduct out-briefs with students. Suggestion boxes are located in berthing areas, and selected telephones are set up as “hot lines” with direct access to the DoD Help Line. The local Sexual Assault Response Coordinator (SARC) confirms substantial positive change in the command climate across most local commands in the past 1-2 years, with direct engagement of Commanding Officers, intolerance of sexual assault, and support for victims.

5. All students at ODS receive 50 minutes of Sexual Assault Response (SAPR) training during week one, and they attend Navy “SAPR-L” (Leadership) training during week three. Values-based SAPR concepts are included in numerous class discussions and mentoring. All staff and instructors have also received SAPR training.

MARINE CORPS RECRUIT TRAINING

Marine Corps Recruit Depot, San Diego

Marine Corps Recruit Depot, Parris Island

1. Marine Corps recruit training is conducted at Marine Corps Recruit Depot (MCRD) San Diego, California and at MCRD Parris Island, South Carolina. We visited both facilities. Each is operated as a “mirror image” of the other, in strict compliance with standardized Marine Corps guidance. Recruit training, including initial processing, lasts about 13 weeks, and prospective Marines can typically wait 6-9 months in “delayed entry” status for an opportunity to begin. Recruits in training have little free time, and they do not receive liberty privileges. Graduates are known as “Basic” Marines. After a brief period of leave, all of them proceed to entry-level infantry skills training at a School of Infantry (see below).
2. The number of male Marine recruits in training averages about 8000, and they are split about evenly between MCRD San Diego and MCRD Parris Island. In addition, over 1000 female recruits are typically in training at MCRD Parris Island. Marines describe recruit training as both physically challenging and personally transformative, with very strong emphases on mental and moral discipline. Influences on the training environment are pervasive, and even the most intense field exercises include multiple “core-value” training stations. Individuals at all levels described the primary goal of producing basic Marines who represent “the epitome of personal character, selflessness, and military virtue.” Many factors contribute to attrition, which averages about 5% for males and 12% for females. Video monitoring is not utilized except for base perimeter security in some areas. The Commanding General at MCRD Parris Island is female.
3. Drill Instructor (DI) candidates are subjected to rigorous, formal, multi-level “Special Duty” screening. Other examples of Marine Corps “Special Duty” include embassy security and recruiting. Drill Instructors are highly respected, and such duty is career enhancing and sought after. Those selected first attend three months of Drill Instructor School, which has its own 20% attrition rate. Strict standards of conduct are enforced on DI’s throughout recruit training. Recruits are “entrusted to their care,” and DI’s must never strike or personally insult any recruit. Misconduct by DI’s is rare and usually reported quickly by unforgiving fellow DI’s. The command response is aggressive – we heard accounts of DI’s immediately removed from duty and punished severely for infractions that outsiders might view as minor, but that insiders called integrity violations. Recruit Training Platoons of 60-90 recruits usually have three DI’s and another Senior DI assigned. They are augmented by several layers of active and visible direct oversight. There is currently one female Sergeant Major (E-9) assigned to MCRD San Diego as part of a new Marine Corps initiative to expose new male recruits to female leaders. The 108 female DI’s at MCRD Parris Island are assigned to the all-female 4th Recruit Training Battalion or the mixed-gender Support Battalion, with a few also working as DI School instructors and in headquarters roles. Male and female DI’s are trained the same.
4. The command climate at both MCRD locations is professional and strictly disciplined. Sexist or degrading comments are neither heard nor tolerated. Individual DI’s are virtually never allowed to be alone with individual recruits. Recruits have easy access to medical personnel, Uniformed Victim Advocates (UVA’s), chaplains, and Senior DI’s – all of whom, in turn, have

good access to command leadership. Chaplains play an especially prominent role as confidential sounding boards for individual issues and as monitors of command climate. In addition, recruits of both genders are systematically interviewed individually by company officers to assess their experiences and check for any mistreatment. Female recruits all train at MCRD Parris Island, where the all-female 4th Recruit Training Battalion is housed in a separate barracks compound. They train similarly to, but separately from, their male counterparts. There is virtually no direct contact between male and female Marine Corps recruit trainees. Female recruits are closely monitored and mentored by female DI's. They have good access to women's health services at a nearby medical clinic. At both MCRD locations, recruits themselves and many others confirmed that recruits in training are not afraid to report misconduct. Several recruits have made restricted or unrestricted reports of prior sexual assaults that occurred before they entered training, but sexual assaults during recruit training are virtually unknown, and none have been reported in the past year at either location.

5. All Marine Corps recruits receive several separate doses of Sexual Assault Prevention and Response (SAPR) training totaling 7.5 hours. All staff members have also received recent SAPR training in compliance with the Commandant of the Marine Corps' "Campaign Plan" against sexual assault. Much of this training was personally led by the respective Commanding General. Participants describe strong and consistent leadership messages of sexual assault intolerance.

MARINE CORPS POST-RECRUIT ENLISTED TRAINING

School of Infantry-West

School of Infantry-East

1. School of Infantry-West (SOI-West) at Camp Pendleton, California and SOI-East at Camp Geiger, North Carolina conduct infantry skills training for enlisted Marines. We visited both facilities. Each operates entry-level training as a "mirror image" of the other, in strict compliance with standardized Marine Corps guidance. Shortly after recruit training, every new "Basic" Marine receives entry-level infantry skills training. Graduates of MCRD San Diego attend SOI-West, and graduates of MCRD Parris Island attend SOI-East. Both schools conduct two distinct entry-level programs. New Marines designated for the infantry force train for 59 days in the Infantry Training Battalion (ITB), while those designated for other career fields undergo 29 days of Marine Combat Training (MCT) before proceeding elsewhere for additional training in a non-infantry Military Occupational Specialty (MOS). The environments at ITB and MCT are challenging, and students have little free time. Those in the longer ITB program progressively earn graduated liberty privileges, while those in MCT do not receive liberty.

2. Annually about 3900 Marines train at ITB-West and 4300 train at ITB-East. Student numbers vary seasonally but average 650 and 700 respectively. Students at both ITB's are currently all male. Annually another 11,500 Marines train at MCT-West and 13,000 Marines train at MCT-East. The size of each MCT student population averages over 1000. Students at MCT-West are all male, while about 25% of students at MCT-East are females who completed recruit training at MCRD Parris Island. Males and females at MCT-East train together but live

in segregated barracks rooms and segregated field berthing. Video monitoring is not utilized, but students are virtually never alone with either students of the opposite sex or individual instructors. Student-to-instructor ratios vary from 1:8 to 1:15, with multiple additional layers of very active instructor oversight by company leaders.

3. Combat Instructor (CI) candidates are subjected to same rigorous, formal, multi-level “Special Duty” screening used for recruit training Drill Instructors. Instructor duty at SOI is highly sought after. Those selected then receive nine weeks of training at the Combat Instructor School, which includes training on sexual assault prevention, access to victim services, the proper handling of cases, sexual harassment, and ethics – with specific attention to the scope of power and authority of instructors. Instructors currently at SOI-West are all male. Thirty-three of the 445 designated CI’s at SOI-East are female, all of whom are assigned to MCT-East. In addition, a small number of female Marines have recently undergone instructor duty familiarization at ITB-East. As at recruit training, strict standards of conduct are enforced on CI’s throughout infantry skills training. Every allegation of misconduct is investigated, and substantiated findings trigger harsh consequences.

4. The command climate throughout both SOI’s is intensely values-based and intolerant of misconduct, with a strong focus on professionalization of the Force. Even the gruffest Marine infantry leaders were well-versed in gender issues and SAPR processes, and several spoke of applying the same concerns they have at home for college-age offspring. Strict formal standards prohibit social relationships between instructors and students during and after training. Students with issues have easy access to other instructors, Uniformed Victim Advocates (UVA’s), medical personnel, and chaplains – all of whom in turn report unfettered access to command leadership when issues arise. Chaplains actively insert themselves into various training activities to sense their tone and interact with students. They report NOT hearing derogatory comments about women, even in all-male settings. Female Marines in focus groups said essentially the same thing, and told us they would not hesitate to report misconduct, including sexual assault, to the nearest instructor – male or female. At SOI-East, three alleged sexual assaults of students by instructors occurred in the summer of 2012. The most serious involved an episode of coerced sex that came to light after a peer reported unusual activity by his fellow instructor. Two others involved inappropriate touching over clothes that were quickly reported by students themselves. All alleged offenders were quickly removed from training duty and are currently awaiting Courts Martial. The victims received support and moved on in their training. No subsequent incidents have been reported, even though several students have come forward to report sexual assaults prior to enlistment. There have been no reports in years of sexual assaults involving students at SOI-West. Students at both locations submit course critiques that can be anonymous, and have access to a suggestion box. The Commanding Officers review them all, and have initiated investigations on rare occasions when misconduct is cited. In addition, the SOI Legal Officers actively review duty logs for evidence of Standard Operating Procedure violations.

5. All personnel at both SOI locations have received Sexual Assault Prevention and Response (SAPR) training. Non-Commissioned Officers attended the Marine Corps “Take A Stand” program. Permanent personnel received a full day of all-hands training in October 2012 including an informal lecture, guided discussions, ethical decision games, and videos. Students receive 90 minutes of SAPR training structured to compliment that begun during recruit training,

and issues of gender and sexual assault are referenced during numerous subsequent discussions of professionalism, ethics, and core values.

Marine Corps Combat Service Support Schools

1. Marine Corps Combat Service Support Schools (MCCSSS) at Camp Johnson, North Carolina is primarily engaged in the training of enlisted and officer Marines in 43 distinct courses spanning four separate schools of financial management, logistics operations, personnel administration, and ground supply. Most students are young enlisted Marines in entry-level training that leads to Military Occupational Specialty (MOS) designation. They typically arrive directly after 13 weeks of recruit training, followed by 4 weeks of Marine Combat Training at the School of Infantry (see above), and their time at MCCSSS serves as an important transition between these uniquely intense prior experiences and subsequent duty with Marine Corps operating forces.

2. About 5500 students entered training during FY12, and the onboard student population varied seasonally from 1100 to 1700. Fifteen percent of students are female, and all MOS training at MCCSSS is mixed gender. Enlisted Marine students live in four barracks buildings – each associated with one of the four main schools. As in the Fleet, students are assigned roommates of the same gender, but male and female rooms are intermixed on various floors. No areas have video monitoring, but MCCSSS staff provides direct leadership presence while serving 24-hour onboard watch duty separately in each of the four barracks, with oversight by a fifth and more-senior onboard Command Duty Officer. Students do not receive overnight liberty while at MCCSSS – liberty hours end at 10 pm on weekdays and 12 pm on weekends. In addition, students are required to participate in vigorous daily early-morning physical training, led by MCCSSS staff, which simultaneously helps prepare Marines for the operating forces while also providing frequent opportunities for small-group mentoring.

3. Instructors at MCCSSS are informally pre-screened by Marine Corps community monitors and school managers, but they are not subjected to the rigorous process associated with Special Duty assignments such as recruit training. They undergo a one-week Training Command preparatory school along with additional indoctrination programs operated by each MCCSSS major school. All sign a Statement of Understanding that outlines strict standards for interaction with students. Of about 380 instructors, 29 (8%) are female. Two instructors are typically present in all classes, and they frequently receive unannounced visits by class auditors, schoolhouse managers, and command leadership. Students submit class evaluations and have easy access to the nearby medical clinic, local chaplains, numerous Uniformed Victim Advocates, and other resources.

4. Focus groups and stakeholder interviews confirm a command climate that is intolerant of misbehavior in general and sexual assault in particular. Occasional misbehavior by instructors is addressed aggressively and there have been no reports of instructors sexually assaulting students. Allegations of sexual assault by others are addressed by the command with equal vigor, and several accused offenders have received pre-trial confinement. The Sexual Assault Prevention and Response (SAPR) program is actively run; the Sexual Assault Response Coordinator

(SARC) has excellent access to the Commanding Officer; and the command is in the process of hiring a new full-time civilian SARC and a full-time civilian Victim Advocate.

5. Essentially all staff and students have received recently-updated and standardized Marine Corps training on sexual assault prevention and response, and the command tracks participation closely. Students receive at least two doses of sexual assault training specifically while at MCCSSS, totaling at least 90 minutes. In July 2012, the base commander held a base stand-down on sexual assault prevention and response. Shortly after newly arriving in July 2012, the current Commanding Officer met with all MCCSSS staff and instructors to personally convey his standards of conduct. In August 2012, the commanding general led a one-day sexual assault program for commanding officers and senior enlisted at Fort Lee as part of the Commandant's Campaign Plan against sexual assault.

6. Many of the factors described above are new since July 2012. They inseparably correlate with the arrival of the current Commanding Officer and his engaged leadership, along with active larger-scale implementation of the Commandant's Campaign Plan.

Marine Corps Communication-Electronics School

1. The Marine Corps Communication-Electronics School (MCCES) is located on the Marine Corps Air Ground Combat Center at Twentynine Palms, California. The command operates a large number of training programs at seven different locations. At Twentynine Palms, various entry-level training programs in three major areas are grouped respectively into Subordinate Training Units, including Communication-Electronics Maintenance School, Tactical Communication Training School, and Air Schools. New enlisted Marines arrive from the School of Infantry (SOI) to begin Military Occupational Specialty (MOS) training programs within each school. Separate training programs vary in length from several months to one year.

2. The number of Marine students in entry-level training at MCCES varies seasonally but averages about 1500, and about 6% of students are female. Students live in several nearby barracks buildings. Female students are segregated on one floor of a barracks building where the main entry has a duty watch station and side doors are alarmed. There is no video monitoring of barracks spaces. Each barracks has duty watch-standers and a duty Officer of the Day (OOD) is present. Students receive several days of orientation and indoctrination upon arrival at MCCES before beginning their specific curriculum. After that, they receive full liberty privileges. A few married students live off-base with their spouses or families.

3. Instructors are assigned to MCCES after informal screening by MOS community monitors. Upon arrival, each receives several months of instructor training before they begin classroom teaching. All staff personnel, including instructors, sign copies of strict and explicit command guidance on appropriate interactions with students – all forms of fraternization and personal relationships are forbidden. Of about 600 permanent-party staff, about 5% are female. Each class has two or more instructors, and students are rarely alone with individual instructors. Multiple layers of instructor oversight, including officers assigned to training sections, result in frequent instructor observation during class periods. There is a heavy presence of senior enlisted

leadership throughout the command. Instructor misconduct is rare, and allegations are aggressively addressed. Instructors accused of misconduct are immediately pulled from duty, and punishment for substantiated allegations is severe. The only alleged sexual assault of a student by an instructor involved an incident almost one year ago of very inappropriate touching in the barracks with others nearby. The incident was immediately reported by fellow students, the instructor was pulled from duty, a criminal investigation and Article 32 hearing have been completed, and the alleged offender is awaiting court martial.

4. Defining features of MCCES include its isolated desert location and its tenant status aboard a larger Marine Corps base engaged in training exercises with operational forces. The setting can be stressful for students in long training curricula. The command maintains an environment of values-based discipline and has also consciously promoted local trips and other positive activities for single Marines. Students have easy access to Uniformed Victim Advocates (UVA's), chaplains, medical personnel, other instructors, and enlisted leadership – each of whom in turn has easy access to command leadership. Customized local posters show photos and contact information for all thirteen command UVA's so that students can select who they would feel most comfortable. Students are provided information cards and are even instructed to program their cell phones with the local 24/7 access phone line for victim support. There are also anonymous suggestion boxes, and all inputs are carefully reviewed. Focus groups confirm few perceived barriers to reporting misconduct, and key stakeholders all separately discussed their commitment to coordinated support of sexual assault victims. The command has appointed and trained their own unit-level Sexual Assault Response Coordinator (SARC) to work in partnership with the installation-level SARC. Local NCIS agents confirm a dramatic shift over the past couple years in the aggressiveness of commands in addressing sexual assault issues and cases.

5. All students and permanent personnel have received Sexual Assault Prevention and response Training by a UVA. Training is also reinforced by UVA's during monthly "field day" formations. One area of specific emphasis involves how victims can preserve Restricted Reporting status if desired. A SAPR stand-down was recently held as part of the Commandant's Campaign Plan against sexual assault. The Commanding Officer, Executive Officer, and Command Sergeant Major are all highly visible and engaged in consistent messages about Marine Corps professionalism and intolerance for sexual assault.

MARINE CORPS OFFICER TRAINING

The Basic School

1. Every newly commissioned Marine Corps officer attends The Basic School (TBS) at Quantico, Virginia. Its mission is to train and educate new officers in high standards of professional knowledge, esprit-de-corps, and leadership – with particular emphasis on the responsibilities and war-fighting skills required of a platoon commander. The six-month curriculum includes classroom instruction, group discussion, and field exercises. It continuously emphasizes the "virtue ethics" of prudence, justice, courage, and temperance, along with the Marine Corps "warrior ethos." While the program is academically and physically rigorous, an

active mentorship program helps students remediate identified deficiencies. The largest single component (40%) of student officer evaluation is based on “leadership.” Graduates move on to further training or duty in aviation, combat arms, combat support, or combat service support.

2. About 1600 officers graduate each year. The student officer population averages about 800 and is 10% female. Female students are fully integrated into all training. Students share two-person barracks rooms with roommates of the same gender, but student housing is not otherwise segregated by gender. There is no video monitoring of barracks spaces.

3. Instructors at TBS are carefully screened and the Commanding Officer was hand-picked by the Commandant of the Marine Corps. About 500 enlisted instructors lead student officers in physical training and field exercises. The instructor staff also includes about 80 officers, of whom about 8-10% are female, reflecting the gender makeup of the Marine Corps. Standards of instructor conduct are strict and explicit – fraternization with students is forbidden. Instructors are continuously evaluated by 2-3 others, they receive quarterly written evaluations, and students provide frequent feedback. Instructor misconduct is quickly reported by students or peers. In the past year, an episode of inappropriate touching of a female student by a Warrant Officer instructor was reported by the victim and fellow students. The instructor was immediately removed from duty, the Naval Criminal Investigative Service (NCIS) investigated the case, and the offender ultimately received an Other-Than-Honorable discharge.

4. The command climate at TBS is disciplined and values-based. There were no alleged sexual assaults of TBS students by other students in Fiscal Year 2012. Fraternization and sexual activity among students is forbidden, and occasional violations trigger serious consequences. Students have easy access to Uniformed Victim Advocates (UVA's), chaplains, other instructors, and school leadership. The Commanding Officer maintains a highly visible presence throughout the command, and he is nothing short of passionate about ethical standards of conduct and leadership.

5. All staff personnel at TBS have received either the Marine Corps “Take A Stand” or “All Hands” Sexual Assault Prevention and Response (SAPR) training in 2012. Material on sexual assault is integrated into numerous safety briefings, ethical training, and other presentations throughout the curriculum.