

USAFA DIVERSITY PLAN JUNE 2009

The United States Air Force Academy Diversity Statement¹

The United States Air Force Academy mission is, “To educate, train, and inspire men and women to become officers of character, motivated to lead the United States Air Force in service to our nation.” Its vision is, “USAFA, the Air Force’s premier institution for developing leaders of character.” The Department of Defense notes that, “The annual accession of a substantial number of officers who have experienced an intensive professional military environment during the achievement of a 4-year college education is a key to maintaining institutional values essential to the military structure. The accession of those officers generates positive peer influence to convey these traditions and values, stimulating the entire force. That serves to sustain professional attitudes, values, and beliefs essential to the long-term readiness of the Armed Forces.” The United States Air Force Academy is committed to achieving these objectives for the United States Air Force.

The Air Force Academy is the only commissioning source for the United States Air Force where young men and women are recruited as high school graduates and carefully developed throughout a four year top-ranked university experience completely under Air Force control, with the objective of preparing them to serve their country as leaders of the United States Air Force.

The Faculty, Staff, and Administration of the Academy, and the Leadership of the United States Air Force, relying upon hundreds of years of collective experience, academic research², and the experiences of other universities³, support the idea that education of the highest quality at the university level can best be achieved in an academic environment that challenges young people by exposing them to a broad range of ideas and experiences in both a formal classroom setting and in informal interactions with individuals whose background and experience offer dissimilar information. These

¹ See *The United States Air Force Academy Diversity Statement*, October 2007, adopted by the Faculty, Staff and Leadership of the Air Force Academy, as well as the Leadership of the United States Air Force.

² See, among other sources, *Diversity and Educational Outcomes in Higher Education: A Review in Light of Recent U.S. Supreme Court Decisions*, Dean of Faculty – Department of Behavioral Sciences and Leadership – United States Air Force Academy, dated 12 November 2004.

³ See, among other sources, the University of Michigan Office of Undergraduate Admissions mission statement, “The University of Michigan seeks to enroll and graduate applicants who will develop and grow educationally and personally, and contribute to the University community, the State of Michigan, and the broader society. To that end, the role of the Undergraduate Admissions Office is to recruit, admit, and encourage enrollment of applicants who are academically excellent, accomplished in extracurricular endeavors, and broadly diverse. It is the University’s experience and judgment that this mix of students will foster the vibrant educational atmosphere that provides the best educational experience for all students.” *Recruitment Activities Report*, University of Michigan, Office of Undergraduate Admissions, 2005-2006.

interactions, living and working with people with alternative views offers our students the opportunity to examine their personal assumptions and philosophies in contrast to those of others. Such an academic experience is optimally achieved in an educational setting composed of people with widely divergent backgrounds, experiences and talents. To create such an environment, and therefore assure the quality of education that we seek, we must actively identify, recruit, retain, develop and graduate students who, by the collective impact of their individual diversity, will provide such an academic setting.

Implementation of the USAFA Diversity Plan will help foster an environment that contributes to attainment of the USAFA Outcomes. Based on the AF Core Values, these Outcomes delineate the Responsibilities, Skills and Knowledge each Academy graduate should possess. While attainment of all Outcomes should be enhanced, the Diversity Plan directly contributes to the following Tier 2 Outcomes:

Responsibilities

- Ethical Reasoning and Action,
- Respect for Human Dignity
- Lifelong Development and Contributions
- Intercultural Competence and Involvement

Skills

- Teamwork

Knowledge

- Civic, Cultural and International Environment
- Ethics and Foundation of Character

USAFA's premise is to increase its graduate population across the definition of diversity not only to enrich the USAFA educational and training experience but to leverage the known benefits of diversity that can enhance Air Force capabilities and warfighting skills. Our graduates will serve as leaders of an Air Force already composed of people from widely diverse backgrounds and experiences and projected to become even more diverse. This diversity is one of our greatest strengths and optimizing the effectiveness of that strength is our leadership challenge. The Air Force must also be prepared to respond to a variety of threats throughout the world, so Airmen must be able to fight effectively in this dynamic global environment and successfully work with, or fight against, military forces and people of differing cultures and views. Our approach therefore must go beyond recruiting and accessions to encompass retention, leadership development and accountability.⁴

To this end, the Air Force Academy is a leadership laboratory where cadets develop leadership abilities through demonstrated performance. They are organized in a structure similar to the Air Force itself, and progress through cadet ranks and positions

⁴ See among other sources *Amicus Curiae* brief for Lt. Gen. Julius W. Becton, Jr., et al. that was cited in the majority opinion in *Grutter v. Bollinger*, 539 U.S. 306 (2003).

that allow them to exercise leadership skills at progressively more challenging levels. This provides exceptional opportunities to learn and these opportunities are best realized when the cadet cadre itself is widely diverse. Only in such an amalgamated environment can cadets learn to bring out the best in each individual regardless of his or her background, and achieve organizational effectiveness by combining the individual strengths and perspectives each person brings to the organization. Correspondingly, we conclude that recruiting, retaining, developing and graduating a diverse cadet corps is as important for Air Force leadership training as it is for the quality of academic education.

For Air Force Academy purposes, consistent with the Air Force approach to diversity, “Diversity” is defined as a composite of individual characteristics that includes personal life experiences (including having overcome adversity by personal efforts), geographic background (e.g., region, rural, suburban, urban), socioeconomic background, cultural knowledge, educational background (including academic excellence, and whether an individual would be a first generation college student), work background (including prior enlisted service), language abilities (with particular emphasis on languages of strategic importance to the Air Force), physical abilities (including athletic prowess), philosophical/spiritual perspectives, age (cadet applicants must be within statutory parameters for academy attendance), race, ethnicity and gender.

The Air Force Academy welcomes and supports diversity, convinced that it significantly enhances the quality of higher education and leadership development. We encourage everyone who believes that he or she may qualify, to apply for admission. We are committed to consider all applications lawfully, individually, and holistically. Admissions selection decisions will be made without regard to religion, race, ethnicity, or gender.⁵

With these matters in mind, USAFA’s diversity goal is to:

Expand the diversity of the USAFA cadet wing to better educate and train future officers expected to serve a diverse and expeditionary force.

MICHAEL C. GOULD
Lieutenant General, USAF
USAFA Superintendent

⁵ The Air Force Academy admissions criteria do not provide for “pluses” or other admissions benefits based on race, ethnicity or gender. The Academy is committed to pursuing other means to interest, support and encourage qualified individuals representing these aspects of a diverse student body, as well as all other applicants and cadets. The Academy and Air Force leadership will periodically review the academic environment, and consider whether modification of the admissions selection criteria is necessary and permissible under law.

Overview

The USAFA Diversity Plan is an action plan in direct support of diversity objectives contained within the USAFA Strategic Plan and USAFA Mission Element Strategic Plans. The following plan describes many of the specific measures designed to enhance and develop diversity across the Air Force Academy. It is divided into four sections and proposes a strategy of short and long-term measurable initiatives.

This Action Plan describes the “roadmap” that addresses means of increasing, retaining and sustaining diversity across USAFA. It provides the tactical level plan for success by listing focus areas and measurable initiatives while specifying the process by which USAFA senior leadership can regularly monitor progress. Successfully increasing Air Force Academy diversity not only requires bringing more diverse candidates to USAFA, but also requires establishing and maintaining programs focused on retention of diverse faculty and staff, professional development of the faculty, staff, and cadets, and an integrated assessment process that allows senior leadership to monitor/measure the effectiveness and resourcing of diversity programs and initiatives.

Appendix A, Definitions, is a compilation of definitions to facilitate understanding and plan implementation.

Appendix B, Resources, identifies the human and financial resources needed to accomplish identified goals and objectives. Adequate resources and expertise are essential to Action Plan success.

Appendix C, Chief Diversity Officer Report, defines the role, responsibility, and importance of the USAFA Chief Diversity Officer.

Although the USAFA Diversity Plan is led by the USAFA Chief Diversity Officer (CDO), successful implementation and follow through requires engagement and action from all USAFA Mission Elements, Directorates, and the entire Air Force team.

Action Plan

The Action Plan, USAFA’s roadmap to achieving and sustaining greater diversity, is divided into four primary objectives: Accessions; Retention; Force Development; and Accountability.

The following principles guide the Action Plan:

- **Accessions:** establish self-sustaining programs that identify, attract, and access diverse candidates
- **Retention:** establish and strengthen programs focused on retaining a diverse Cadet Wing and faculty and staff

- **Force Development:** establish and incorporate professional development programs and initiatives for the USAFA staff, faculty, and cadets that develop a USAFA culture that values, respects and celebrates diversity
- **Accountability:** establish accountability for successful diversity efforts through the USAFA Institutional Effectiveness Program (IEP) and senior leader oversight to monitor/measure the effectiveness and resourcing of diversity programs and initiatives

In order to make this plan a reality, USAFA's top priority is to establish a Chief Diversity Officer (CDO) and support staff, who reports directly to the Superintendent, to lead development, coordination and implementation of Academy-wide diversity efforts. While individual Mission Elements will maintain responsibility for executing specific diversity initiatives, it is imperative that an executive-level CDO oversee the entire diversity plan to ensure MEs are working towards common goals and that effort and resources are prioritized and synergized to produce maximum effect.

OPR: USAFA/CC

OCRs: USAFA/DP, USAFA/FM, USAFA/DF, USAFA/RR, USAFA/CW, USAFA/AD, USAFA/PL

ACCESSIONS

USAFA's numerous recent recruitment efforts and programs have been successful in many areas and serve as the foundation for the future. While we must continue to develop these initiatives, USAFA must also institute bold new enterprises designed to promote significant progress toward increasing diversity. These efforts will focus on elevating interest in USAFA for the increasingly diverse⁶ group of highly qualified high school students across American society.

Internal admissions review of past recruiting trends demonstrates that many locales, which are potential areas to compete for talent, have not been the object of appropriate level of attention, analysis, and resource allocation. These areas warrant more attention and should result in significantly increased applications of qualified individuals overall.

Continued coordination between the Air Force Recruiting Service, the Air Force Reserve Officer Training Corps (AFROTC), and USAFA regarding recruitment of future officer candidates, particularly diverse candidates will be crucial to the success of the plan. These three organizations should leverage integration of their accession efforts with the goal of gaining economies of scale and scope while maximizing the strategic effectiveness and impact of the message.

As specified in Title 10, U.S. Code, the Congressional nomination and appointment process greatly influences the composition of each entering class. Many of the Congressional districts that continually have lower levels of nominations represent some of the nation's most diverse population centers. This plan includes outreach measures to provide congressional delegations and staffs with information, resources and subject matter expertise regarding how to improve their nomination programs, as well as, the benefits of an Academy education for their constituents.

For USAFA purposes, accessions is divided into the following action areas— Identifying Candidates; Target Populations; USAFA-Hosted Seminars; Outreach Efforts; Family, Community and Other Organizations; and Educational Efforts. Each of these areas contains several specific, measurable objectives. This list is not all inclusive and is meant to provide a point of departure for an extended breadth and depth of real and programmatic development as our diversity focus matures.

Identifying Candidates

1. Marketing and Media – Advertise in prominent minority and urban media outlets. Additionally, continue to revamp marketing and media material annually to ensure it

⁶ Whenever the term “diverse” refers to an individual or group of individuals, it means a person or persons who would enhance the diverse environment of the Academy, consistent with the definition of “diversity” located in **The United States Air Force Academy Diversity Statement** section of this plan.

appeals to the current generation of middle and high school students of various cultural, socio-economic and geographic backgrounds. Partner with the Air Force Recruiting Service, the Air Force Reserve Officer Training Corps (AFROTC), and other Air Force outreach programs for the purpose of gaining the economies of scale and scope. For example, coordinating USAFA recruiting efforts with Air Force air show and other public event participation (e.g. flyover at a national sporting event), could increase the effectiveness of our recruiting efforts in those areas.

OPR: USAFA/RR

2. College Board Research Modules – Annually purchase College Board research programs by 1 October. The Enrollment Planning Service and Student Search Service are essential tools used to identify and target high performing, diverse high schools.

OPR: USAFA/RR

Target Populations

1. First Generation College Students – Questions have been added to the application to determine if the student is the first to attend college. For our purposes, this group is defined as those who are the first to attend college, in their immediate family.

OPR: USAFA/RR

2. Low Income Students – Questions have been added to the application to identify students from underprivileged economic backgrounds.

OPR: USAFA/RR

3. Academically Disadvantaged Students – Coordinating development of additional questions to add to the application to identify students from academically disadvantaged backgrounds.

OPR: USAFA/RR

4. Enlisted Airmen – Another talent-rich demographic that we will continue to mine. We will employ multiple initiatives in order to increase the pipeline of prior enlisted Airmen to USAFA. This category also applies to those with other significant, post high school, prior work experience.

OPR: USAFA/RR

5. Falcon Foundation Scholarships – Continue to explore the use of annual Falcon Foundation Scholarships to assist socio-economically and/or academically disadvantaged high school students who need one more year of preparatory school to gain/hone the academic tools and/or physical skills required to succeed at USAFA.

OPR: USAFA/RR

6. USAFA Preparatory School – Utilize the USAFA Preparatory School to support diversity efforts consistent with their governing directives and this plan.

OPR: USAFA/RR

OCRs: USAFA/PL

7. Female Candidates – Continue to produce focused Marketing and Media materials that highlight opportunities for women both at USAFA and within the USAF.

OPR: USAFA/RR

8. Racial/Ethnic Minorities – Continue to seek out racial/ethnic minorities through all appropriate and reasonably available means, in order to advocate USAFA as a viable and practical career path.

OPR: USAFA/RR

OCRs: AFRS, AFROTC

Seminars

1. Summer Seminar – Continue to utilize the Summer Seminar program to target high performing, diverse students who would be USAFA direct entry, USAFA Preparatory School or Falcon Foundation candidates.

OPR: USAFA/RR

2. Expand the Diversity Visitation Program – Provide increased opportunity to highly qualified, diverse applicants to experience a variety of aspects of cadet life at USAFA. Provide visitation programs in both the fall and spring semesters.

OPR: USAFA/RR

3. Appointee Orientation – Contact all appointees by 30 March and encourage them to attend USAFA Appointee Orientation held each year in April. Identify students with economic needs and utilize USAFA funding to help offset the cost of attending the orientations.

OPR: USAFA/RR

Outreach

1. Recruiting Visits – Conduct recruiting trips region to high minority concentration and disadvantaged population centers with recent graduates who represent the diverse Air Force community. Also focus on areas with low Congressional nomination rates. Diversity recruiters will attend college fairs, community colleges, high schools, middle schools, and community organizations. In addition, diversity recruiters will pre-identify top diverse candidates and offer in-home visits to parents and candidates.

OPR: USAFA/RR

2. ALO Force – Take appropriate steps to diversify the ALO force, with an emphasis on diverse cultural background or understanding. Continue to work to ensure underrepresented areas have adequate ALO coverage. Consider ways to develop the ALO force into a dynamic recruiting team, including but not limited to:
 - a. Expand/Improve the program for cross feed and coordination of best practices throughout the ALO force
 - b. Develop a marketing plan for ALOs, in partnership with the Air Force Recruiting Service and Diversity Recruiting Office, to develop interest in middle school students and high school freshmen in underrepresented areas
 - c. Augment the current ALO force, by appropriate means, with recent graduates who represent the diverse Air Force community

OPR: USAFA/RR

3. USAFA Band, Wings of Blue, Cadet Falconer and Other Cadet Performances – Target high profile performances by the USAFA Band, Cadet Falconers, the Wings of Blue and other Cadet Clubs to diverse population centers and Congressional districts with low nomination rates. Continue to integrate recruiting efforts across mission elements when possible.

OPR: USAFA/BA, CW, Wings of Blue

4. Parents Club and Speaking Bureau – Utilize USAFA/CMA's Speakers Bureau and Parent's Club speaking program to expose more students to USAFA opportunities in diverse population centers and Congressional districts with low nomination rates.

OPR: USAFA/CMA

5. International Cadet Program – Seek to fill the 60 authorized international cadet positions. USAFA/RRS will continue to play a vital role in the identification and selection of international candidates.

OPR: USAFA/RR

6. Additional USAFA Cadet Outreach Programs – CW, DF, AD, and PL each have critical outreach initiatives that support USAFA’s Diversity Goals and Objectives.

OPRs: USAFA/AD, USAFA/CW, USAFA/DF, USAFA/PL, USAFA/CMA, USAFA/PA

Family, Community and Other Organizations

1. Build Partnerships with National and Regional Youth Organizations – Continue to establish ties with organizations like the National Society of Black Engineers, Scholarship America, the Philadelphia College Opportunity Resources for Education (CORE), the Hispanic College Fund, and other similar organizations to expose students interested in attending college to USAFA opportunities. Maintain the matrix used to track partnering efforts.

OPR: USAFA/AD, USAFA/CW, USAFA/DF, USAFA/RR

2. USAFA Minority Alumni Organizations – Continue to seek assistance from USAFA alumni diverse groups like the AOG Way of Life Committee. Similar volunteer groups focused on Hispanics/Latinos, Asian Americans, and Native Americans could promote USAFA and AF opportunities in minority communities around the country.

OPR: Association of Graduates

3. USAF Senior Leader Outreach – Coordinate with the Air Force Diversity Operations Office to leverage members of Air Force senior leadership, who are representative of the diverse Air Force community, in order to support Air Force and Air Force Academy diversity Goals and Objectives.

OPR: USAF/DOO, AFROTC, AFRS, USAFA/RR **

4. Disadvantaged Youth Community Outreach – Explore, with the Air Force Diversity Operations Office and the Air Force Recruiting Service, the possibility of partnering with national and local organizations that provide academic related programs for disadvantaged middle school age children

OPR: USAF/DOO, AFROTC, AFRS, USAFA/RR **

Educational Efforts

1. Congressional Workshops – Continue to annually conduct 3-4, one-day, Congressional workshops in highly diverse areas and areas with historically low nomination rates to encourage attendance from district and state Congressional offices.

OPR: USAFA/RR

2. Congressional Staffer Orientations – Continue to host two, 2-3 day semi-annual Congressional Staffer orientations at USAFA. Identify and invite staffers from Congressional Districts with historically low nomination rates and those serving on Freshman Congressional staffs.

OPR: USAFA/RR

3. Congressional Caucuses – Work with members of the Congressional Black Caucus and the Congressional Hispanic Caucus, in order to maximize development and production of all levels of nomination programs. **

OPR: USAFA/RR

4. Educator Orientation – Continue to host two, 2-3 day, USAFA Educator Orientations each year. Invite high school educators and administrators educating them on USAFA opportunities for their students. Identify attendees from high performing, diverse schools and from Congressional Districts with historically low representation in the Cadet Wing.

OPR: USAFA/RR

5. Candidates/Appointees – Identify and attract diverse candidates and establish personal, regular contact with them. Provide advice on the application and nomination process as well as on what areas need to be improved on or completed. Continue to mentor diverse candidates who are appointed to either USAFA or the USAFA Preparatory School/Falcon Foundation Scholarship Programs. Ensure institutional support available to cadets and applicants for the purpose of enhancing the educational diversity interests of USAFA is also available to any other cadet or applicant.

OPR: USAFA/RR

RETENTION

Diverse cadet retention is critical to successfully implementing USAFA diversity initiatives and meeting our strategic goals and objectives. Effective retention efforts require providing cadets with opportunities/programs that facilitate integration of diverse students across the cadet wing, while providing a strong support structure for diverse cadets, and supporting diversity's strategic and operational importance to the USAF.

It is also imperative that the composition of the USAFA faculty and staff be shaped so that it possesses the necessary characteristics for the institution to move beyond structural diversity. Greater emphasis must be placed on attracting and recruiting diverse, qualified members to fill military and civilian faculty and staff positions, particular those that operating in the cadet wing. Re-doubled efforts to attract, hire, and retain diverse faculty and staff must be implemented as part of the overall USAFA diversity plan.

1. Cadet Cultural Organizations – Continue to support (recognition/funding/mentoring) the numerous cadet cultural clubs/organizations as a way to provide support to diverse cadets and diverse cultural experiences across USAFA. These organizations currently include the Multicultural Council, Way of Life Committee (primarily African Americans), Los Padrinos (primarily Hispanics and Latinos), Pacific Rim Club, Native American Heritage Club, Interfaith Council, Women's Forum, and the Prior Enlisted Cadet Assembly (PECA). OPR: USAFA/CW

OCRs: USAFA/DF, USAFA/AD, USAFA/PL, Partnership organizations

2. USAFA Diversity Center – Establish a Center for Diversity, similar to the Center for Character and Leadership, under USAFA/CWP focused on diversity issues, research, programming, Intra-USAFA outreach, and developing partnerships with the local community to promote understanding and effectiveness of diversity. Additional initiatives include community service, diversity dialogue forums, diversity conferences, hosting diversity/heritage tours, diversity lecture/film series, and support groups.

OPR: USAFA/CW

OCR: USAFA/CDO, USAFA/DF

3. Student Academic Support Services - Additional personnel and resources have already been funded to expand existing academic support services. Currently, the USAFA faculty is available to provide "extra instruction" in all disciplines during normal duty hours, but students have mainly relied on peer tutors for help during Evening Academic Call to Quarters (ACQ). Starting in August 2009, the Quantitative Reasoning/Evening Tutoring Center, staffed by faculty members, will provide one-on-one and small-group supplemental instruction in Math, Chemistry, Physics, Engineering Mechanics, and related disciplines during evening hours. The

Evening Writing Center and the Reading Enhancement Program are also being expanded to service more students during ACQ. Furthermore, the addition of a cadre of five Professional Academic Advisors will allow for increased integration of academic advising services for undeclared cadets and the First-Year Experience program. This integration should help ease the difficult transition and adaptation to both academic and military life experienced by most fourth class cadets while increasing retention. Closer coordination between academic and other cadet support services is also imperative. In order for students to be successful in the classroom, they must also feel supported in non-academic areas as well. Sharing of information between academic, military and athletic staff, faculty and leadership will allow for better coordination and resource utilization across mission elements.

OPR: USAFA/DF, USAFA/CW, USAFA/AD, USAFA/PL

4. Diversify the USAFA Faculty and Staff - Consistent with USAFA Strategic Goal Four (4) "Enhance Faculty, Staff, and Cadet Diversity," USAFA must ensure it has diversity among its faculty and staff in order to broaden the cadet learning environment and prepare USAFA graduates to lead in a global expeditionary Air Force. This will require working with Headquarters Air Force to develop and fund a Faculty Sustainment Plan that supports diversity objectives. Developing and sustaining a stable, best qualified faculty pipeline that facilitates long-term planning will allow for USAFA to identify and staff a more optimal blend of total force expertise to meet mission objectives while enhancing diversity efforts.

OPR: USAFA/DP

OCRs: USAFA/CW, USAFA/AD, USAFA/DF, USAFA/PL

FORCE DEVELOPMENT

Identifying, recruiting, and admitting a diverse mix of students is only one part of a larger process to meet institutional objectives. A vital university must also work as hard to create an environment where all students can learn, develop, flourish, and graduate. Therefore, the steps outlined above to increase demographic, or structural, diversity of the Cadet Wing is a necessary, but not sufficient, condition to achieve the full benefits of diversity that enrich the cadet educational experience and best prepares graduates to lead in an increasingly complex global environment. People who live and work in a diverse environment are better able to learn to maximize individual strengths and to combine individual abilities and perspectives for the good of the mission. Therefore, USAFA must simultaneously ensure cadets are educated and trained in an atmosphere that increases cadet exposure to diverse leadership, ideas and experiences.

1. Staff and Faculty Professional Development – Establish staff and faculty diversity education and training programs that include culturally responsive learning and teaching strategies, and incorporate these methods into the existing education and training curriculum. Our faculty and staff must have the resources to stay current on new and innovative teaching methods that promote interest and increase performance in all students. This is especially important in the STEM disciplines and areas that increase cultural understanding and language skills. The USAFA faculty and staff must be able to connect with and instruct our increasingly diverse cadet population and inspire learning in all students. In addition, given the increasingly expeditionary nature of Air Force operations, USAFA must continue to develop and offer academic courses that highlight and promote cultural diversity and global understanding. Initial training should be conducted on-site for all USAFA permanent party personnel. Continuation training should include both on-site and off-site training opportunities and be sized to provide refresher training to 33% of the staff and faculty each year.

OPR: USAFA/AD, USAFA/CW, USAFA/DF, USAFA/PL, USAFA/RR

2. Cadet Professional Development – Establish/expand a formal diversity training program for the Cadet Wing (Cadets). Establish diversity education and training programs for Cadets that include culturally responsive habits and respect for human dignity. Incorporate these methods into the existing education and training curriculum. In addition, given the increasingly expeditionary nature of Air Force operations, continue to develop and offer training that highlights and promotes cultural diversity and global understanding. Expansion of the CWP staff is required.

OPR: USAFA/CW

3. Service Academies Diversity Conference – Host/attend annual diversity conference including officials from all five service academies to share knowledge, synchronize efforts, capture best practices, and facilitate diversity initiatives between the service academies.

OPR: USAFA/RR** CDO

ACCOUNTABILITY

Accountability is critical to the successful implementation of the USAFA Diversity Plan. The USAFA Diversity Plan is an action plan in support of the USAFA Strategic Plan and the Mission Element Strategic Plans. Planning governance for the USAFA Diversity Plan is aligned with USAFA’s strategic planning process. The USAFA’s Institutional Effectiveness Program (IEP) will assess the effectiveness of the USAFA Diversity Plan in achieving USAFA’s strategic goals and objectives. The IEP will also help highlight gaps to be addressed in future plans. As a supporting plan, the USAFA Diversity Plan will supplement the Academy’s Program Objective Memorandum (POM) submission. The USAFA Diversity Plan initiatives, along with other initiatives developed by the Mission Elements, will serve as the Academy’s five-year “campaign plan” and will be incorporated into the strategic planning process key activities of assess, plan, and execute.

The Academy strategic planning oversight model below, based in part on the HQ Air Force process outlined in the 2006 AF Strategic Plan, will provide oversight and accountability for the USAFA Diversity Plan. See the USAFA Strategic Plan for specific detail and group/team membership.

