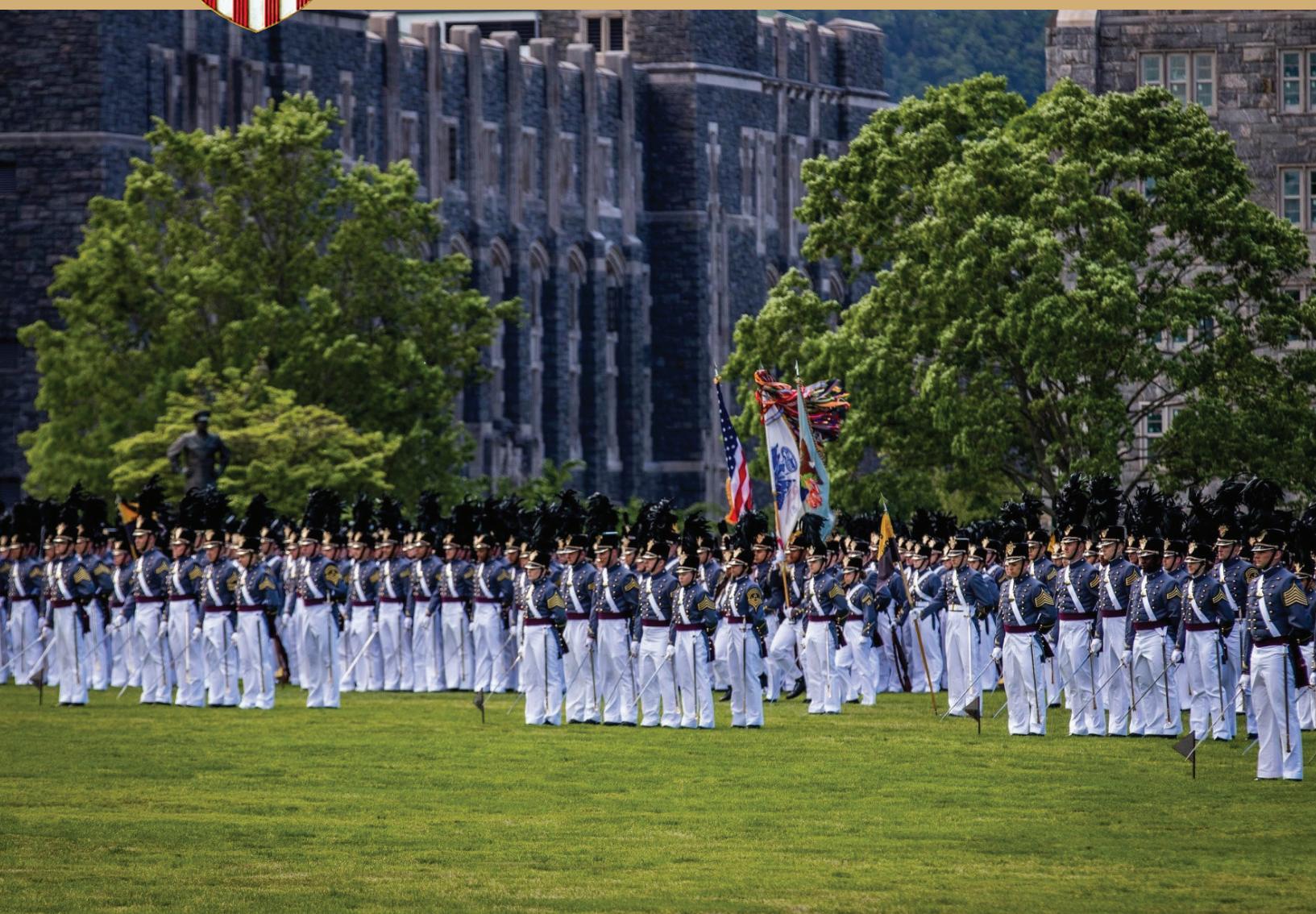




UNITED STATES MILITARY ACADEMY
WEST POINT.®



**DIVERSITY AND INCLUSION PLAN
(2020-2025)**



UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



TABLE OF CONTENTS

From the Superintendent.....	3
Mission and Vision.....	4
Values	4
Why Diversity Matters.....	5
Definition of Diversity and Inclusion	6
Three Aspects of Diversity	6
Diverse and Inclusive Environment.....	6
Diversity and Inclusion Plan	7
Diversity and Inclusion Strategic Outcomes.....	8
Lines of Effort.....	8
Line of Effort #1 and #2: Develop Leaders of Character and Cultivate a Culture of Character Growth	9
Speaker Series	9
Hot Topics	9
Support to Diversity Clubs	9
Cultural/Special Observances.....	9
Annual Diversity and Inclusion Leadership Conference	10
Diversity and Inclusion Minor	10
Excel Scholars Program	10
Academic Success Program (Peer Mentorship).....	10
Line of Effort #3: Build Diverse and Effective Teams	11
Cadet Leader Development STEM (CLD STEM)	11
West Point Leadership Ethics, and Diversity Conference (WPLEC)	11
Leadership, Ethics, and Diversity in STEM (LEADS)	11
Diversity of Talent Search (DOTS).....	12
Minority Visitation Program (MVP)	12
Line of Effort #5: Strengthen Partnerships	13
Partnership with Directorate of Cadet Activities (DCA).....	13
Outreach to Academia	13
Outreach to USMA Alumni	13
Partnership with Department of Defense and Department of the Army	13
Outreach to the American Public	13
Measuring and Assessing the Command Climate.....	14
Defense Equal Opportunity Climate Surveys (DEOCS)	14
Military Service Academy DEOCS	14
Brown Bag Lunches.....	14
Conclusion	14



UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



OFFICE OF THE SUPERINTENDENT
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The United States Army's number one priority is people. It is through people – our Army's greatest strength and most important weapon system – that we maintain readiness as the world's premier combat force, achieve mission success and win when called upon to defend the Nation. To that end, the new Army People Strategy outlines how the Army "will acquire, develop, employ, and retain the diversity of Soldier and Civilian talent needed to achieve Total Army readiness," ensuring we have the right people, in the right place at the right time when called upon to deploy, fight, and win in the crucible of ground combat.

The strength of any team, but particularly the cohesive teams that are foundational to Army readiness, is in its ability to leverage diversity across the spectrum. Maximizing the talent and experience of every person on the team, and treating them with dignity and respect, enhances readiness and makes us a more combat ready Army that can win on today's and future battlefields. The United States Military Academy (USMA) is fully committed to creating an environment, both rich in diversity and inclusive of all.

Leveraging and integrating diversity across the spectrum allows us to create and sustain an inclusive organization that attracts our nation's best talent, both for the Corps of Cadets and our staff and faculty. Additionally, it ensures we have the talent necessary to equip our graduates with the skills and competencies needed to lead a diverse and inclusive 21st century Army.

However, diversity cannot be an afterthought, it must be a thoughtful and purposeful approach to ensure we get the right talent and the right mix of talent. The USMA Diversity and Inclusion (D&I) Plan provides the diversity vision, mission, and strategic outcomes, goals, and objectives for the Academy. The plan, which will be implemented over the next five years, is the result of a collaborative effort among the Diversity Office, all USMA major activity directorates and direct reporting units, and the Department of the Army. The Office of Diversity, Inclusion, and Equal Opportunity (ODIEO) in collaboration with the USMA Faculty and Staff will lead the effort of implementing this D&I Plan.

It is important that we work as a team to provide assessment and feedback for the D&I Plan. This is the only way we will achieve success in fostering a diverse and inclusive organizational culture at West Point, and ensuring we are mission ready to develop leaders of character, ready to lead, fight, and win in the crucible of ground combat.



DARRYL A. WILLIAMS
Lieutenant General, U.S. Army
Superintendent



UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



Mission and Vision

Diversity and Inclusion Mission: Create and leverage a diverse and inclusive USMA team to educate, train, and inspire leaders of character capable of effective leadership in a diverse Army.

Vision: USMA is recognized by the Army and the Nation as the preeminent leader development and academic institution committed to inclusive principles and practices.

Equal Opportunity Mission: Formulate, direct and sustain a comprehensive human relations effort to eliminate discrimination, maximize human potential, and to ensure fair treatment for all personnel.

Values

The values of the United States Military Academy are enshrined in its motto: “**Duty, Honor, Country.**”

It is important that the United States Military Academy continues to be a place where men and women of different backgrounds, cultures, ideas, and beliefs know and understand that they are valued members at every level.

Loyalty. Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other Soldiers/co-workers. Bearing true faith and allegiance is a matter of believing in and devoting yourself to something or someone.

Duty. Fulfill your obligations. Doing your duty means more than carrying out your assigned tasks. Duty means being able to accomplish tasks as part of a team.

Respect. Treat people as they should be treated. In the Soldier’s Code, we pledge to “treat others with dignity and respect while expecting others to do the same.”

Selfless Service. Put the welfare of the nation, the Army and your subordinates before your own. Selfless service is larger than just one person. In serving your country, you are doing your duty loyally without thought of recognition or gain.

Honor. Live up to Army values. Honor is a matter of carrying out, acting, and living the values of respect, duty, loyalty, selfless service, integrity, and personal courage in everything you do.

Integrity. Do what is right, legally, and morally. Integrity is a quality you develop by adhering to moral principles. It requires that you do and say nothing that deceives others.

Personal Courage. Face fear, danger, or adversity (physical or moral). Personal courage has long been associated with our Army. With physical courage, it is a matter of enduring physical duress and, at times, risking personal safety.



UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



Why Diversity Matters

The Armed Forces represent the nation it defends, including reflecting our nation's diversity.

There is a growing divide between the military demographic and the American people.

An Army not representative of the nation risks becoming illegitimate in the eyes of the people.

It is imperative that we leverage all aspects of the nation's diversity to include gender, ethnicity, religion, education, thought, sexual orientation, and cultural background to create and sustain an inclusive organization that attracts the best the nation has to offer.

We must create an environment that appeals to the aspirations of America's younger generation. Only then will we be successful in competing with the civilian sector for the highest quality recruits.

Increasing diversity in the Officer Corps and developing officers who engage and understand American society will foster a better civil-military relationship and assist in shrinking the gap between the military and civilian leaderships.

A diverse and inclusive organization that is representative of the society it serves will allow us to attract dynamic men and women, which inherently will strengthen the force.





UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



Definition of Diversity

Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability, religious or ethical values system, national origin, and political beliefs.

Definition of Inclusion

Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive organization promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.

Three Aspects of Diversity

At USMA it is critical that we are guided by diversity functionally, ethically, and practically.

1. **Functional.** Ensure USMA has the systems in place to support and sustain diversity. These include policies, execution orders, and plans that guide our efforts.
2. **Ethical.** Ensure that everyone at USMA is treated with the utmost dignity and respect.
3. **Practical.** Respect the talents and abilities of everyone knowing that each is a valuable member of the team.

Diverse and Inclusive Environment

The United States Military Academy has a responsibility to the present and future American constituency to deliberately be inclusive of the people we serve. Likewise, we must maintain the inclusive environment at West Point that ensures a positive Cadet experience for all and contributes to the ability of our graduates to lead in a diverse Army.

Recruiting. The United States Military Academy will continue to be in competition for the nation's best talent. We are competing with highly selective academic institutions and our fellow service academies to attract high school graduates from diverse backgrounds. We must continue to develop opportunities for all people across America and be persistent in preparing for the projected demographic shifts in our nation. To be successful, our efforts will need to maintain an environment where differences are valued, and members of American society can see themselves among our Cadets Connecting with America. Our Armed Forces must reflect the nation it defends, including the diversity of the people we serve. We have a growing divide between the military demographic and the American people, particularly within the Officer Corps. An Army not representative of the nation may become illegitimate in the eyes of some people. USMA must be forward focused on both the current and the projected demographics of our nation. Additionally, we need to be mindful of the Army's current challenges that may discourage participation from across the nation's diverse communities.

Diversity. It is imperative that we do not limit our view of diversity to race, ethnicity and gender. As we have seen in global operations, the diverse backgrounds in our formations enhance mission accomplishment, whether it be cultural understanding, language, or bringing new perspectives to a complex problem. Aspects of our diversity include gender, ethnicity, religion, education, thought, and cultural backgrounds. Our requirement is to create and maintain an inclusive organization that inherently attracts the best the nation has to offer.



UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



Generational Differences. Our workplaces are generally made up of multiple generations. To be successful, we must create an environment that appeals to the values and aspirations of America's growing younger generation. Only then will we be able to better compete for the most-qualified high school students.

Attracting the Best-Available Talent. To attract the best candidates that reflect the diversity of our nation we need to leverage the diverse talent currently at West Point. Our Cadets, staff, and faculty represent the best America has to offer, and our ideally suited to serve as role models and mentors for future members of the Long Gray Line. Additionally, leaders need to become more aware of the climate of their organization, ensuring they foster and inclusive environment that actively seeks diversity in all its forms. Creating this type of environment at all levels of the Academy and empowering the existing diverse talent to recruit and mentor candidates from across all demographics will set the conditions for success.

Diversity and Inclusion Plan

The USMA D&I Plan is in direct support of the Superintendent's Priorities of Effort and the USMA Strategy. The priorities of effort it directly supports are: Developing Leaders of Character, Cultivating a Culture of Character Growth, Build Diverse and Effective Teams, and Strengthen Partnerships.

The D&I Plan describes many of the specific measures designed to increase and sustain diversity.

Successfully increasing diversity not only requires bringing more diverse candidates to USMA, but also requires establishing and maintaining programs focused on recruitment and retention of diverse faculty and staff; professional development of the faculty, staff, and Cadets; continued and consistent efforts to create an inclusive organizational culture; and an integrated assessment process that allows senior leadership to monitor/measure the effectiveness and resourcing of diversity programs and initiatives.





UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



Diversity and Inclusion Strategic Outcomes

1. Leaders at all levels across USMA are fully committed to diversity and inclusion principles, practices, and outcomes.
2. Among academic, military, and federal institutions, the Academy is a recognized national leader in maintaining an inclusive environment.
3. The Corps of Cadets and USMA staff and faculty attracts a continuous pool of applicants from diverse backgrounds that best meets the talent needs of USMA and the Army.
4. Staff and faculty members from all backgrounds support a blend of excellence that reflects diversity in our Army and contributes to the collective strength of the Academy.
5. Graduates, staff, and faculty depart USMA with the capacity and commitment to serve as the Army's foremost leaders of diverse and inclusive organizations.
6. Well-defined and clearly articulated activities, initiatives and programs that can be enhanced through margin of excellence and other support from the West Point Association of Graduates.
7. Through contributions to leader development, research, analysis, education, and training, the Academy continuously makes measurable contributions to diversity and inclusion progress throughout the Army.

Line of Effort

Each line of effort has a clearly defined goal and a detailed explanation of the efforts and initiatives included in each. It is critical to understand that the efforts and initiatives in each line of effort often cross over and complement one other.





UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



Line of Effort #1 & #2: Develop Leaders of Character and Cultivate a Culture of Character Growth

GOAL: Foster an organizational culture that understands and values diversity and employs inclusive practices throughout daily operations and activities.

INITIATIVES:

Speaker Series (3 per year)

USMA plans to host a speaker series in addition to the speakers and workshops occurring during the annual Diversity and Inclusion Leadership Conference. Some proposed topics will include, but are not limited to, unconscious bias, generational differences, and emotional intelligence. The goal of this series is to provide more depth and breadth to issues surrounding human differences that Cadets, staff and faculty may only be subconsciously aware of. This initiative will bring in leading experts who are both well versed on a topic and skilled in presenting information to a diverse audience.

Hot Topics (3 per year)

Throughout the academic year ODIEO partners with the Cultural Affairs Seminar (CAS Diversity Club) to host three “Hot Topic” forums. These interactive forums explore current and controversial issues in a safe and structured panel setting. Attendance is completely voluntary and usually occurs in the evening. These exchanges provide great insight and appreciation of controversial issues. They are explored through healthy, respectful, and non-political dialogue. The forums are a wonderful example for Cadets, staff and faculty and increases respect and dignity.

Support to Diversity Clubs

ODIEO supports West Point’s fourteen Diversity Clubs. ODIEO often collaborates with the clubs and occasionally funds trips and other initiatives. These clubs provide a rich experience for Cadets and many have active outreach efforts to inform and engage many individuals at West Point. The diversity clubs include: Asian Pacific Club, Big Brothers/Big Sisters, Cadet Secular Student Alliance, Cultural Affairs Seminar, Japanese Forum, Korean-American Relations Seminar, Latin Dance Club, Margaret Corbin Forum, National Society of Black Engineers, Native American Heritage Forum, Society of Professional Hispanic Engineers, Society of Women Engineers, Spectrum, and the Vietnamese-American Cadet Association.

Cultural/Special Observances (9 per year)

ODIEO is responsible for planning and executing 9 cultural or special observances each academic year. The observances include: Martin Luther King Jr. Birthday, African American/Black History Month, Women’s History Month, Days of Remembrance, Asian American/Pacific Islander Heritage Month, LGBT Pride Month, Women’s Equality Day, National Hispanic Heritage Month, and National American Indian Heritage Month. These observances are conducted to enhance cross-cultural awareness among all Soldiers, Cadets, civilian employees, and their families. These observances recognize the achievements and contributions made by specific racial, ethnic, or gender groups in our society. They promote understanding, teamwork, harmony, pride, and esprit among all groups, not just within the specific group being honored.



UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



Annual Diversity and Inclusion Leadership Conference

Each year USMA hosts a Diversity and Inclusion Leadership Conference. The target audience in USMA faculty and staff, Cadets, West Point Alumni, members of the Army, the three other service academies, other universities, and leading diversity and inclusion professionals. The desired outcomes are to determine best practices to foster more inclusive behavior, communicate effectively to solve problems, and increase interactions. The conference includes workshops, panels, and prominent guest speakers.

Diversity and Inclusion Studies Minor (DISM)

The Diversity and Inclusion Studies Minor (DISM) exposes Cadets to varied perspectives and methodologies for understanding and studying people. Moreover, the DISM at West Point offers Cadets a framework for critically and creatively thinking about the broader impact of diversity and inclusion at the individual, organizational, societal, and global levels. It also provides our Cadets opportunities to pursue diversity and inclusion in intra-, multi-, and inter-disciplinary ways. Faculty from the departments of Behavioral Sciences and Leadership, History and English and Philosophy with assistance from colleagues across USMA collaborated to create the minor. Some of the courses offered with DISM: Leading Inclusive Teams; Social Inequality, Power and Difference; Politics of Race, Gender, and Sexuality; World Religions; Race, Ethnicity and Nation; Society and Culture in American History.

Excel Scholars Program

The Excel Scholars Program is a Dean's-sponsored initiative to promote the professional excellence of high performing Cadets from underrepresented groups by encouraging them to strive for a higher standard and be an instrument for change.

Excel accomplishes this mission through mentoring and promoting diversity of the Cadet leadership participant pool; identifies promising Cadets from historically underrepresented groups to participate in Excel; encouraging ongoing excellence in the academic, military, and physical dimensions of the West Point Leader Development System (WPLDS); and nurturing these Cadets to compete for post-graduate scholarship opportunities.

Academic Success Program (Peer Mentorship)

Academic Success Program Peer Mentorship targets first-year underrepresented students. The goal of the program is to have all Cadets successfully complete their plebe year. The program provides critical academic support and encouragement for Cadets especially those who may be first generation college students. Efforts include the evening program for Cadets during mandated Evening Study Period from 1930 to 2230. In peer to peer tutoring plebes who are doing well academically tutor others in the same course. The focus is helping Cadets who are in danger of not meeting institutional academic goals. Cadet participation in the peer to peer tutoring program is organized and managed by Cadets in the Cultural Affairs Seminar and closely monitored by the Diversity Office Academic Retention Specialist whom also provides academic counseling. All these efforts and personnel work in conjunction with established programs at the Center of Enhanced Performance.



UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



Line of Effort #3: Build Diverse and Effective Teams

GOAL: To actively reach out to underrepresented populations throughout the United States focusing on middle and high school students through formalized recruiting and outreach programs. Key to this line of effort is working in coordination with key influencers and educators of the students. An additional goal is to attract, recruit, hire, and retain a highly qualified and diverse staff and faculty.

INITIATIVES:

Cadet Leader Development in Science, Technology, Engineering and Math (CLD STEM)

CLD STEM is a series of mobile workshops, aimed at promoting STEM among middle school students across the country with a specific emphasis on diverse student populations and/or students from underserved communities. During these workshops, faculty and Cadets work with students to design bridges, build robots, and build wind turbines, among many hands-on fun, educational activities to teach middle school students. Students are taught subjects like mobile Robotics, Bridge Design, Renewable Energy, Drones, Lego mind storm, Programmable Circuits and Roller Coaster Engineering. West Point's staff, faculty and Cadet participation typically includes: 2 staff & facility facilitators, 1 Officer-in-charge, and 4 Cadets. Due to resources, space and close interaction that is desired the maximum number of high school students is 40. Annually there are approximately 40 CLD STEM events.

West Point Leadership Ethics, and Diversity Conference (WPLEC)

WPLEC is a Leadership and Ethics Conference conducted as a precursor for hosting organizations to facilitate a future full Leadership, Ethics, and Diversity in STEM (LEADS) workshop. These WPLEC workshops provide an opportunity for West Point Cadets to demonstrate Leadership scenarios to Students from under-represented communities and guide them with identifying and confronting leadership and ethical challenges. West Point's staff, faculty and Cadet participation is similar to CLD STEM events.

Leadership, Ethics, and Diversity in STEM (LEADS)

The West Point Leadership, Ethics and Diversity in STEM (LEADS) is a community outreach program which assists students and educators in achieving their goals by sharing those competencies for which the United States Military Academy are known.

ODIEO works in conjunction with the Director of Admissions and the Office of the Dean to execute these events. Local West Point Alumni Societies also play a significant role supporting these events. Cadets spend the day in small teams engaging students in leadership, ethics, STEM and living an honorable life. The goal is for participants to have a better understanding of exemplary leadership, its impact on the STEM Community and a way to engage their peers in the same topics upon returning to their communities. West Point's participation typically includes one OIC, and eight Cadets.

There is a maximum of 200 middle and high school students per workshop. Many of the students are members of Junior ROTC programs. ODIEO typically plans and executes ten LEADS events annually. Based on guidance from senior Army leadership we are planning to conduct LEADS in some of the Army's 21 "priority cities." During the fall semester the priority will be on cities at away football games.



UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



Diversity of Talent Search for West Point (DOTS)

The Diversity of Talent Search for West Point (DOTS) program conducts three annual recruitment trips to Historically Black Colleges and Universities (HBCU) to increase awareness and spur interest in faculty positions at West Point. The goal is to establish relationships with HBCU's to include four objectives: Recruit African-American STEM instructors, increase awareness of graduate opportunities, establish relationships with HBCU's and maintain contact with a diverse talent pool. Additionally, DOTS informs and engages academic professionals about opportunities to serve as professors at USMA.

Minority Visitation Program (MVP)

The Minority Visitation Program pays for highly qualified candidates and an accompanying parent to travel to West Point and experience Cadet life, including the barracks, academic classes/labs, athletics, and Cadet Clubs. Not only does the visitation program provide minority students the opportunity to experience West Point, but it also directly addresses many parent's misconceptions about West Point.





UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



Line of Effort #5: Strengthen Partnerships

GOAL: Develop effective partnerships with Academia, West Point Alumni, Department of Defense, Department of the Army, and the American Public. These partnerships will provide networking and educational opportunities to assist USMA with implementing successful diversity and inclusion strategies and leverage best practices. Sustainment of these partnerships can create an environment that sparks innovation, encourage team members to share ideas, enhance recruiting and retention, and offer different perspectives to solve complex problems.

INITIATIVES:

Partnership with Directorate of Cadet Activities (DCA)

ODIEO partners with the Cultural Arts Department, Cadet Programs, and Extracurricular clubs of DCA. This enhanced partnership will ensure that the diversity clubs and social/cultural programs gain broader exposure to Cadets, Faculty/Staff, DOD, and the American public. The ODIEO and DCA programs that will offer experiential learning opportunities that sustain diversity and create social spaces for participants to use the skills and tools they learned to break down barriers and bolster inclusivity. This collaboration will ensure that ODIEO offers cultural awareness programs and social events that intertwine the goals to cultivate a culture of character growth, build diverse and effective teams, and strengthen partnerships throughout the enterprise.

Outreach to Academia

USMA actively reaches out to other institutions of higher learning to share ideas and best practices. Nearly every major event at USMA involves participation from students and professors from local and regional academia. Ideas concerning best practices of building a diverse and inclusive team are shared and discussed.

Outreach to USMA Alumni

USMA maintains close contact with the thousands of alumni and works with the Association of Graduates (AOG) on a regular basis. AOG's Diversity and Inclusion Committee provides wonderful assistance in furthering the diversity goals of USMA.

Partnership with Department of Defense and Department of the Army

USMA is fully aligned with diversity and inclusion efforts and initiatives of the Department of Defense and the Department of the Army. Regular contact is maintained with the other service academies' Diversity and Inclusion offices. Additionally, every year all the service academies' Chiefs of Diversity meet for a conference to discuss challenges, opportunities, and initiatives concerning human relations.

Outreach to the American Public

The bedrock of the military is the trust and confidence of the American public. USMA constantly engages with communities, companies, and organizations throughout the country. USMA personnel regularly participate in conferences focusing on diversity, inclusivity and the celebration and recognition of excellence. Some examples of partnership and outreach include the Federal Asian Pacific American Council (FAPAC), League of United Latin American Citizens (LULAC), Women of Color (WOC), and Black Engineers of the Year Awards (BEYA).



UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



Measuring and Assessing the Command Climate

GOAL: This line of effort focuses on organizational assessment which is a systematic procedure to gather data about units and directorates with the goal of providing insight to commanders and directors on efforts to sustain and improve operations. An assessment assists to identify and positively address issues to ensure all members feel valued, included, engaged, and empowered to meet our mission.

INITIATIVES:

Defense Equal Opportunity Climate Survey (DEOCS)

The main assessment tool in the Army is the DEOCS. All commanders, within 60 days of assuming command, will conduct a DEOCS and yearly thereafter. Within the United States Military Academy, the Superintendent, Commandant, and Dean all conduct DEOCS. The Superintendent receives and closely monitors the results of the Commandant and Dean's DEOCS. The primary areas in the survey include:

1. Organizational Effectiveness
2. Equal Opportunity, Equal Employment Opportunity, and Fair Treatment
3. Sexual Assault Prevention and Response

Commanders also have the option to develop ten locally developed questions and five short answer questions to target specific areas they are interested or concerned about. The goal is to have over 50% participation on the survey. The results of the survey provide commanders with a snapshot of the climate and morale and provide insight on what areas to focus on.

Military Service Academy DEOCS

All Cadets take the Military Service Academy Organizational Climate Survey which is similar to the DEOCS. The results provide a valuable tool for leaders in the United States Corps of Cadets to gauge morale and to identify any areas of concern. Issues brought up can be further explored and possibly resolved in focus groups and training.

Brown Bag Lunches

Every year the Superintendent conducts numerous Brown Bag lunches with military members and civilian teammates to explore areas in a smaller, more intimate setting with a goal to improve support to the mission and engagement.

Conclusion

At West Point, we support the Army's overall readiness by developing leaders of character who are committed to the values of both the United States Military Academy and the Army.

Whether in peacetime or war, the strength of our combined arms team is its ability to leverage diversity across the spectrum. Every Army team, from platoon to the entire force, consists of individual members who bring a wide range of experience, talent, ideas and perspectives, informed by their gender, ethnicity, culture, geography and more. Good leaders bring that talent and experience together, to leverage, integrate and synergize it so that the team successfully accomplishes the mission. Maximizing diversity and inclusion enhances unit readiness and makes us a more combat ready Army that can win on today's and future battlefields.



UNITED STATES MILITARY ACADEMY DIVERSITY AND INCLUSION PLAN



ENGAGE, INCLUDE, AND EMBRACE ALL



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