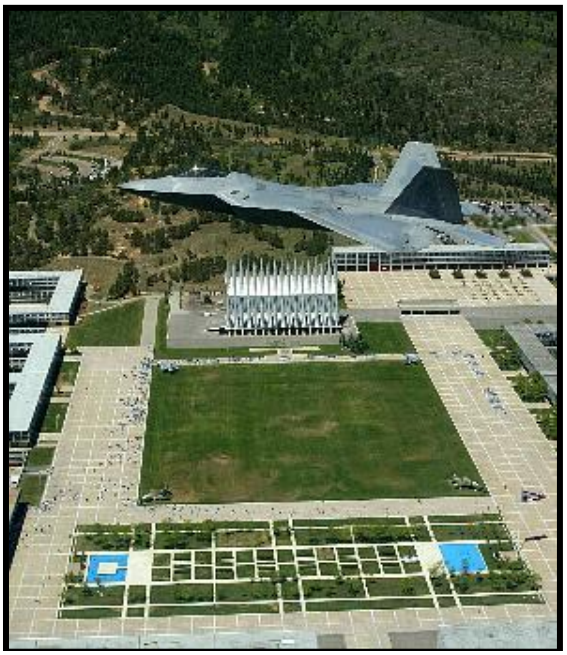
THE UNITED STATES AIR FORCE ACADEMY (USAFA)



DIVERSITY AND INCLUSION PLAN

USAF Diversity Mission: Enable the Air Force to attract, recruit, develop and retain a high-quality, diverse Total Force.

Across the service, we represent a broad range of diverse missions, family situations, ethnicities, faiths, races and educational backgrounds. Yet together, this rich tapestry forms the world's finest Air Force, drawn from the best talent that America has to offer.

—Michael B. Donley, Secretary of the Air Force
Air Force's Chief Diversity Office

The greatest strength of our Air Force is our Airmen! The greatest strength of our Airmen is their diversity! Each of them comes from a different background, a different family experience and a different social experience. Each brings a different set of skills and a unique perspective to the team. We don't just celebrate diversity...we embrace it!

—General Mark A. Welsh III, Air Force Chief of Staff

All of our Airmen bring strengths to our team no matter what their background. Our diversity is what makes our Air Force as it is and ensures we are capable of winning not only today's fight but future fights.

—James A. Roy, Chief Master Sergeant of the Air Force

Diversity is one of our greatest strengths, and optimizing the effectiveness of that strength is both our leadership opportunity and challenge. The Air Force Academy welcomes and supports diversity, convinced that an environment of inclusiveness is paramount to the success of the USAFA mission. Diversity builds strength.

—Lt Gen Mike Gould, USAFA Superintendent

Diversity is one of the boundless strengths of the Air Force Academy that includes and involves all. To become even stronger we must continue to promote an organizational culture of inclusion that leverages the diversity of all who contribute to its mission of educating, training, and inspiring future leaders of character. By living, working, and learning, with others who have dissimilar backgrounds we are compelled to examine each other's personal assumptions and philosophies. Only through these experiences will we begin to see the limitless potential our Air Force community holds.

—Dr. Adis M. Vila USAFA, Chief Diversity Officer

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USAFA DIVERSITY PLAN
REVISION 2012

The United States Air Force Academy Diversity Statement[1]

The United States Air Force Academy (USAFA) mission is "To educate, train, and inspire men and women to become officers of character, motivated to lead the United States Air Force (USAF) in service to our nation." The USAFA Vision Statement is "The United States Air Force Academy…the nation's premier institution for producing 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 academic research[2] and the experiences of other universities[3], support the idea that education of the highest quality is enhanced by diversity. 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 perspectives is poised to harness diversity of thought and leverage it to generate innovative ideas to solve complex problems. Similarly, at the organizational level, a workforce that emphasizes connecting different minds in different ways to achieve common goals is an organization that understands the functional importance of diversity

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[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 the President's Vision Statement, "We endorse and promote creativity in its many facets. We celebrate and promote diversity it all its forms, seeking the understanding and perspective that distinct life experiences bring. We proclaim ourselves a scholarly community in which ideas may be freely expressed and challenged, and all people are welcomed, respected and nurtured in their academic and social development." Visit the following site: http://president.umich.edu/mission.php, University of Michigan, 2012.

innovation and accomplishing its mission.[4] These interactions, living and working with people with alternative views, offer 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 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 serve both the permanent party workforce and the Cadet Wing.

First, it will accord with President Obama's *Executive Order* (August 18, 2011**),** which states,

> We are at our best when we draw on the talents of all parts of our society, and our greatest accomplishments are achieved when diverse perspectives are brought to bear to overcome our greatest challenges. The Federal Government must continue to challenge itself to enhance its ability to recruit, hire, promote, and retain a more diverse workforce.

Second, the USAFA Diversity Plan will help foster an environment within the Cadet Wing that contributes to attainment of the USAFA Outcomes and mission. Based on the AF Core Values, these outcomes delineate the responsibilities, skills, and knowledge each Academy graduate should possess. The development of graduates is enhanced by approaching the advancement of the 19 USAFA Outcomes through the following four pathways: ethics and citizenship, thinking and acting in a complex world, mental and physical resilience, and national security through diverse perspectives. While attainment of all Outcomes should be enhanced, the Diversity Plan directly contributes to the following Tier 2 Outcomes:

<u>Responsibilities</u>

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

<u>Skills</u>

- Teamwork

<u>Knowledge</u>

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

[4] Guidance for Agency-Specific Diversity and Inclusion Strategic Plans. *United States Office of Personnel Management*. November 2011.

The USAFA's premise is to increase its population of diversity graduates, 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 our leadership challenge is to optimize the effectiveness of that strength. The Air Force must 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 accessing to encompass retaining and developing accountable leaders.[5]

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 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. This concept of diversity is to be tailored as specific circumstances and the law require.[6]

In a *Memorandum for All Airmen, Declaration on Diversity* (2011), Senior Leaders stressed the importance of diversity as follows:

> From our perspective, diversity throughout our Air Force is a military necessity. Therefore, consistent with our constitutional obligations, we will recruit, retain, and develop Airmen representative of the full spectrum of the American people whom we serve. We will promote an Air Force culture that embraces diversity and

[5] 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).
[6] AFI 36-7001, *Diversity*, 20 July 2012.

provides the opportunity for all Airmen to reach their full potential, and provide the required supporting programs and resources.

Diversity, as described above, is arguably the first step. In order to achieve the mission of educating and training cadets to become future officers and leaders in service to our nation, the USAFA must increase diversity among its faculty, staff and administration and develop *inclusive practices*. The USAFA will work to increase its demographic diversity (i.e., Cadet Wing, faculty, staff) while increasing educational and training opportunities to develop diversity leadership competencies and inclusive practices across the USAFA.

The Air Force Academy welcomes and supports diversity, convinced that it significantly enhances the quality of higher education and leadership development. We direct our most senior leaders, department heads, and managers to employ inclusive practices and insist that all of their direct reports do the same. We encourage anyone who believes that he or she may qualify to apply for admission. We are committed to consider all applications lawfully, individually, and holistically. Cadet appointments and employment decisions will be made without regard to religion, race, ethnicity, or gender.[7]

The USAFA Strategic Goal is to "FOSTER A USAFA ENVIRONMENT THAT EMBRACES DIFFERENCES AND DEMONSTRATES INCLUSIVENESS. The USAFA promotes an organizational culture of mutual respect that embraces the diverse contributions of all who help accomplish its Mission of education, training, and inspiring future officers of character." With these matters in mind, the USAFA Diversity Plan has six supporting goals:

> D1: *Institutionalize diversity throughout the USAFA in order to establish a culture and environment where diversity resonates in the fabric of the institution and develop officers equipped with the necessary skill sets required to lead a diverse AF environment, appreciative of the benefits of diversity, and knowledgeable of the strengths of diversity.*[8]
>
> D2: *Develop and sustain policies and procedures to ensure diversity and inclusion are an institutional priority.*[9]
>
> D3: *Expand the diversity of the USAFA Cadet Wing and cadet candidates to better educate and train future officers expected to serve a diverse and expeditionary force.*

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[7] The Air Force Academy admissions criteria do not provide for "pluses" or other admissions benefits based on religion, race, ethnicity or gender. Nor are these characteristics plus factors in hiring or other selection of military or civilian faculty or staff. The Academy is committed to encouraging qualified individuals representing these aspects of a diverse student body. The Academy and Air Force leadership will periodically review the academic environment.

[8] USAF Diversity Strategic Roadmap. *Air Force Diversity Operations*, AF/A1DV, Nov 2012.

[9] USAF Diversity Strategic Roadmap. *Air Force Diversity Operations*, AF/A1DV, Nov 2012.

D4: *Recruit faculty, staff, and administration from a diverse qualified group of potential applicants drawn from all segments of American society in order to secure a high-performing workforce better able to accomplish the USAFA mission.*[10]

D5: *Cultivate an organizational culture that encourages collaboration, flexibility and fairness to enable cadets, cadet candidates, faculty, staff, and administration to contribute their full potential and further retention.*[11]

D6: *Develop structures and strategies to equip Team USAFA*[12] *with the ability to manage diversity, be accountable, measure results, refine approaches on the basis of such data, and institutionalize an organizational culture of inclusion.*[13]

To effectuate the plan and the goals above, I have directed the Chief Diversity Officer (CDO) to serve as the USAFA's "strategic leader, diversity advocate and principle advisor to the USAFA leadership."[14] Additionally, I have directed the CDO to provide strategic oversight in updating the USAFA Diversity Plan,[15] and promote effective diversity, equality of opportunity, and inclusion (D, E, & I) across the USAFA.

The USAFA Diversity and Inclusion Plan, 2012 Revision, is an action plan for D, E, & I that Team USAFA will implement over the next five years. The Annexes are a set of "living documents" for each Mission Partner and Directorate. My staff and I will evaluate the content found in the Annexes at the close of each fiscal year, so the first evaluation will take place in September 2013.

MICHAEL C. GOULD
Lieutenant General, USAF
Superintendent

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[10] Guidance for Agency-Specific Diversity and Inclusion Strategic Plans. *United States Office of Personnel Management*, November 2011, p. 4.
[11] Guidance for Agency-Specific Diversity and Inclusion Strategic Plans. *United States Office of Personnel Management*, November 2011, p. 4.
[12] Cadets, cadet candidates, faculty, staff and administration.
[13] Guidance for Agency-Specific Diversity and Inclusion Strategic Plans. *United States Office of Personnel Management*, November 2011, p. 4.
[14] Chief Diversity Officer: Position Title and Job Description, 2011.
[15] Gould, M. *Memorandum for Record: USAFA Diversity Efforts – Way Ahead*, 2009.

Cascading Alignment

EXECUTIVE ORDER 13583

AUG 18, 2011

BARACK OBAMA
THE WHITE HOUSE

AF Instruction 36-7001

AFPD 36-70

DoD Diversity & Inclusion Strategic Plan 2012-2017

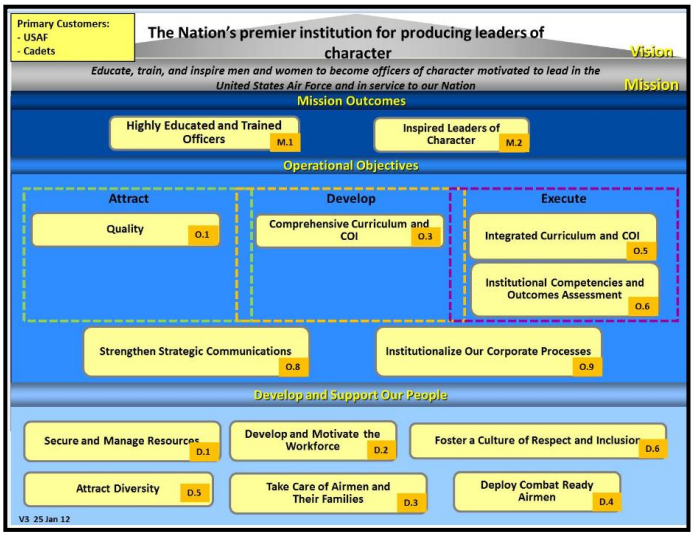
DECLARATION ON DIVERSITY

"Alignment is common beliefs and concerted action in collective pursuit of a clear result"

–Roger Connors and Tom Smith, 2011

DoD

HQ USAF



Overview

The USAFA Diversity and Inclusion Plan is an action plan in direct support of the diversity and inclusive practice objectives cited above and contained within the USAFA Strategic Plan and USAFA Mission Partner (MP) Strategic Plans. The following plan describes many of the specific measures designed to enhance and develop diversity and foster inclusion across USAFA. It is divided into four sections and proposes a strategy of short and long term measurable initiatives.

This action plan is 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. As cited in President Obama's *Executive Order* (August 18, 2011), we "must create a culture that encourages collaboration, flexibility, and fairness to enable individuals to participate to their full potential." Successfully increasing Air Force Academy diversity not only requires bringing more diverse candidates to USAFA 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.

Annexes 1-9 provide a snapshot of D, E, & I activities conducted by the MPs across USAFA.

Appendix 1, Definitions, is a compilation of definitions to facilitate understanding and plan implementation.

Appendix 2 has related Executive Order, DoD Directives, AF Policies and Instructions.

Appendix 3 is USAFA's Strategic Plan Goal #4 and Four Supporting Objectives.

Appendix 4, Resources, identifies the human and financial resources needed to accomplish identified goals and objectives. Adequate resources and expertise are essential to success of this plan.

Although the USAFA Diversity Plan is led by the USAFA CDO, successful implementation and follow-through require engagement and action from all USAFA MPs, Directorates, and every Airman.

Action Plan

The action plan, USAFA's roadmap to achieving and sustaining greater diversity and inclusion, is divided into five primary objectives: Accessions; Retention of cadets; Force Development (includes recruitment, retention, and development of permanent party to create an organizational culture of inclusion); Accountability by all USAFA MPs, Directorates, and entire Team USAFA; and Sustainability. Accountability and Sustainability are immersed throughout the plan, but it is substantially evident within MPs (e.g., DF, CW, AD, PL, and 10 ABW) and Directorate Annexes.

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:***
    - Recruit diverse permanent party personnel (military and civilian);
    - Retain diverse permanent party personnel (military and civilian);
    - Develop diverse personnel through developmental plans that capitalize on equitable professional development (staff, faculty, and cadets);
    - Create a culture of inclusion that fully capitalizes on all USAFA members' unique differences

- ***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

- ***Sustainability:*** Develop structures and strategies to equip Team USAFA with the ability to manage diversity, be accountable, measure results, refine approaches on the basis of such data, and institutionalize an organizational culture of inclusion.[16]

[16] Ibid.

ACCESSIONS

> *If educational attainment parity among different racial and ethnic groups is an important goal, and we believe it is for a multicultural democracy, then policymakers, along with business, civic, and higher education leaders throughout the United States, must face up to looming demographic challenge facing our higher education system.*
>
> --Derek Price and Jill Wohlford
> *Lumina Foundation for Education, 2005*

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 realize significant progress toward increasing diversity and creating an organizational culture of inclusion throughout the Cadet Wing. These efforts will focus on elevating interest in USAFA for the increasingly diverse[17] 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 (AFRS), the Air Force Reserve Officer Training Corps (AFROTC), and USAFA regarding recruitment of future officer candidates, particularly diverse candidates, will be crucial to 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 underrepresented Congressional districts encompass 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.

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[17] 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.

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 appeals to the current generation of middle and high school students of various cultural, socioeconomic, and geographic backgrounds.
    - Partner with AFRS, AFROTC, and other Air Force outreach programs for the purpose of gaining economies of scale and scope. For example, coordinating USAFA recruiting efforts with Air Force air shows 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: HQ USAFA/RR

2. Research Modules/Programs – Annually purchase research efforts/programs by 1 October to maintain leading edge understanding of changes in the relationship between higher education and diverse high school students. Research Modules/Programs are essential tools used to identify and target high performing, diverse high school students.

    OPR: HQ USAFA/RR

Target Populations

1. First Generation College Students – Questions have been added to the application to determine whether a 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: HQ USAFA/RR

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

    OPR: HQ USAFA/RR

3. Academically Disadvantaged Students – Title X requires representation from all Congressional districts, but not all school systems within those districts equally prepare their students for higher education. Identify students from underrepresented districts who have not been adequately prepared for success in the USAFA curriculum and evaluate those students for potential participation in one of USAFA's preparatory school programs.

   OPR: HQ USAFA/RR

4. Enlisted Airmen – This is another talent-rich demographic 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: HQ USAFA/RR

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

   OPR: HQ USAFA/RR

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

   OPR: HQ 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: HQ USAFA/RR

8. Racial/Ethnic Minorities – Continue to seek out racial/ethnic minorities through all appropriate and reasonably available means (e.g., forge partnerships with diverse graduates and national groups) in order to advocate USAFA as a viable and practical career path.

   OPR: HQ USAFA/RR
   OCRs: AFRS, AFROTC

Seminars

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

OPR: HQ USAFA/RR

2. 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: HQ USAFA/RR

Outreach

1. Outreach Visits – Conduct outreach trips to population centers with under-representation of target populations as defined above in this document. Also focus on areas with low Congressional District representation. Outreach and Liaison Officers will attend college fairs, visit high schools and community organizations, and conduct community service projects when available. In addition, Outreach/Liaison Officers and Admissions Advisors will pre-identify top diverse candidates and offer in-home visits to parents and candidates.

   OPR: HQ USAFA/RR

2. USAFA Admissions Forum Initiative – Conduct 6-10 USAFA Admissions Forum events per year in strategically selected locations with under-representation of target populations as defined in this document. These USAFA Admissions Forum events will include: presentations to area high school students and their parents/guardians, training sessions with area Admissions Liaison Officers (ALO), informational presentations to local educators/counselors, and informational/training sessions with staff members from local members of Congressional offices.

   OPR: HQ USAFA/RR

3. 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 AFRS and HQ AF/A1DV, to develop interest in middle school students and high school freshmen in underrepresented areas, and
   c. Augment the current ALO force, by appropriate means, with recent USAFA graduates who represent the diverse Air Force community.

   OPR: HQ USAFA/RR

4. 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 representation. Continue to integrate recruiting efforts across MPs when possible.

OPRs: USAFA/BA, USAFA/CW, USAFA/CM
OCR: HQ USAFA/RR

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

   OPRs: SAF/IA, USAFA/DFIP
   OCR: HQ 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.

   OPRs: USAFA/AD, USAFA/CW, USAFA/DF, HQ USAFA/RR

2. USAFA Minority Alumni Organizations – Continue to seek assistance from USAFA alumni diverse groups like the Association of Graduates (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: HQ USAFA/CMA

3. USAF Senior Leader Outreach – Support the USAF/A1DV program to leverage members of Air Force senior leadership who are representative of the diverse Air Force community in order to support Air Force and USAFA diversity goals and objectives.

   AF OPRs: USAF/A1DV; USAFA OPR: HQ USAFA/CDO
   OCRs: HQ USAFA/RR, AFROTC, AFRS

4. Disadvantaged Youth Community Outreach – Support the USAF/A1DV and AFRS program to partner with national and local organizations that provide academic related programs for disadvantaged middle and high school age children.

   AF OPRs: USAF/A1DV; USAFA OPR: HQ USAFA/CDO
   OCRs: HQ USAFA/RR, AFROTC, AFRS

Educational Efforts

1. Congressional Workshops – Integrate Congressional Workshops into USAFA Admissions Forum initiative in highly diverse areas and areas with historically low representation to encourage attendance from district and state Congressional offices.

   OPR: HQ USAFA/RR

2. Educator Orientation – Integrate Educator Orientations into USAFA Admissions Forum initiative in highly diverse areas and areas with historically low representation to encourage attendance from school district college counselors. 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: HQ USAFA/RR

3. Candidates/Appointees – Identify, attract, and mentor diverse candidates and establish personal, regular contact with them utilizing Admissions Advisors and the Falcon Outreach program. 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 PL/Falcon Foundation Scholarship Programs.

   OPR: HQ USAFA/RR

RETENTION

> *Other research, however, has suggested that while organizations need to engage diversity, the simple presence of diversity is not sufficient to manifest the benefits that are so often suggested and might in fact produce negative results in the form of conflict, lack of trust, and less productivity.*
>
> --Daryl G. Smith
> *Diversity's Promise for Higher Education*, 2011

Diverse cadet, faculty, and staff retention is critical to successfully implementing USAFA diversity initiatives and meeting our strategic goals and objectives. Effective retention efforts require providing all USAFA members with opportunities/programs that facilitate integration across the organization while providing a strong support structure for diverse members and supporting diversity's strategic and operational importance to the USAF. Effective retention efforts will also require targeted research and assessment capabilities to better understand the various factors that impact retention.

Building an inclusive organization will require systems and processes be designed in such a manner that all Airmen—at all structural levels—can share their voice and experience in order to enhance mission success. Literature suggests an inclusive organizational culture yields several benefits, such as broader perspectives, better decision-making, increased job satisfaction, and overall retention. Inclusiveness should foster greater retention at USAFA because all members (i.e., military, civilian, and cadets) share power and decision-making in projects, programs, and institutional activities.

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, Hispanic Heritage Club, Pacific Rim Club, Native American Heritage Club, Interfaith Council, Spectrum Club, Freethinkers Club, and the Prior Enlisted Cadet Assembly (PECA).

OPR: USAFA/CW
OCRs: HQ USAFA/CDO, USAFA/DF, USAFA/AD, USAFA/PL, Partnership organizations

2. Student Academic Services Center - Additional faculty 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 previously relied mainly on peer tutors for help during Evening Academic Call to Quarters (ACQ). Starting in August 2009, the Quantitative Reasoning Center, staffed by faculty members, has provided one-on-one and small-group supplemental instruction in Math, Chemistry, Physics, and

Engineering Mechanics during evening hours. The Evening Writing Center and the Reading Enhancement Program are also expanding to service more students during ACQ. Furthermore, the addition of a cadre of four professional Faculty Academic Advisors will allow for increased integration of academic advising services for undeclared cadets. This integration should 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.

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

FORCE DEVELOPMENT

> *Our Nation derives strength from the diversity of its population and from its commitment to equal opportunity for all. We are at our best when we draw on the talents of all parts of our society, and our greatest accomplishments are achieved when diverse perspectives are brought to bear to overcome our greatest challenges.*
>
> --President Obama
> Executive Order 13583

Air Force role models and leaders who value diversity and demonstrate inclusive practices are influential in creating an inclusive and healthy organizational culture. Further, if USAFA is inclusive and representative of all groups in American society, it is more likely that talented people from all groups will want to work at USAFA.

Greater emphasis must be placed in attracting, recruiting, developing and retaining diverse qualified members to fill military and civilian faculty and staff positions. Reaching a "critical mass" of diverse educators, role models, and leaders of character is a priority at USAFA. Faculty and staff must value human diversity—in all its many dimensions—and inclusively engage and encourage cadets to develop an array of diverse leadership competencies.

Although increasing USAFA's demographic diversity is an important endeavor, the ability to attract and recruit greater diversity will be swiftly negated by the "revolving door" of employee turnover if managers/leaders fail to focus on inclusion and equality of opportunity in the workplace and fail to sustain an inclusive organizational culture.

Faculty and Staff Recruitment and Retention

Consistent with the *United States Air Force Diversity Strategic Roadmap,* 19 Nov 12, the USAFA will strive to "Attract high-quality, talented, diverse individuals to consider service in the United States Air Force (USAF)," (p. 11) and will make it a priority to "recruit high-quality, diverse individuals to serve with the USAF in uniform or as a civilian employee" (p. 13).

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 and Staff Sustainment Plan that supports diversity objectives. Developing and sustaining a stable, best-qualified military faculty and staff pipeline that facilitates long-term planning will allow USAFA to identify and staff a more optimal blend of total force expertise to meet mission objectives. While the less predictable turnover of civilian faculty and staff makes long-term planning more challenging,

USAFA must also continue to work diligently with Headquarters Air Force, Air Force Personnel Center (AFPC), Office of Personnel Management (OPM**),** and other external partners to identify, recruit, and retain a more diverse civilian faculty and staff workforce.

OPR: HQ USAFA/A1
OCRs: USAFA/CW, USAFA/AD, USAFA/DF, USAFA/PL, 10 ABW/CC

> *Yet all too often, the diversity effort is not linked to these central initiatives in a substantial way. As long as diversity remains a separate component of institutional work, unrelated to other elements, it seems likely that it will remain marginalized and that core institutional processes will remain unaffected by diversity. In contrast, diversity is more likely to be at the center of educational practice when it is linked to effectiveness.*
>
> --Daryl G. Smith
> *Diversity's Promise for Higher Education*, 2011

Faculty and Staff Development

USAFA will provide effective training, education, mentoring, and professional development for all faculty and staff. As stated in the *United States Air Force Diversity Strategic Roadmap* (2010), an important priority is to "develop a high-quality, talented and diverse Total Force—officers, enlisted and civilians" (p. 12).

1. Dean of Faculty Staff and Professional Development –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.

    - 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.
    - Enable faculty and staff to stay current on new and innovative teaching methods that promote interest and increase performance in all students.
    - Enable 15% of all USAFA permanent party personnel to complete onsite diversity training each year.
    - In partnership with CDO, identify opportunities for refresher diversity and inclusion training for 15% of the faculty and staff each year.
    - Create a category of designated funds to support cadet attendance at academic conferences aimed at applications of particular disciplinary topics to broader diversity issues and to support cadet participation in enrichment activities like

faculty research. [NOTE: This supports "DF Cadet Events" line of $120,000 in Resource section of Diversity Plan – a carry-over from 2009 Plan]

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

2. USAFA Staff and Professional Development – Establish staff diversity and inclusion education and training programs that increase awareness and provide skills training in diversity leadership competencies. Initial training should be conducted on-site for all USAFA permanent party personnel. Continuation training may include both on-site and off-site training opportunities and be sized to provide refresher training to at least 15% of the staff and faculty each year.

   OPR: HQ USAFA/CDO
   OCRs: 10 ABW/FSS

Cadet Wing 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 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 to best prepare 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. Cadet Professional Development –

   - Establish a formal diversity training program for the Cadet Wing.
   - 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.
   - Given the increasingly expeditionary nature of Air Force operations, continue to develop and offer training that highlights and promotes cultural diversity and global understanding.

   OPRs: USAFA/CW, USAFA/DF

2. 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: HQ USAFA/CDO

ACCOUNTABILITY & SUSTAINABILITY

> *Diversity efforts (indeed, any deep changes) require intentionality if, for example, diversity is to be linked to core institutional processes or if monitoring progress on diversity and excellence is to be sustained. Institutional commitment is essential and will only be achieved if there is a perception among a variety of constituencies that the institution is committed, and committed over the long term.*
>
> --Daryl G. Smith
> *Diversity's Promise for Higher Education*, 2011

Accountability and Sustainability are critical to successful implementation of the USAFA Diversity and Inclusion Plan. The plan is an action plan in support of the USAFA Strategic Plan and the MP Strategic Plans. Planning governance for the USAFA Diversity Plan is aligned with USAFA's strategic planning process. The USAFA Institutional Effectiveness Program (IEP) will assess the effectiveness of the USAFA Diversity and Inclusion 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 and Inclusion Plan will supplement USAFA's Program Objective Memorandum (POM) submission. The USAFA Diversity and Inclusion Plan initiatives, along with other initiatives developed by the CDO and MPs, 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 and Inclusion Plan. See the USAFA Strategic Plan for specific detail and group/team membership.

Strategic Steering Group (SSG)

Monitor &
Implementation Team (MIT)

Plans and Programs

Project/Initiative Managers

ANNEXES
FOR
MISSION PARTNER AND DIRECTORATE

Accountability and Sustainability are further delineated throughout the Annexes that follow. The USAFA Diversity Plan, 2012 Revision, is an action plan for D, E, & I that Team USAFA will implement over the next five years. These Annexes are a set of "living documents" for each Mission Partner (i.e., DF, CW, AD, PL, and 10 ABW) and Directorates. The content found in the Annexes will be evaluated annually by the Superintendent at the close of the fiscal year with the first evaluation taking place in September 2013.

Following the Office of Personnel Management[18] guidance on Diversity and Inclusion Strategic Plans, headings within each annex will adhere to a Goal, Priority, Action, Measurement, and/or metric sequence.

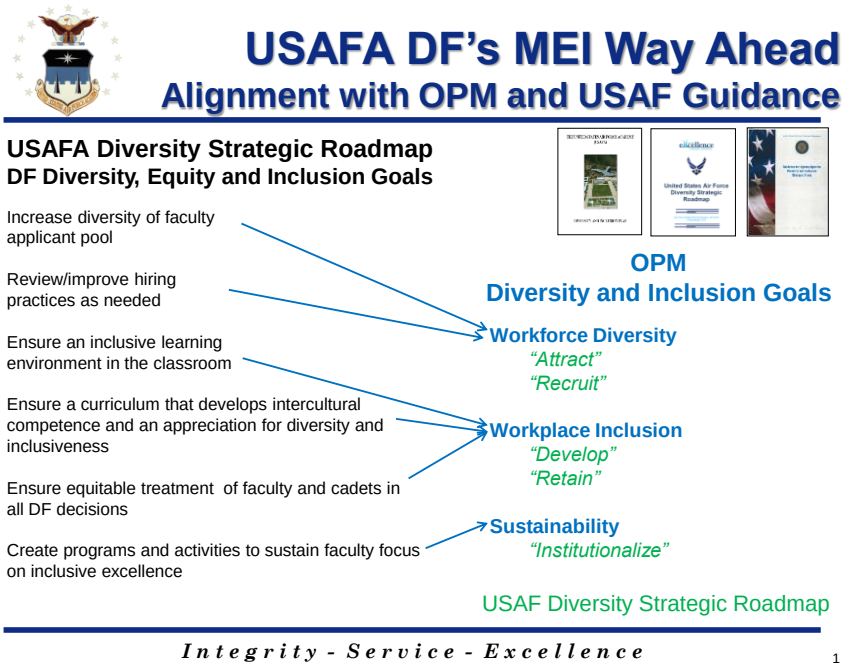
[18] Guidance for Agency-Specific Diversity and Inclusion Strategic Plans.*United States Office of Personnel Management*. November 2011.

ANNEX 1

DEAN OF FACULTY (DF)

Executive Summary

There is strong congruence between what we are doing in DF and what our higher authorities are calling on us to do. The graphic below does not list all of the D, E, & I-related strategic goals in DF, but it does convey the range of ways we intend to build on our record of Making Excellence Inclusive in DF.



Here is a listing of our DF D, E, & I goals as depicted on the graphic, described in greater detail following the list:

- *Increase diversity of the faculty applicant pool* is addressed below in Goal 1, Priority 1.1. Supports diversity goals D1, D2, and D4.
- *Review/improve hiring practices as needed* is addressed below in Goal 1, Priority 1.2. Supports diversity goals D1, D2, and D4.
- *Ensure an inclusive learning environment in the classroom* is addressed below in Goal 2, Priority 2.1. Supports diversity goals D1, D2, and D5.
- *Ensure a curriculum that develops intercultural competence and an appreciation for D, E, & I* is addressed below in Goal 2, Priorities 2.2 and 2.3. Supports diversity goals D1, D2, D5, and D6.

- *Ensure equitable treatment of faculty and cadets in all DF decisions* is addressed below in Goal 2, Priorities 2.4 and 2.5. Supports diversity goals D1, D2, and D6.
- *Create programs and activities to sustain faculty focus on inclusive excellence* is addressed in Goal 3, Priority 3.1. It includes outreach of the DF Making Excellence Inclusive (IE) Committee to other faculty groups, and specific emphasis on IE in New Faculty Orientation and other faculty development opportunities. Supports diversity goals D1, D2, D5, and D6.

Goal D1, D2, & 4: Workforce Diversity

Priority 1.1: Increase diversity of faculty applicant pool by sustaining, expanding, and assessing DF's outreach efforts to make diverse, qualified candidates aware of and attracted to faculty and academic staff opportunities at USAFA.

Actions:

- Identify/develop a long-term funding source to maintain current outreach and recruitment efforts, and identify additional conferences and publications for focused DF and/or academic divisional/departmental engagement via attendance, presentations, materials distribution, advertisements, etc.
- Proactive outreach to military members and civilian applicants through their respectively appropriate channels and organizations in order to broaden the applicant pool (e.g., Squadron Officer School, academic conferences, etc.).
- Produce a yearly DF report that documents civilian faculty outreach efforts (e.g., conferences attended, advertisements, CVs received, etc.).
- In collaboration with Civilian Personnel and other agencies, implement the OPM-approved system to collect, track, and report demographic and other diversity characteristics of future Civilian Faculty position applicant pools.
- Intentional use of the Graduate School Program, departmental Master's Degree and PhD sponsorships, the 20 Visiting Professors, and Endowed Professor positions to advance faculty diversity.

Measurements:

- Increase in number of formal diversity outreach efforts by DF and its departments and agencies.
- Successful creation of a measure of the diversity of the faculty applicant pool, and using that as a baseline measure by AY 2013-2014.

Priority 1.2: Review and improve, as needed, faculty policies and practices that support hiring a qualified and diverse faculty.

Actions:

- Review the current DF practices and procedures for 1) hiring civilian faculty, 2) assigning military faculty, and 3) hiring visiting professors and Endowed Professors. The hiring/assignment practices for each of these areas are distinctly different, as are the frequencies with which they occur. For example, DF departments may hire civilian PhD faculty only once in several years while the military faculty assignment process occurs annually. Visiting professors may be hired each year from a very different pool of qualified and experienced PhDs. Our approach will be to review the current practices in each area with the appropriate USAFA & DF level personnel as well as each DF department.
- After review and collection of information and consultation with appropriate legal agencies, we will, as appropriate, revise the DF civilian recruiting practices to assure that they include appropriate diversity attributes. Additionally, we will create and distribute a "living document" of departmental best practices that support inclusive excellence in the recruitment of DF personnel.

Measurements:

- Successful review and revision, if needed, of DF civilian recruiting practices.
- Number of DF departments or agencies in AY 2012-2013 which have implemented, adapted, or contributed new practices from/to the list of best practices and as reported in an annual summary of military and civilian recruiting.

Goal D1, 2 & 5: Workplace Inclusion

Priority 1.1: Ensure an inclusive learning environment in the classroom.

Actions:

- Pilot test an existing draft observation form that operationalizes inclusive excellence in the classroom. Conduct the pilot tests in at least four different academic departments (one per academic division) during AY 2012-2013.
- Revise the form as needed, develop alternative possible methods of use, and evaluate the utility of those different methods.

- Introduce the revised version of the form in the 2013 Faculty Orientation Program.
- As a complement to superior or peer observations of inclusive excellence (IE) pilot test a brief Likert-style survey of cadet ratings of perceived classroom inclusiveness and evaluate its utility for broader application.

Measurements:

- Number of departments testing operationalization of IE forms.
- Number of departments implementing IE forms with feedback from peers or superiors.
- Percentage of cadets sampled from different demographic groups who observers rate as actively engaged in class discussions, looking at both cadet-to-instructor interactions and cadet-to-cadet interactions (recognizing that the degree of participation and therefore inclusiveness of cadet engagement may also be a function of academic discipline and lesson objectives).
- Average ratings by cadets of perceived classroom inclusiveness on a five-point scale.

Goal D1 & D5: Sustainability (Aligns with "Institutionalize" Goal on USAF Roadmap)

Priority 1.1: Broaden awareness and engagement across the faculty on varied aspects of diversity and inclusiveness in DF.

Actions:

- Making an Excellence Inclusive Committee (MEIC) will offer tailored presentations at academic department and staff agency meetings concerning various issues of past and present MEIC involvement.
- MEIC will expand outreach efforts to connect with other interested groups such as the Faculty Forum.

Measurements:

- Number of department/agency requests for MEIC participation in their meetings.
- Number of presentations at department/agency/other group meetings.

Goal D1, D2, & 4: Develop a high-quality, talented, and diverse Total Force (from USAF Diversity Strategic Roadmap)

Priority 1.1: Ensure continued viability and effectiveness of language, cultural immersion and other international programs for cadets and similar enrichment opportunities, such as the Cadet Summer Research Program and political-military programs.

Actions:

- Seek to consider alternate funding sources, including gift funds, for these programs.
- Document program impact and contributions to USAFA Outcomes development.

Measurements:

- Higher levels of scores on validated instruments (e.g., the Intercultural Development Inventory) for cadets participating in relevant programs.
- Cadet ratings of the contributions of relevant programs to their personal and professional development.
- Number of alternate funding sources identified.

Priority 1.2: Ensure the USAFA Course of Instruction develops and continuously improves Outcomes most directly associated with diversity and inclusion (including, but not necessarily limited to, *Intercultural Competence and Involvement*; *Civic, Cultural and International Environments*; and *Respect for Human Dignity*).

Actions:

- Courses and programs assigned on the COAP to these designated Outcomes will, at least annually, document course improvements to enhance Outcome development on the Outcome SharePoint site.
- Courses and programs assigned to Outcome Teams will seek opportunities to build linkages with each other to strengthen Outcome development and the intentionality of the Curriculum of Instruction (COI).
- Course directors, department heads, and Outcome Team leaders review available assessment data *beyond* that collected within their respective courses, including the USAFA Graduate Survey, the USAFA Supervisors Survey, the USAFA Outcome Survey exit interviews, etc., to improve practices.

Measurements:

- Cadet scores on relevant, standardized, and accepted measures of intercultural competence (e.g., the Intercultural Development Indicator).
- Outcome Team metrics submitted to Mission Outcome M.1 (Highly Educated and Trained Officers) on the USAFA Balanced Scorecard.
- Analysis of qualitative enhancements to Outcome development as reported in annual Outcome Team inputs to the Outcome SharePoint site (e.g., mentions of changes to course syllabi, course requirements, assessment methods, etc.).
- Ratings of course contributions to Outcome development on cadet end-of-course evaluations.

Priority 1.3: Create programs and activities to develop faculty capabilities in IE.

Actions:

- Deepen IE focus in Faculty Orientation.
- Continue to use Faculty Learning Communities as a forum for enhancing faculty commitment to IE.
- Seek cost-effective methods of providing relevant IE training to faculty.

Measures:

- Number of faculty who participate in some form of inclusive excellence training beyond Harlan Diversity Training.
- DFE evaluations of Faculty Orientation modules.
- Number of faculty participating in Faculty Learning communities.

Goal D1, D2 & D4: Retain a High Quality, Diverse Workforce (From USAF Diversity Strategic Roadmap)

Priority 1.1: Ensure equality of opportunity across gender, ethnicity, and disability in DF decision making (EO 13548).

Actions:

- Academic Review Committee (ARC) policies and procedures will continue to weigh "whole person" considerations during reviews of cadet academic deficiencies.
- Perform periodic statistical analyses of ARC disenrollment decisions to see if differences exist in decisions made across gender or different ethnicities.

Measurements:

- Statistical determination of "no significant differences" in disenrollment decisions based on gender or ethnicity.

Priority 1.2: Seek greater minority participation in prestigious DF activities.

Actions:

- Conduct pilot test of Academy Scholars Program (ASP) partnership with RR to attract minority candidates with high academic potential to USAFA.
- Periodically evaluate entry criteria to ASP for minority cadets.
- Proactively seek minority participation in faculty development opportunities.

Measurements:

- Percentage of eligible and interested minority cadets participating in the ASP in comparison with the percentage of eligible and interested cadets overall in ASP.

Priority 1.3: Sustain and refine Student Academic Services Center programs to enhance the academic performance of all cadets.

Actions:

- Continue to develop and provide academic support programs that meet individual cadet needs and provide learner-focused Extra Instruction, academic coaching, and other tools to enhance current and future success.
- Expand outreach and information efforts to ensure all cadets, but especially those from historically underrepresented groups, are aware of and feel comfortable using Student Academic Services Center programs and services.

Measurements:

- Track/analyze Student Academics Services Center programs usage rates.
- In cooperation with academic departments, track/analyze cadet performance data in those courses supported by the Quantitative Reasoning Center and Writing Center.
- Track/analyze performance and retention data for cadets enrolled in the Strategies for Academic Success and Reading Enhancement Programs.

ANNEX 2

COMMANDANT OF CADETS (CW)

Goal D4: Workforce Diversity. Provide strategic oversight of the Cadet Wing leadership's recruitment of a diverse, qualified group of potential applicants to secure a high-performing workforce drawn from all segments of American society.

Priority 1.1: Strive to fill USAFA/CW AOC and AMT positions from a pool of qualified, diverse applicants who meet or exceed the current diversity composition of the Air Force. Areas of diversity would include, but are not limited to, race, gender, career field, socioeconomic background, prior service, etc.

Action:

- In assignment to AOC/AMT positions, consideration will be given to diversity of the candidates, including all aspects of the definition of diversity.

Measurements:

- Conduct diversity composition evaluations of AOC/AMT manning to ensure they meet or exceed the diversity composition of the Air Force at the time of evaluation. Consider this comparison before the annual processes for selecting AOCs/AMTs.

- Note: Several cycles of AOC/AMT composition numbers must be evaluated to provide a complete picture of CW diversity composition as compared to Air Force diversity composition. Due to operational unit requirements, some career fields may be underrepresented.

Priority 1.2: Use Veterans Appointing Authorities and Schedule A Appointing Authority initiatives for people with disabilities and veterans, and support Special Emphasis Programs to promote diversity within the civilian workforce.

Actions:

- Work with USAFA/CDO to obtain an analysis for CW in its totality, in order to collect specific data on diversity in narrative, as well as graphic formats, and then share that information with managers.
- AF/A1Q, AFPC/EO, and USAFA Civilian Personnel will disseminate an annual reminder with instructions encouraging employees to validate their disability status in MyBiz.

Measurements:

- In coordination with USAFA/CDO, measure and identify variances between CW's work force and civilian labor force (CLF) on an annual basis.

- Measure progress toward hiring people with disabilities by requesting Civilian Personnel provide a statistical analysis of the workforce by May 2013.

Goal D5: Workplace Inclusion. Cultivate a culture that encourages collaboration, flexibility, and fairness to enable all Cadet Wing members to contribute their full potential, enhance career trajectories, and further retention.

Priority 2.1: Strive to maintain a diverse group of cadets in leadership positions.

- Strive to interview multiple qualified but diverse applicants during the assignment process for wing, group and squadron level leadership positions by creating an environment whereby cadets across the spectrum feel valued and empowered to seek leadership positions.

- Encourage qualified cadets with diverse backgrounds to volunteer for wing leadership positions.

- Collaborate with AD to increase volunteerism and awareness of cadet leadership opportunities within the Cadet Wing, especially during the off-season.

Measurements:

- Monitor the number of diverse cadets who volunteer for cadet leadership opportunities.

Priority 2.2: Promote diversity, inclusion, and equity in leadership development programs.

Actions:

- USAFA/CW leadership (to include AOCs/AMTs) will encourage attendance or participation in monthly Cultural Awareness events.

- To the maximum extent, CW will allow participation in 10 ABW/USAFA monthly Cultural Awareness events.

Measurements:

- Monitor cadet attendance at monthly cultural awareness events.

- Conduct at least one specific USAFA/CW event within the academic year for cadets focused on strengthening diversity and inclusion awareness and education.

Goal D6: Sustainability. Develop structures and strategies to equip leaders with the ability to manage diversity, be accountable, measure results, refine approaches on the basis of such data, and institutionalize a culture of inclusion.

Priority 3.1: Promote D, E, & I in leadership development programs and initiatives.

Action:

- Provide for all CW staff to be trained in cultural competencies necessary to communicate effectively with underrepresented groups.

Measurements:

- Measure percentage of workforce participation in the Leading Consciously Awareness training program:

- Strive to achieve 100% participation of new AOCs in a Leading Consciously Awareness training course within the first year of assuming command of a cadet squadron.

- Strive to achieve 100% participation of personnel assigned to CW (NCOs, officers, and civilian staff) in the Leading Consciously Awareness training course within the first year of being assigned to CW.

Priority 3.2: Ensure full and well-timed compliance with all related Federal laws, regulations, Executive orders, management directives, and policies related to promoting diversity and inclusion in the federal workforce.

Action:

- USAFA/CW will review and support all aspects of EO 13583, United States Air Force Diversity Strategic Roadmap, AFI 36-7001 Diversity, AFPD 36-70 Diversity, and all other governing documents applicable to Team USAFA and USAFA/CW.

- Assign a USAFA/CW representative to USAFA/CDO on-going Diversity and Inclusion Working Group Committee establishing focal point for all current and future federal diversity and inclusion issues for USAFA/CW.

Measurements:

- Ensure timely compliance of all aspects of EO 13583, United States Air Force Diversity Strategic Roadmap, AFI 36-7001 Diversity, AFPD 36-70 Diversity, and all subsections that require implementation of specific objectives to USAFA/CW. Ensure 100% compliance within ±10 days of due dates mandated by official documents.

- Measure attendance and active participation of USAFA/CW representative in all ongoing USAFA/CDO efforts and strategic events applicable to USAFA and USAFA/CW. By the end of 2013, ensure 80% attendance by primary or alternate USAFA/CW representative at all USAFA/CDO meetings and events. Work toward a stretch goal of 100% attendance by either the primary or alternate representative by the end of 2015.

ANNEX 3

ATHLETIC DEPARTMENT (AD)

Goal D4: Workforce Diversity. Provide strategic oversight of the Athletic Department's recruitment of a diverse, qualified group of potential applicants to secure a high-performing workforce drawn from all segments of American society.

Priority 1.1: Design and implement strategic recruitment and outreach to all segments of society, as it relates to cadet accessions.

Actions:

- Ensure that outreach and recruitment strategies designed to draw from all segments of society, including but not limited to those who are underrepresented, are employed when using staffing flexibilities and alternative hiring authorities.

- Develop strategic partnerships with a diverse range of high schools, colleges, universities, local vocational rehabilitation offices, DoD sponsored Operation Wounded Warrior programs, disabled programs (such as OWP), and affinity groups.

- Involve supervisors in recruitment activities and take appropriate action to ensure that outreach efforts effectively address barriers.

Measurements:

- **None.**

Priority 1.2: Oversee implementation of strategic recruitment and outreach to connect with all segments of society, ensuring USAFA remains an "employer of choice."

Actions:

- Use Schedule A hiring authorities for people with disabilities and Veterans Hiring Authorities as part of a strategy to recruit and retain a diverse workforce.

- Oversee outreach and recruitment strategies to maximize ability to recruit from a diverse, broad spectrum of potential applicants, including a variety of geographic regions, academic regions, and professional disciplines.

- Oversee outreach and recruitment strategies designed to draw from all segments of society, including but not limited to those who are underrepresented.

- Ensure USAFA utilizes strategic partnerships with a diverse range of colleges and universities, trade schools, apprentice programs, and affinity organizations from across the country.

Measurements:

- ADH, through Civilian Personnel, will randomly review OPM releasable applicant demographic data to determine whether or not outreach and recruitment efforts are effective in reaching all segments of society.

- Review OPM approved applicant flow demographics provided by Civilian personnel to determine whether applicant pools are reflective of the enlisted force structure demographics.

- ADH will conduct **a** Workforce Strategy Annual Survey to identify potential vacancies within a 12-month period and target recruitment sources to provide a potential applicant pool, to include working with colleges and universities in the Student Cooperative Program and/or the DOL Workforce Recruitment Program for Students with Disabilities. Ensure that connections with targeted recruitment sources are increased by 15%.

- Measure percentage of supervisors, coaches, and other Athletic Department staff members involved in recruitment and outreach activities, and quantify the outcomes of those efforts to all segments of society. Ensure recruitment and outreach activities increase by 15% by 30 September 2013.

Example Metric:

- **Year 1:** Ensure a 5% increase in connections with targeted recruitment sources.

- **Year 1:** Ensure a 10% increase of staff members involved in recruitment and outreach initiatives.

Goal D5: Workplace Inclusion. Cultivate a culture that encourages collaboration, flexibility, and fairness to enable all Athletic Department members to contribute to their full potential, enhance career trajectories, and encourage further retention.

Priority 2.1: Promote D, E, & I in leadership development programs and initiatives.

Actions:

- Support Leading Consciously Awareness training courses.

- Support USAFA Mentoring Program.

Measurements:

- Measure the percentage of workforce participation in the Leading Consciously Awareness training program.

Example Metrics:

- **Year 1:** Ensure a 30% of AD participate in a Leading Consciously Awareness training course by 30 September 2013.

- **Year 2:** Ensure 50 % of AD staff participates in a Leading Consciously Awareness training course by 30 September 2014.

- **Year 1:** Ensure 5% of AD participates in the USAFA Mentoring Program, whether as a mentor or a mentee.

- **Year 2:** Ensure 10% of AD participates in the USAFA Mentoring Program, whether as a mentor or a mentee.

Priority 2.2: Cultivate a supportive, welcoming, inclusive, and equitable work environment.

Actions:

- Use flexible workplace policies that encourage employee engagement and empowerment, including but not limited to telework, flexplace, wellness programs, and other work-life flexibilities and benefits.

- Support and encourage workforce participation in affinity and resource groups at USAFA.

- Initiate and administer a robust newcomer orientation process for all new department members in order to introduce them to the mission of the Athletic Department and its support of the cadet mission.

- Serve as an MP sponsor for a federal observance, such as Black History Month, Women's History Month, etc**.,** by providing director-level support for event volunteers.

Measurements:

- Measure percentage of AD workforce participation in 1) telework, 2) flexplace, and 3) wellness programs.

- Measure percentage of AD workforce participation in affinity groups, special observance groups, and resources groups at USAFA.

Example Metrics:

- **Year 1:** Ensure 25% of AD participates in telework, flexiplace, wellness programs, and other work-life flexibilities and benefits by 30 September 2013.

- **Year 2:** Ensure 20% of AD participate in telework, flexiplace, wellness programs, and other work-life flexibilities and benefits by 30 September 2014

- **Year 1:** Ensure 30% of AD participate in a Leading Consciously Awareness training course by 30 September 2013.

- **Year 2:** Ensure 50 % of AD staff participates in a Leading Consciously Awareness training course by 30 September 2014.

Goal D6: Sustainability. Develop structures and strategies to equip leaders with the ability to manage diversity, be accountable, measure results, refine approaches on the bases of such data, and institutionalize a culture of inclusion.

Priority 3.1: Demonstrate leadership accountability, commitment, and involvement regarding diversity and inclusion in the workplace.

Actions:

- Affirm the value of workforce D, E, & I in the AD strategic plan and include these principles in workforce planning activities.

- Develop a specific AD D, E, & I Action Plan, and then implement that plan, through the collaboration and coordination of the Director of Athletics, Director of Physical Education, and Director of Human Resources.

- Ensure ADH has performance measures in place to ensure the proper execution of the diversity plan.

- Ensure ADH develops D, E, & I measures to track AD efforts and provide a mechanism for refining plans.

Measurements:

- Provide documentation verifying D, E, & I language has been inserted into ADH USAFA planning documentation.

- Provide documentation identifying diversity and inclusion efforts to the Chief, CDO.

ANNEX 4

USAFA PREPARATORY SCHOOL (PL)

Goal D4: Workforce Diversity. Recruit faculty, staff, and administration from a diverse, qualified group of potential applicants drawn from all segments of American society in order to secure a high-performing workforce better able to accomplish the USAFA mission

Priority 1.1: Design and implement strategic recruitment and outreach to reach all segments of society.

Actions:

- Provide training to all PL staff in the cultural competencies necessary to communicate effectively with underrepresented groups.

- **E**nsure PL staff members trained in D & I practices are available to participate in USAFA Admissions Selection Boards. To the extent practicable, PL staff should represent a variety of cultural backgrounds. Training is accomplished through USAFA/CDO's Leading Consciously Awareness training.

- Network with PL graduates at annual reunions and other similar venues to develop a pool of ambassadors to engage students at high schools with significant numbers of students belonging to culturally underrepresented groups.

Measurements:

- Measure/track the percentage of PL personnel who complete the Leading Consciously Awareness training. Ensure a minimum of 20% of personnel complete training by May 2013. Work towards a stretch goal of 75% of personnel to complete training by May 2014.

- Measure/track the training completion percentage of all PL staff who participates on USAFA Admission Selection Boards. Ensure a minimum of 15% of personnel have participated in the USAFA admission selection board process by the end of 2013. Work towards a stretch goal of 75% of personnel by the end of 2015.

- Measure the percentage of PL graduates from each sector of society selected for appointment to USAFA who successfully graduate from the Academy. Liaise with USAFA Admissions to garner Prep School Graduate participation in Admissions' marketing and outreach programs. Ensure graduates participate in a

minimum of two events per year by the end of 2013. Work towards a stretch goal of four events per year by the end of 2014.

Priority 1.2: Use strategic hiring initiatives for people with disabilities and for veterans, conduct barrier analyses, and support Special Emphasis Programs, to promote diversity within the workforce.

Actions:

- Work with USAFA/CDO to obtain a Management Directive 715 (MD-715) data tables for the PL in its totality to obtain specific data on diversity in narrative, as well as graphic formats, and share that information with managers.

- AF/A1Q, AFPC/EO and USAFA Civilian Personnel will disseminate an annual reminder with instructions encouraging employees to validate their disability status in MyBiz.

- Ensure USAFA/PL staff members who are selected to be part of new personnel hiring committee are appropriately trained on diversity and inclusion best hiring practices. Hiring committee members complete USAFA/CDO's Leading Consciously Awareness training.

Measurements:

- In coordination with USAFA/CDO, measure and identify variances between the Prep School's work force and the CLF or RCLF on an annual basis. Undertake barrier analysis and barrier removal consistent with MD-715 and AFI 36-205, *Affirmative Employment Program (AEP), Special Emphasis Programs (SEPs),* and *Reasonable Accommodation Policy* (currently in final coordination).

- Measure progress towards hiring people with disabilities by requesting Civilian Personnel provide a statistical analysis of the workforce by May 2013.

Goal D5: Workplace Inclusion. Cultivate an organizational culture that encourages collaboration, flexibility, and fairness to enable cadets, cadet candidates, faculty, staff, and administration to contribute their full potential and further retention.

Priority 2.1: Promote diversity, inclusion, and equality of opportunity in leadership development programs.

Actions:

- Where underrepresentation is identified, conduct analyses of leadership development selection processes to identify barriers to equal opportunity in the process.

- Ensure Prep School students and staff receive guidance through a voluntary mentoring Program made up of volunteer managers and supervisors, support mentoring programs sponsored by USAFA affinity or resource groups, and/or conduct reverse mentoring programs and coaching programs.

- To the maximum extent the PL Mission will allow, participate in 10 ABW/USAFA monthly Cultural Awareness events.

Measurements:

- Measure percentage of agency employees engaged in mentoring relationships by all demographic categories. Encourage at least 20% of employees from each demographic category to become engaged in a mentoring relationship. Work toward a stretch goal of 50% of employees from each demographic category to pursue mentoring relationships.

- By May 2013, schedule at least one specific USAFA/PLT event within the academic year for Prep School students, focused on strengthening diversity and inclusion awareness and education. Work towards a stretch goal of two events per academic year by the end of 2014.

- PL/CC will escort from 10 to 30 C/C participants to monthly Cultural Awareness events. Allow C/Cs to participate in at least two events per academic year by the end of 2013. Work towards four events per class by the end of 2014. (Gift Funds may be required to cover transportation costs)

Priority 2.2: Cultivate a supportive, welcoming, inclusive, and equitable work environment.

Actions:

- Support participation in employee resource groups/private organizations such as the 10th ABW monthly cultural heritage celebrations.

- Require all new Prep School staff to attend periodic USAFA Integration events.

- Assign new employees "mentors" to help them navigate the workplace for the first six months. If desired, supervisors should facilitate their employees' entrance into the USAFA Mentoring Program.

Measurements:

- Request information from USAFA/DF detailing the percentage of positive replies from Prep School staff compared to all attendees at USAFA integration events by the end of 2013.

- Annually measure positive and negative new employee job satisfaction and transition experience from active participation in the USAFA/PL "mentor" program. Additionally, annually measure existing faculty voluntary participation in the new hire "mentor" program. Seek to have 25% of existing faculty serve as volunteer candidates for the new hire "mentor" program by the end of 2013. Work toward maintaining a candidate pool of 50% of existing faculty members by the end of 2015.

Goal D6: Sustainability. Develop structures and strategies to equip Team USAFA[19] with the ability to manage diversity, be accountable, measure results, refine approaches on the basis of such data, and institutionalize an organizational culture of inclusion.

Priority 3.1: Demonstrate leadership accountability, commitment, and involvement regarding diversity and inclusion in the workplace.

Actions:

- Improve retention of diverse Prep School students in STEM disciplines by actively engaging with local Colorado Springs elementary and intermediate schools through various science and technology inclusion opportunities. Actively participate by enabling USAFA Prep School students to demonstrate science and technology experiments and judge local schools' science fair projects. Individuals selected will reflect diverse population groups at USAFA.

- Include a Diversity & Inclusion and EEO element in supervisors' Performance Plans, specifically focused on making measurable progress in advancing the goals of the USAFA Diversity and Inclusion Strategic Plan. These plans must:

  - Design and implement strategies that maximize employee potential, connect the organization vertically and horizontally, and foster high ethical standards in meeting the Prep School's vision, mission, and goals. These plans should provide an inclusive workplace that fosters the development of others to their full potential, allow for full participation by all employees, facilitate collaboration, cooperation and teamwork, and support constructive resolution of conflicts.

  - Recruit, retain, and develop the talent needed to achieve a high quality, diverse workforce that reflects the best of the nation, with the skills needed to

[19] Cadets, cadet candidates, faculty, staff, and administration.

accomplish organizational performance objectives while also supporting workforce diversity, workplace inclusion, and equal employment policies and programs.

- In coordination with USAFA/CDO, issue an Annual Performance Report conveying accomplishments, progress, and status on attainment of goals and priorities outlined in this Annex.

Measurements:

- Organize and support two science and technology demonstrations and three local Colorado Springs Elementary Science Fairs in CY 2013.

- Collect and provide documentation verifying diversity and inclusion language has been inserted into Prep School planning documentation. Provide USAFA/CDO USAFA/PL Annual Performance Report on diversity and inclusion programs and documentation by the end of 2013.

- Issue annual diversity and inclusion policy memoranda signed by the Prep School Commander. By May 2013, USAFA/PL diversity and inclusion policy memoranda will be published.

- Measure percentage of managers and supervisors who have diversity and inclusion performance measures as part of their annual performance evaluations. Ensure 25% of all managers and supervisors have diversity and inclusion performance measures as part of their annual performance evaluations by the end of 2013. Work toward a goal of 50% of all managers and supervisors by the end of 2014.

Priority 3.2: Ensure full and well-timed compliance with all related Federal laws, regulations, Executive orders, management directives, and policies related to promoting diversity and inclusion in the federal workforce.

Actions:

- USAFA/PL will review and support all aspects of EO 13583, United States Air Force Diversity Strategic Roadmap, AFI 36-7001 Diversity, AFPD 36-70 Diversity, and all other governing documents as it applicable to Team USAFA and USAFA/PL.

- Assign USAFA/PL representatives to USAFA/CDO's on-going Diversity and Inclusion Working Group Committee, establishing a focal point for all current and future federal diversity and inclusion issues for USAFA/PL.

Measurements:

- Ensure timely compliance of all aspects of EO 13583, United States Air Force Diversity Strategic Roadmap, AFI 36-7001 Diversity, AFPD 36-70 Diversity, and all subsections that require implementation of specific objectives to USAFA/PL. Ensure 100% compliance within ±10 days of due dates mandated by official documents.

- Measure attendance and active participation of USAFA/PL representatives in all ongoing USAFA/CDO efforts and strategic events applicable to USAFA and USAFA/PL. By the end of 2013, ensure 80% attendance by primary or alternate USAFA/PL representatives at all USAFA/COD meetings and events. Work toward a stretch goal of 100% attendance by either the primary or alternate representative by the end of 2015.

Priority 3.3: Involve employees as participants and responsible agents of diversity, mutual respect, and inclusion.

Actions:

- Establish a unit Diversity and Inclusion Council, made up of the Prep School's Mission Element Directors, Superintendent/First Sergeant, and additional duty diversity officer and chaired by the Commander or Commander's designee.

- Send employees to USAFA's inclusive Leading Consciously Awareness training each time it is offered, until all staff is trained.

- Ensure Prep School Mission Element Directors, Superintendent, Vice Commander, and Commander are trained in strategic planning, workforce planning, recruitment, and cross-cultural and cross-generational training. Other personnel may also receive this training, if appropriate to their assigned duties.

Measurements:

- In AY 2013, USAFA/PL Diversity and Inclusion Council will meet quarterly to review actions and measurements outlined in USAFA/PL Annex and provide updates to the PL/CC. By the end of 2014, the USAFA/PL Diversity and Inclusion Council will meet and provide these updates at least every six months.

- Measure the percentage of workforce (counting managers/supervisors separately) has completed Leading Consciously Awareness training (both mandatory and elective). Ensure a minimum of 20% of personnel complete USAFA/CDO training by the end of 2013. Work towards a stretch goal of 75% of personnel to complete training by the end of 2014.

ANNEX 5

10th Air Base Wing (10 ABW)

Goal D4: Workforce Diversity. Provide strategic oversight of 10 ABW's recruitment of a diverse, qualified group of potential employees, to secure a high-performing workforce drawn from all segments of American society.

Priority 1.1: Oversee execution of DoD and USAF Federal Equal Opportunity Recruitment Plans and Programs.

Actions:

- Advise hiring authorities on utilization of outreach and recruitment strategies to maximize ability to recruit from a diverse, broad spectrum of potential applicants, including a variety of geographic regions, academic regions, and professional disciplines.

Measurements:

- In collaboration with Civilian Personnel and other agencies, utilize the OPM approved system to collect, track, and report demographic and other diversity characteristics of future Civilian Faculty position applicant pools in order to ensure participation from under-represented demographics.

Goal D5: Workplace Inclusion. Support a culture that encourages collaboration, flexibility, and fairness to enable all Team USAFA members to contribute to their full potential, enhance career trajectories, and further retention.

Priority 2.1: Promote D, E, & I in leadership development programs and initiatives.

Actions:

- Participate in Leading Consciously Awareness training courses on a regular basis (for permanent party).

- Promote D, E, & I (i.e., awareness and skill) in leadership development programs within 10 ABW.

- Participate in USAF and USAFA Mentoring Program (for permanent party).

Priority 2.2: Foster a USAFA environment that embraces differences and demonstrates inclusiveness IAW USAFA's Strategic Plan Goal #4.

Actions:

- Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity and inclusion for Team USAFA.

- Recognize diversity by supporting special observances.

Special Observances are recognized by the DoD each year per Congressional mandate or Presidential Proclamation. Senior installation leadership is the key to successful special/ethnic observance program (AFI 36-2706).

The USAF Academy Special Observance Program is an installation program carried out by volunteer special observance committees that come together for a limited time to create, organize, and execute events and activities. These special observance committees are not private organizations and any unit assigned to USAFA (i.e., active duty, retiree, family member, DoD civilian) has an opportunity to organize events for any ethnic observance for USAFA personnel. 10 ABW/EO Office Staff serves as advisers for the following US Air Force Academy Special Observances events:

Observances/Dates	**Themes**
Martin Luther King's Birthday 16 January 2012	National and Department of Defense USD (P&R) Source: The King Center*; Remember! Celebrate! Act! A Day On, Not A Day Off!* (This theme does not change)
African American/Black History Month 1-29 February 2012	National and Department of Defense USD (P&R) Source: Study of African American Life and History *Black Women in American Culture and History*
Women's History Month 1-31 March 2012	National and Department of Defense USD (P&R) Source: Women's History Project *Women's Education – Women's Empowerment*
Holocaust Remembrance Day 19 April/15-22 April 2012	Days of Remembrance National and Department of Defense USD (P&R) Source: United States Holocaust Memorial Museum *Choosing to Act: Stories of Rescue*
Asian Pacific American Heritage Month 1-31 May 2012	National and Department of Defense USD (P&R) Source: Federal Asian Pacific American Council *Striving for Excellence in Leadership, Diversity and Inclusion*
Women's Equality Day 26 August 2012	National and Department of Defense USD (P&R) Source: Women's History Project *Celebrating Women's Right to Vote* (This theme does not change.)

Hispanic Heritage Month 15 September- 15 October 2012	National and Department of Defense USD (P&R) Source: National Council of Hispanic Employment Program Managers Diversity *United, Building America's Future Today*
National Disability Employment Awareness Month 1-31 October 2012	National and Department of Defense USD (P&R) Source: Department of Labor A Strong Workforce is an Inclusive Workforce: *What can YOU do?*
National American Indian Heritage 1-30 November 2012	Department of Defense USD (P&R) Month Source: Society of American Indian Government Employees (SAIGE); *Serving Our Nations: Native visions for Future Generations*

Measurements: Measure participation in special observance programs.

Goal D6: Sustainability. Support USAFA strategies to equip leaders with the ability to manage diversity, be accountable, measure results, refine approaches on the bases of such data, and institutionalize a culture of inclusion.

Priority 3.1: Demonstrate leadership accountability, commitment, and involvement regarding diversity and inclusion in the workplace.

Actions:

- Affirm the value of workforce D, E, & I in USAFA's strategic plan and include them in workforce planning activities.
- Assess applicable performance measures to ensure the execution of the diversity plan.

Measurements: None.

ANNEX 6

ADMISSIONS (RR)

Goal D3: EXPAND DIVERSITY. Expand the diversity of the USAFA Cadet Wing and cadet candidates to better educate and train future officers expected to serve a diverse and expeditionary force.

Priority 1.1: Within the constraints of USC Title X, positively adjust the demographic makeup of the applicant pool for the Cadet Wing by executing an outreach and recruiting plan that targets all segments of society and is optimized to reach under-represented target population of high performing high school students as potential qualified candidates.

Actions:

- In coordination with AFRS and GSD&M, execute an effective marketing and media effort to reach and influence target populations to consider USAFA.
- Utilize research and recruitment tools to ensure outreach and recruitment strategies maximize the ability to effectively recruit from target populations.
- Utilize seminars and visitation programs to expose high school target populations to USAFA and influence attendees to apply.
- Conduct aggressive and effective face-to-face outreach programs, including outreach visits, Admissions Forums, the Admissions Liaison Officer force, and other USAFA organizations/assets to encourage target population students to apply to USAFA.
- Support HQ AF/A1DV initiatives to increase USAF senior leadership engagement in under-represented communities and disadvantaged youth community outreach efforts.

Priority 1.2: Positively educate and influence the adults who mentor and influence target population students regarding the opportunities USAFA presents their students/constituents.

Actions:

- Build partnerships and relationships with national and regional youth organizations and minority alumni organizations to expand the number of USAFA ambassadors that can reach target populations.

- Integrate the education of congressional staffers, high school educators, and youth organizations on what USAFA has to offer their constituents/students through the USAFA Admissions Forum initiative.

Measurements for Priorities 1.1 & 1.2:

- Monitor applicant demographics throughout the admissions cycle to ensure outreach efforts are producing a desired flow of applicants, candidates, and qualified candidates relative to the demographic diversity of the enlisted corps. Report the demographic makeup of the applicant flow relative to the demographic diversity on a monthly basis.

Example Metric:

Structural Diversity of Qualified Candidates

OPR: HQ USAFA/RR

Key Objective Points

- **Team USAFA will reflect the AF's enlisted population from a structural diversity perspective consistent with merit system principles and applicable law** (EO 13583, 18 Aug 2011)

Measure Statement	Previous	Enl. Force Makeup As Of Mar '12	Current As Of	Trend	Future
Number of qualified candidates (disaggregated demographically) during application cycle that are reflective of the AF enlisted population	2014	%	2015		
• American Indian/ Alaska Native	16 (0.7%)	0.7%	29 (0.7%)		
• Asian	177 (7.2%)	2.6%	198 (7.5%)		
• Black/African American	118 (4.8%)	16.4%	118 (4.5%)		
• Caucasian/White	1933 (79.1%)	71.4%	2072 (78.5%)		
• Hispanic/Latino	116 (6.8%)	13.3%	202 (7.6%)		
• Native Hawaiian/Pacific Islander	34 (1.4%)	1.3%	31 (1.2%)		
• Two or More Races	N/A	3%	N/A		

Integrity - Service - Excellence 2

Goal D4: DIVERSE WORKFORCE. Recruit faculty, staff, and administration from a diverse, qualified group of potential applicants drawn from all segments of American society in order to secure a high-performing workforce better able to accomplish the USAFA mission.

Priority 2.1: Promote D, E, & I by building the Admissions team to ensure it can effectively conduct outreach and attract, mentor, and evaluate target population applicants and candidates.

Actions:

- Continue the diverse panel review and interview process utilized in Admissions to ensure Admissions staff can effectively conduct the mission. In assembling the panel, consideration should be given to its diversity (including all aspects of the Air Force definition of diversity). However, there is no specific demographic requirement for the makeup of panels.

- Continue to ensure all GS-11 and higher interview panels contain diverse representation from across USAFA. In assembling the panel, consideration should be given to its diversity (including all aspects of the Air Force definition of diversity). However, there is no specific demographic requirement for the makeup of panels.

Measurement:

- Monitor review and interview panel makeup to ensure representation across the workforce demographics and mission expertise. Report the demographic makeup of review/interview panels on a quarterly basis. In assembling the panel, consideration should be given to its diversity (including all aspects of the Air Force definition of diversity). However, there is no specific demographic requirement for the makeup of panels.

Priority 2.2: Promote D, E, & I through professional development programs to ensure the Admissions team can effectively recruit and mentor target population applicants and candidates.

Actions:

- Goal is for each Admissions staff personnel to attend/complete at least one admissions related professional development each year. Metric is 50% of staff attend/complete one admissions related professional development each year, dependent on resources available.

Measurements:

- Report the percentage of Admissions staff personnel who attend/complete at least one admissions related professional development each fiscal year.

Goal D1: INSTITUTIONALIZE DIVERSITY. Institutionalize diversity throughout USAFA in order to establish a culture and environment where diversity resonates in the fabric of the institution and develop officers who are equipped with the necessary skill sets required to lead in a diverse AF environment, are appreciative of the benefits of diversity, and have knowledge of the strengths of diversity.

Priority 3.1: Demonstrate Admissions leadership commitment and involvement regarding diversity and inclusion in the workplace, and institutionalize Admissions workforce understanding of the importance of diversity.

Actions:

- Celebrate Admissions successes/products as a Directorate.

- Celebrate cultural richness of the Admissions staff and the associated impact on the Admissions mission.

- Admissions staff personnel attend/participate in mission culmination events:

  - USAFA Graduation: Celebrate culmination of a class's four to five years of development since initial entry into USAFA. Admissions will celebrate successful graduation of the class we admitted to USAFA four years previously by attending the Graduation Ceremony as an organization.

  - USAFA Preparatory School Graduation: Celebrate culmination of a class's initial year of development. Admissions will celebrate successful graduation of the Prep School class we admitted to USAFA the year prior by attending the Prep School Graduation Ceremony as an organization.

  - USAFA Summer Seminar: Celebrate the outreach and recruiting opportunity for students and influencers. Admissions professionals, working with influencers via tours and informational briefings, help potential candidates understand the opportunities that USAFA presents. Admissions professionals, in conjunction with cadet cadre, work with students to provide "a few days in the life of a cadet" through academics, athletics, and military training. All admissions professionals play a role in this annual event and will celebrate successful completion as an organization.

  - USAFA Class In-Processing: After an 18-month application/evaluation process, Admissions admits a class into USAFA. All admissions professionals play a role in this annual event and will celebrate the successful completion of 18 months of recruiting, mentoring, and selecting the best class for USAFA and the USAF.

- USAFA Prep In-Processing: After an 18-month application/evaluation process, Admissions admits a class into the USAFA Preparatory School, a key resource for increasing the diversity of the Cadet Wing. All admissions professionals play a role in this annual event and will celebrate the successful completion of 18 months of recruiting, mentoring, and selecting the best class for USAFA and the USAF.

- Admissions staff personnel will support/attend/participate in recognized USAF/USAFA cultural celebrations to strengthen the Admissions staff appreciation and understanding of the cultures and communities in which we recruit and mentor.

Measurements:

- Each AY, 80% of Admissions staff personnel will attend/participate in at least one Admissions mission culmination event.

- Each AY, 80% of Admissions staff personnel will attend/participate in at least one recognized USAF/USAFA cultural celebration.

Resourcing Sustainability Efforts in HQ USAFA/RR

USAFA Admissions has incorporated diversity into every aspect of its mission. All USAFA Admissions positions, military and civilian, are heavily involved in outreach, mentoring, and evaluating across the full spectrum of diversity. This plan captures some specific diversity initiatives related to admissions and the resource requirements necessary to execute these initiatives (see Resource Appendix 3).

Additional Human Resources Requirements

If the USAF fully funds the USAFA Diversity Program initiatives as defined in this plan, USAFA Admissions outreach to under-represented areas/cities will more than double, establishing a need for three additional civilian personnel authorizations to manage the increased outreach efforts and initiatives described in this plan. Much like a Regional Combatant Command structure, USAFA Admissions must be able to plan and execute diversity outreach operations throughout its Area of Responsibility simultaneously. With this increase in outreach/recruiting travel, personnel to manage the execution of current operations would allow the existing regional personnel to continue planning for future operations/diversity outreach events.

The necessary additional positions required to effectively execute and manage the increased diversity outreach and recruiting initiatives are:

- One (1) **Chief, Current Operations Cell -** The Chief, Current Operations Cell, will provide direct oversight and execution responsibility for all diversity outreach

events during execution. This will include supervising two current operations personnel and providing direct support to all USAFA Admissions personnel who are deployed/TDY in support of USAF and USAFA diversity outreach events, influencer engagement, regional and national youth organization partnership efforts, and disadvantaged youth community outreach efforts.

- Two (2) **Current Operations Officers -** Provide direct support to all USAFA Admissions personnel who are deployed/TDY in support of USAF and USAFA diversity outreach events, influencer engagement, regional and national youth organization partnership efforts, and disadvantaged youth community outreach efforts. Includes real-time coordination of changes in events, venues, required support, and travel plans of all Admissions personnel engaged in outreach/recruiting events around the world.

Required additional manning in the HQ USAFA/RR for the Diversity Current Operations Cell:

3 POSITIONS	**REQUIRED MANNING**	**CURRENT MANNING**
Chief, Current Operations	1	0
Current Operation Officers	2	0

ANNEX 7

COMMUNICATIONS (CM)

Goal D1: Workforce Diversity. Provide Strategic Communications support for D, E &I Programs to foster an organizational culture that encourages collaboration, flexibility and fairness that enables all to contribute to their full potential, while expanding awareness of diversity at USAFA among internal and external audiences and simultaneously highlighting the opportunities available for applicants and staff.

Priority 1:

Utilize CM Strategic Communication tools to proactively support and encourage workforce diversity programs throughout USAFA to increase awareness and understanding of USAFA workplace diversity efforts.

Actions:

- Have PA permanent party participate in Leading Consciously Awareness training.
- Provide interview prep for senior leaders, to include key messages on diversity, when appropriate.
- Solicit editorials on diversity/inclusion topics from the Diversity Office.
- Highlight diversity and inclusion stories to audiences via Academy Spirit and USAFA webpage, while marketing these stories to AOG's *Checkpoints*.
- Utilize Facebook to highlight diversity/inclusion photos.
- Utilize performing units, senior leader visits, and the speaker's bureau to hit diverse audiences outlined by Admission's demographics goals.
- Externally, market stories about diversity to local, regional, and specialized media outlets.
- All public USAFA displays will highlight an environment of diversity/inclusion amongst staff, faculty, and cadets. (i.e., Colorado Springs Airport Displays)

Measurements:

- Ensure 15% of PA permanent party participates in Leading Consciously Awareness training by September 2013.
- Ensure 100% of senior level prep packages will include diversity messages.
- Publish a minimum of one editorial yearly from a key member of the USAFA Diversity Office.
- Ensure that a minimum of five Academy Spirit stories will highlight diversity/inclusion yearly.
- Ensure that 15 photos will be published on Facebook quarterly, highlighting a diverse USAFA environment.
- Public Affairs' Community Relations will track quarterly performing units and speaker's bureau appearances.
- Public Affairs' Media will track the number of stories that are picked up by local, regional, and specialized media outlets highlighting a diverse USAFA.

Goal D5: Workplace Inclusion. Provide Strategic Communications support for D, E &I Programs to foster an organizational culture that encourages collaboration, flexibility, and fairness and enables all to contribute to their full potential, while expanding awareness of inclusion at USAFA among internal and external audiences and simultaneously highlighting the opportunities available for applicants and staff.
.

Priority 2: Synchronize CM Strategic Communication outreach activities to proactively support and encourage awareness and understanding of workforce inclusion efforts throughout USAFA.

Actions:

- Have PA permanent party participate in Leading Consciously Awareness training.
- Provide interview prep to senior leaders, to include key messages on diversity, when appropriate.
- Solicit editorials on diversity/inclusion topics from the Diversity office.

- Highlight diversity and inclusion stories to audiences via Academy Spirit and USAFA webpage, while marketing these stories to AOG's *Checkpoints.*

- Utilize Facebook to highlight diversity/inclusion photos.

- Utilize performing units, senior leader visits and speaker's bureau to hit diverse audiences outlined by Admission's demographics' goals.

- Externally, market stories about diversity to local, regional, and specialized media outlets.

- All public USAFA displays will highlight an environment of diversity/inclusion amongst staff, faculty and Cadets. (i.e., Colorado Springs Airport Displays).

Measurements:

- Ensure 15% of PA permanent party participate in Leading Consciously Awareness training by September 2013.

- 100% of senior level prep packages will include diversity messages.

- Publish a minimum of one editorial yearly from a key member of the USAFA Diversity office.

- Minimum of 5 Academy Spirit stories will highlight diversity/inclusion yearly.

- 15 photos will be published on Facebook quarterly highlighting a diverse USAFA environment.

- Public Affairs' Community Relations will track quarterly performing units and speaker's bureau appearances.

- Public Affairs' Media will track the number of stories that are picked up by local, regional and specialized media outlets highlighting a diverse USAFA.

Goal D2: Sustainability. Develop and implement procedures to equip Public Affairs' specialists with the correct policies to highlight diversity and inclusion at USAFA.

Priority 3: Sustain meeting the required Diversity/Inclusion policies when communicating with internal and external audiences.

Actions:

- Per AFI 35-104, PA will target audiences with Air Force messages to achieve specified effects.
- Per AFI 35-15, PA will run active community relations programs to enhance morale, public trust, and support. In addition, to increase public awareness and understanding of the armed forces and the mission, policies, and programs of the Air Force.
- Per AFI 35-107, PA will establish and maintain one official public website, specifically structured for general public use.
- Per AFI 35-113, PA will conduct internal information programs as a primary means for Air Force leaders to communicate with Airmen and their families.

Measurements:

- Unit Compliance Inspection.

ANNEX 8

CHAPLAINCY (HC)

Goal D4: Workforce Diversity. The Air Force will attract, recruit, develop and retain a high quality, talented, and diverse total force.

Priority 1.1: Design and perform strategic outreach and recruitment to reach all segments of society.

Actions:

- Follow the functional policies established by the Chaplaincy's functional authority, HQ USAF/HC: Office of the Air Force Chief of Chaplains, the Pentagon, Washington, DC. This office establishes the functional policy and requirements necessary for chaplains and chaplain assistants to support the Constitutional free exercise of religion for all Airmen and their families, active duty, reserve and National Guard across the globe.

- Follow the functional policy and requirements for chaplain recruitment detailed to HQ AFRS/RSOCC: Air Force Recruiting Services, Director: Chaplain Accessions, Randolph AFB, TX, under Air Education and Training Command. Chaplain Assistants are recruited through the Air Force Retraining Program.

- Follow the functional policy and requirements for chaplain and chaplain assistant training detailed to AFCCC: Air Force Chaplain Corps College, Fort Jackson, SC, under Air University and Air Education and Training Command.

- Follow the functional policy and requirements for chaplain personnel actions, to include assignments, detailed to HQ AFPC/DPANH: Air Force Personnel Center, Chief, Chaplain Force Development Division, Randolph AFB, TX. Chaplain Assistant assignments are detailed to AFPC/DPAA2: Functional Manager, PA Enlisted Assignments, Randolph AFB, TX. Both of these functions are under Air Education and Training Command. Personnel and administrative support actions for Reserve Category A and B chaplains and chaplain assistants are detailed to AFRC/HC: Air Force Reserve Command, Office of the Command Chaplain, Robins AFB, GA. Personnel and administrative support actions for Air National Guard Chaplains and Chaplain Assistants are detailed to the Air National Guard Readiness Center, Joint Base Andrews-Naval Air Facility, MD.

- Follow the prerogative established by HQ USAFA/HC, which identifies its requirements by rank and faith group (chaplains only) to AFPC/DPANH and AFPC/DPAA2 for assignment fills. It undertakes no independent recruiting, accessing, and assignment or separation actions detailed to the above-listed agencies.

Priority 1.2: Use strategic civilian hiring initiatives for people with disabilities and for veterans, conduct barrier analysis, and support Special Emphasis Programs (SEP) in order to promote diversity within the workforce.

Actions:

- See 1.1 above. Chaplains and Chaplain Assistants are uniformed military service personnel. Chaplain Corps civilian (GS) personnel are hired in accordance with policies, processes, and the pool of eligible candidates established by Civilian Personnel. Chaplain Corps (APF) contractor personnel are hired in accordance with policies and processes established by Base Contracting and local availability. Chaplain Corps (Chapel Tithes & Offerings Fund or CTOF) contractor personnel are hired in accordance with policies and processes established by AFI 52-105v2.

Goal D5: Workplace Inclusion. Federal agencies shall cultivate a culture that encourages collaboration, flexibility, and fairness to enable individuals to contribute to their full potential and further retention.

Priority 2.1: Promote diversity and inclusion in leadership development programs.

Actions:

- See 1.1 above. HQ USAFA/HC's actions internal to the Chaplain Corps team are governed by functional guidance from HAF and AF/HC and are primarily focused on leveraging Chaplain Corps denominational and faith group capabilities to meet an array of religious requirements for Airmen and their families.

- HQ USAFA/HC's external actions are directed toward training cadets, faculty, and staff in what is currently known as the Religious Respect Training Program (RRTP). Though there are commonalities between RRTP and the variety of USAFA's diversity training programs, RRTP is not a diversity training program.

- The RRTP is employed using an inter-active, scenario-based methodology specifically tailored to a variety of targeted audiences. The foundation rests on respecting the inherent dignity of every human being and then acknowledging the

plurality of traditions of faith and no faith. The training employs Staff Judge Advocate (JA) and/or Department of Law (DFL) personnel unpacking the First Amendment's prohibition against the establishment of religion clause along with Chaplain Corps (HC) personnel unpacking the First Amendment's free exercise of religion clause. Dean of Faculty (DF) department heads are added to the mix as peer trainers for faculty and staff training.

- Cadets Fourth Class are engaged in the training from the perspective of potential victims, while Cadets First Class are engaged from the perspective of commanders. Cadets Second Class are engaged from the perspective of CADRE or leaders in preparation of the annual Basic Cadet Training (BCT), while Cadets Third Class are engaged from a bystander perspective. DF, both new/returning and permanent staff, are engaged from the perspective of a person in charge of a classroom in a federal facility and how to facilitate issues of religion. In each perspective, questions are asked to facilitate dialogue and discussion. In all perspectives, when (not if) one arrives at a point where agreement will simply not happen, the established mantra is: "We agree to disagree agreeably."

- Feedback immediately following each training event is solicited and collected for analysis and potential revision.

- Additionally, the Cadet Interfaith Council sponsors a series of interfaith dialogues in the course of the academic year as well as cadets' participation in the President's Interfaith Community Service and Campus Challenge or POTUS Initiative for short. These two programs provide opportunities for modeling respectful religious dialogue with faith-based civic outreach to disadvantaged citizens of Colorado Springs.

Priority 2.2: Cultivate a supportive, welcoming, inclusive and fair work environment.

Actions:

- Flow the RRTP training into the Athletic Department (AD), 10th Air Base Wing staff, and residual Commandant of Cadets (CW) staff such as Air Officers Commanding (AOCs) and Academy Military Trainers (AMTs) for FY13.

Goal D6: Sustainability. Federal agencies shall develop structures and strategies to equip leaders with the ability to manage diversity, be accountable, measure results, refine approaches on the basis of such data, and engender a culture of inclusion.

Priority 3.1: Demonstrate leadership accountability, commitment, and involvement regarding diversity and inclusion in the workplace.

Actions:

- RRTP for cadets is designed and programmed for annual reoccurrence as each class arrives/moves up. The same is designed for new/returning DF staff. For all other USAFA personnel, methodologies are being assessed to sustain training currency without risking the negative effects of redundancy. As the RRTP is not a diversity training program, despite its commonalities as such, it does not fall under the purview of the annual training requirements identified in AFPD 36-70. It is designed, managed, and implemented by the US Air Force Academy Chaplain, with functional reporting to HQ USAF/HC and operational reporting to the Superintendent, United States Air Force Academy.

- Training goals for AY 2013/14/15:
    - CW:
        - 4th Degree: 100% trained in religious respect each year (2 hours).
        - 3rd Degree: 100% trained in religious respect each year (1 hour).
        - 2nd Degree: 100% cadre for Cadet Summer Programs trained in religious respect each year (1 hour).
        - 1st Degree: 100% trained in religious respect each year (2 hours).
        - New AMTs/AOCs: 100% trained in religious respect each year (1 hour).
        - Staff: 100% initially trained NLT 31 May 2013 (hours TBD).
        - Returning AMTs/AOCs & Staff: Frequency TBD in coordination with CW NLT 1 January 2013 (hours TBD).
    - DF:
        - New Faculty & Staff: 100% trained in religious respect each year (1.5 hours).
        - Returning Faculty & Staff: Frequency TBD in coordination with DF NLT 1 January 2013 (hours TBD).
    - AD:
        - Coaches & Staff: 100% initially trained NLT 31 May 2013 (hours TBD).
        - New Coaches & Staff: TBD in coordination with AD and after initial AD training: By end of AY 2013 (hours TBD).
        - Returning Coaches & Staff: Frequency TBD in coordination with AD and after initial AD training NLT 1 January 2013 (hours TBD).

Priority 3.2: Fully and timely comply with all Federal laws, regulations, Executive orders, management directives, and policies related to promoting diversity and inclusion in the Federal workforce.

Actions:

- HQ USAFA/HC's RRTP is in compliance with all Federal laws, regulations, Executive orders, management directives, and policies related to the Constitutional free exercise of religion.

- Dashboard as of 16 August 2012:

  - Cadets trained in RRTP: 4,882
    - C4Cs (2015 & 2016): 1876
    - C3Cs: 1017
    - C2Cs: 1100
    - C1Cs: 889
    - DF Faculty/Staff:
    - AOCs/AMTs/CW Staff:
  - HC Trainers/Hours: 16/250
  - SJA/DFL Trainers/Hours:
  - POTUS Challenge Participants/Hours/Projects: 1675/6702/41

Priority 3.3: Involve employees as participants and responsible agents of diversity, mutual respect and inclusion.

Actions:

- See 1.1 above.

ANNEX 9

CHIEF DIVERSITY OFFICE (CDO)

Goal D4: Cadet Accessions and Workforce Diversity. Provide strategic oversight of USAFA's recruitment of a diverse, qualified group of potential applicants to secure a high-performing workforce drawn from all segments of American society.

Priority 1.1: Oversee design and implementation of strategic recruitment and outreach to all segments of society as it relates to cadet accessions.

Actions:

- Oversee collection and analyses of cadet application process.
- Oversee outreach and recruitment strategies to maximize ability to recruit from a diverse, broad spectrum of potential cadet applicants, including a variety of geographic regions.

Measurements:

- None.

Priority 1.2: Oversee implementation of strategic recruitment and outreach to connect with all segments of society, ensuring USAFA remains an "employer of choice."

Actions:

- Oversee collection and analyses of workforce applicant flow data through Civilian Personnel using OPM approved data collection tools.
- Oversee outreach and recruitment strategies to maximize ability to recruit from a diverse, broad spectrum of potential applicants, including a variety of geographic regions, academic regions, and professional disciplines.
- Oversee outreach and recruitment strategies designed to draw from all segments of society, including but not limited to those who are underrepresented.
- Ensure USAFA utilizes strategic partnerships with a diverse range of colleges and universities, trade schools, apprentice programs, and affinity organizations from across the country.

Measurements:

- CDO through Civilian Personnel will randomly review OPM releasable applicant demographic data to determine whether outreach and recruitment efforts are effective and reaching all segments of society.

- Review analysis of OPM approved applicant flow demographics, provided by Civilian personnel, to measure percentage of qualified applicants from various hiring authorities used by the various organizations within the past 12 months by demographic group.

- Annually, review OPM approved applicant flow demographics provided by Civilian personnel in order to determine whether applicant pools are reflective of the enlisted force structure demographics.

Example Metric:

D.2 Attract Diversity (Structural Diversity)

Objective Champion: CDO

Key Objective Points

- **Team USAFA will reflect the AF's enlisted population from a structural diversity perspective consistent with merit system principles and applicable law** (EO 13583, 18 Aug 2011)

	Measure Statement	Previous	Enl. Force Makeup As Of Mar '12	Current As Of	Range	Trend
	Number of cadets admitted to Class of 2015 (disaggregated demographically) that are reflective of the AF enlisted population	2014		2015		
	• American Indian/ Alaska Native	11 (0.8%)	0.7%	15 (1.3%)	0.28-1.12	↑
	• Asian	102 (8%)	2.6%	82 (7.2%)	-0.7 – 5.9	↓
	• Black/African American	101 (7.9%)	16.4%	102 (9%)	11.17 – 21.63	↑
	• Caucasian/White	928 (72.7%)	71.4%	798 (70.2%)	70.55 – 72.25	↓
	• Hispanic/Latino	112 (8.8%)	13.3%	111 (9.8%)	10.8 – 15.8	↑
	• Native Hawaiian/Pacific Islander	23 (1.8%)	1.3%	20 (1.8%)	0.95 – 1.65	
	• Two or More Races		3%	0		

Integrity - Service - Excellence 1

Priority 1.3: Conduct an analysis of the current workforce for any mission critical occupations/professions designated to promote D, E, & I at USAFA

Actions:

- Assess utilization of 19 positions, funded in the FY10 POM, dedicated to advancing diversity across USAFA.

- Assess effectiveness (i.e., academic advising, mentoring, and teaching) of 19 positions, funded in the FY10 POM, dedicated to D, E, & I.

- Review incumbents' core documents/job descriptions and compare with USAFA Diversity Manpower Requirements and Funding document.

- Review incumbents' duty titles and compare with USAFA Diversity Manpower Requirements document.

- Interview incumbents to learn about their Dean of Faculty duties and their involvement in extracurricular activities.

Measurement/Evaluation:

- Comprehensive report will be provided to USAFA Superintendent by 30 September 2012.

Goal D6: Workplace Inclusion. Cultivate a culture that encourages collaboration, flexibility, and fairness to enable all Team USAFA members to contribute to their full potential, enhance career trajectories, and further retention.

Priority 2.1: Promote D, E, & I in leadership development programs and initiatives.

Actions:

- Conduct Leading Consciously Awareness training courses on a regular basis (for permanent party).

- Conduct Leading Consciously Awareness training (for trainers) courses on as needed basis.

- HQ USAFA/A9A will evaluate every Leading Consciously Awareness training course and provide a White Paper Report to the CDO to share with the Superintendent.

- Promote D, E, & I (i.e., awareness, developing skill sets, etc.) in leadership development programs across USAFA, such as supporting Women's Equality Day.

Metric:

- CDO will participate, moderate, or serve as the key note speaker at four or more USAF Academy Special Observances per year.

- **Year 1:**
  - Ensure 15% of USAFA (permanent party) participate in Leading Consciously Awareness training by 30 September 2012.

  - HQ USAFA/A9A will provide a White Paper Report to CDO at the conclusion of the July, August, and September 2012 Leading Consciously Awareness training courses to share with the Superintendent.

- **Year 2:** Ensure 15% of USAFA (permanent party) participate in the Leading Consciously Awareness training course by 30 September 2013.

- **Year 3:** For sustainability, see 3.1 below

- **Year 4:** For sustainability, see 3.1 below

Example of Dashboard Metric:

D.6 Foster Culture of Respect and Inclusion

Objective Champion: CDO

Key Objective Points

- **Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity, equity, and inclusion (D,E,&I) across Team USAFA**

	Measure Statement	Baseline	Goal	Current	Trend
	Commit 90 staff/faculty members to CDO sponsored training in D, E, & I principles by 30 Sept 2012. Report to CDO quarterly; MIT biannually; SSG annually. (Train-the–trainer)	0 (2011)	90 (2012)	27 Phase I (2011)	↑
	Comprehensive System (4-half-day modules) • Module I	27 (90)			↑
	• Module II	90			
	• Module III	90			
	• Module IV	90			
	Commit 180 staff/faculty members to CDO sponsored training in D, E, & I principles by 30 Sept 2012. Report to CDO quarterly; MIT biannually; SSG annually. (Supervisor training)	0 (2011)	180 (2012)	57 (2012)	↑

Integrity - Service - Excellence 3

Priority 2.2: Promote D, E, & I initiatives across the Academy.

Actions:

- Review leadership development programs at USAFA, determine whether they draw from all segments of the workforce, and develop strategies to eliminate barriers where they exist.

- Enhance mentoring programs and ensure all USAFA members at all levels have an opportunity to participate.

Measurements:

- Measure the total percentage of GS-11 through GS-15 level employees (or equivalent) by demographic group and compare with the percentage of each group that participated in leadership development programs in the past 12 months.

- Measure the total percentage of enlisted and officers at specific ranks by demographic group and compare with the percentage of each group that participated in leadership development programs in the past 12 months.

- Measure percentage of USAFA members (civilian and active duty personnel) engaged in mentoring relationships by all demographic categories.

- HQ USAFA/A9A will evaluate every *Diversity Leadership Development* course (e.g., *Difference Works*) and provide a White Paper Report to the CDO to share with the Superintendent.

Example Metrics:

- By July 2011, 200 members from across the Academy will participate in an *Diversity and Inclusiveness Interactive Theate*r.

- By April 2012, 100 members from across the Academy will participate in a *Difference Works* Communication course.

Goal D6: Sustainability. Develop structures and strategies to equip leaders with the ability to manage diversity, be accountable, measure results, refine approaches on the bases of such data, and institutionalize a culture of inclusion.

Priority 3.1: Sustain D, E, & I in leadership development programs and initiatives.

Actions:

- Conduct refresher Leading Consciously Awareness training courses on a regular basis (for permanent party).

- Conduct refresher Leading Consciously Awareness training "Train-the-Trainer" courses on as needed basis.

- HQ USAFA/A9A will evaluate every Leading Consciously Awareness training course and provide a White Paper Report to the CDO to share with the Superintendent.

Example Metrics:

- **Year 3:**

  - Develop refresher training, ensure 10% of USAFA (permanent party) participate in Leading Consciously Awareness training course by 30 September 2013, and ensure 25% of USAFA (permanent party) participate in Leading Consciously Awareness training by 30 September 2014.

  - HQ USAFA/A9A will provide a White Paper Report to CDO to share with the Superintendent at the conclusion of the September 2013 Leading Consciously Awareness training course.

  - HQ USAFA/A9A will provide a White Paper Report to CDO to share with the Superintendent at the conclusion of the September 2014 Leading Consciously Awareness training course.

- **Year 4:**

  - Ensure 25% of USAFA (permanent party) participate in Leading Consciously Awareness training course by 30 September 2015.

  - HQ USAFA/A9A will provide a White Paper Report to CDO to share with the Superintendent at the conclusion of the September 2015 Leading Consciously Awareness training course.

Priority 3.2: Demonstrate leadership accountability, commitment, and involvement regarding diversity and inclusion in the workplace.

Actions:

- Affirm the value of workforce D, E, & I in USAFA's strategic plan and include them in workforce planning activities.

- Develop a specific USAFA D, E, & I Action Plan, and implement that plan, through the collaboration and coordination of the Superintendent and the Chief Diversity Officer.

- Ensure all Mission Partners throughout USAFA have performance measures in place to ensure the proper execution of the diversity plan.

- Ensure Mission Partners develop D, E, & I measures to track USAFA efforts and provide a mechanism for refining plans.

Measurements:

- Provide documentation verifying D, E, & I language has been inserted into USAFA planning documentation.

- Issue annual D, E, & I policy statements by USAFA.

- Develop and submit the USAFA D, E, & I Plan, outlining strategy to ensure a diverse, inclusive, high performance workplace.

Metric:

- CDO will provide Superintendent a revised DRAFT USAFA Diversity Plan by 5 September 2012. Achieved.

- Superintendent will provide higher echelon a copy of USAFA's 2012-17 Diversity Plan by 30 September 2012. Achieved.

Priority 3.3: Sustain D, E, & I via effective USAFA Mentoring Program.

Actions:

- Conduct base-wide USAFA Mentoring Program (enlisted, officers, and civilians).

- Through effective mentoring, promote D, E, & I (i.e., awareness and skill development) across USAFA.

- Will establish an effective mentor training program and ensure the trainers are certified and cognizant of cross-gender and cross-cultural competencies.

- Will ensure trainers are aware of current retention issues and barriers among women and minority groups in the Air Force.

Measurements:

- CDO will conduct regular follow-up discussions with both mentors and mentees to assess the quality of relationship pairings and the mentoring progress.

- CDO, in partnership with HQ USAFA/A9A, will administer surveys at strategic points during mentoring encounters to share with the Superintendent.

- HQ USAFA/A9A will evaluate pre-approved mentoring surveys to assess effectiveness of USAFA Mentoring program and share with the Superintendent.

- Measure the total percentage of GS-11 through GS-15 level employees (or equivalent) by demographic group and compare with the percentage of each group that participated in USAFA Mentoring Program in the past 12 months.

- Measure the total percentage of enlisted and officers at specific ranks by demographic group and compare with the percentage of each group that participated in USAFA Mentoring Program in the past 12 months.

- Measure percentage of USAFA members (civilian and active duty personnel) engaged in mentoring relationships by all demographic categories.

Example Metrics:

- Will conduct initial training session for 12 mentor-mentee pairs by **6** August 2012.

- In August 2012, HQ USAFA/A9A will evaluate initial mentor-mentee training and provide report to CDO to share with the Superintendent by 1 September 2012.

- By 15 September 2012, CDO will contact all 12 mentor-mentee pairs to assess relationship and mentoring progress.

- By mid-October, CDO and HQ USAFA/A9A will administer 2nd pre-approved survey to assess progress of mentoring journey and will share with the Superintendent.

- In two-month increments, CDO will assess effectiveness of the Mentoring Program via pre-approved surveys.

Resourcing Sustainability Efforts in HQ USAFA/CDO

The CDO focus areas and objectives described in the Action Plan require Air Force and USAFA Senior Leadership's commitment as well as manpower and financial resources. The following information describes the resources required to implement the Action Plan.

Human Resources Requirements (also see Resource Appendix 3)

Implementing this plan will require support from a number of organizations internal and external to the Academy. First, the USAFA Diversity Office (HQ USAFA/CDO) must be manned at a level to effectively conduct its mission. HQ USAFA/CDO requires seven (7) full-time personnel who value cultural diversity and understand the importance of promoting initiatives that will advance **D, E, & I** across USAFA. The necessary positions required to effectively operate the Diversity Office are:

- One (1) **Chief Diversity Officer -** The Chief Diversity Officer (CDO) is a primary diversity advisor to the USAFA Superintendent and senior leadership in order to strengthen diversity at USAFA. The CDO leads and directs all diversity initiatives, policies, and programs at USAFA in order to advance its commitment to inclusion as a core institutional value and increase diversity in all dimensions across its faculty, staff, and cadets.
- One (1) **Assistant Chief Diversity Officer -** The incumbent is a principal assistant to the CDO, performing a range of functions to support the CDO and facilitate the achievement of the diversity mission. The focus of the mission is to create a community of inclusion.
- One (1) **Diversity and Inclusion Scholar/Analyst - Serves** as the Senior Scholar and Analyst (SSA) for D, E, & I to the Chief Diversity Officer CDO. The incumbent will assist the CDO in setting the vision and providing research, scholarship, leadership, strategic direction and coordination for all aspects of USAFA's D, E, & I initiatives. The SSA will help the CDO shape USAFA's embrace of D, E, & I fundamental to institutional excellence; will bring skills and visionary assistance to advance efforts in creating a culture that promotes diversity in its broadest meaning.
- One (1) **Programs Support Assistant -** Serves as the principal office assistant, performing various clerical and administrative duties in support of the organization, including office automation support through multiple automated programs and software, such as databases, spreadsheets, and graphics, in support of the clerical and administrative work.
- One (1) **D, E, & I Program Analyst** – Able to perform as a project leader of any project from definition to implementation; this position has the ability to manage both human and computer resources in a manner that keeps any project verifiably accurate and on schedule. Critically reviews all programs prior to implementation in order to verify consistency and conformance with established departmental guidelines, policies, and practices. Conducts thorough problem analysis in regard to D, E, & I activities. Documents findings and proposes problem resolution alternatives.

- Two (2) **D, E, I Project Managers** – Achieve operational objectives by contributing information and recommendations to D, E, & I activities and reviews, preparing and completing action plans, implementing production, quality, and customer service standards, completing audits, identifying trends, determining system improvements, and implementing change.

Manning in the HQ USAFA/CDO as of 21 August 2012:

7 POSITIONS	**REQUIRED MANNING**	**CURRENT MANNING**
Chief Diversity Officer	1	1
Deputy, Diversity Officer	1	1
Programs Support Analyst	1	1
Diversity and Inclusion Scholar/Analyst	1	1
D, E, & I Program Analyst	1	0
D, E, I Project Managers	2	0

Funding (see also Resource Appendix 3)

A variety of funding sources are required to execute the USAFA Diversity Plan initiatives. This includes USAFA funding and generous partnership organization gift funds.

POSITION	**CURRENT FUNDING**
CDO Operations	
Ambassadors of Inclusion	$ Firms
Training	$ 199, 992
D, E, & I Speakers/Events	$ 15,000
D, E, & I Conferences	$ 18,000
CDO+ Staff (4 + 3)	$ 360,000 (- 450,000)

D, E, & I Initiatives (see also Resource Appendix 3)

D, E, & I INITIATIVES	**CURRENT INITIATIVES**	**FUTURE INITIATIVES**
Ambassadors of Inclusion	X	Likely to Continue
Leading Consciously Awareness Training	X	X
D, E, & I Speakers/Events	X	X
USAFA Mentoring Program	X	X

APPENDIX 1

DEFINITIONS

USAFA's Definition of Diversity:

"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." This concept of diversity is to be tailored as specific circumstances and the law require.

USAF Diversity Definition, AFPD 36-70, 13 Oct 2010:

"In the Air Force, diversity is broadly defined as a composite of individual characteristics, experiences and abilities consistent with the Air Force Core Values and the Air Force Mission. Air Force Diversity includes but is not limited to: personal life experiences, geographic background, socioeconomic background, cultural knowledge, educational background, work background, language abilities, physical abilities, philosophical/spiritual perspectives, age, race, ethnicity and gender." This concept of diversity is to be tailored as specific circumstances and the law require.

Chief Diversity Officer (**CDO) –** An organization's executive level diversity and inclusion strategist.

Inclusion – Encompasses providing individuals in an organization challenging tasks, responsibility within their span of control, and support to grow and develop. It involves extending consideration to all qualified candidates. Inclusion provides an opportunity for individuals to be a part of the team, thus motivating them to employ their talents and contribute to the organization and mission. Potential returns on investment include member/employee development, improved performance, increased productivity, reduced attrition, and making the Air Force more attractive to potential applicants. Coupled with diversity, inclusion is essential for the Air Force to expand its competitive advantage (AFI 36-7001, *Diversity*, 20 July 2012.).

Demographic Diversity – Inherent or socially defined personal characteristics, including age, race/ethnicity, religion, gender, socioeconomic status, family status, disability, and geographic origin (AFI 36-7001, *Diversity*, 20 July 2012).

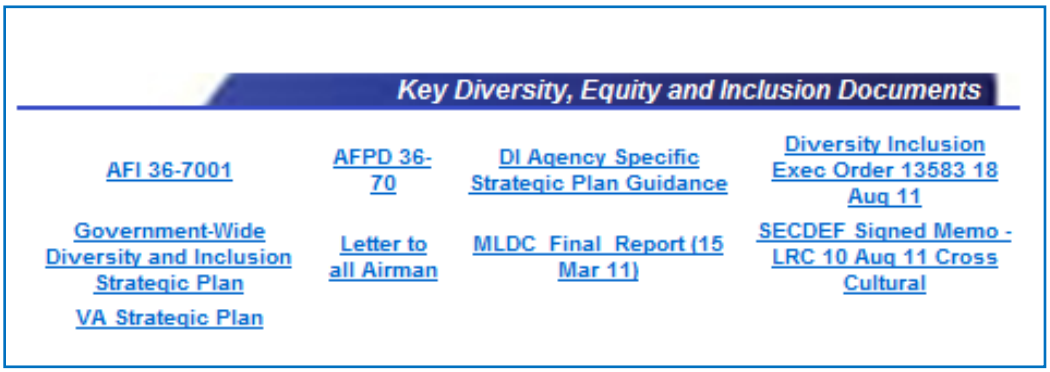
Cadet Retention – The act of or capacity for retaining; USAFA's actions and capability to support Cadets in their efforts to succeed, especially encouraging Cadets to graduate from USAFA and serve in the USAF.

APPENDIX 2

GUIDING DOCUMENTS TO PROMOTE DIVERSITY AND INCLUSION

To review various D, E, & I documents, please follow the following link:
http://www.usafa.edu/superintendent/diversityoffice/index.cfm?catname=diversity

At the Diversity Office Homepage, scroll to the bottom where you will find the following documents:



APPENDIX 3

USAFA's Strategic Plan Goal #4 and Four Supporting Objectives:

FOSTER A USAFA ENVIRONMENT THAT EMBRACES DIFFERENCES AND DEMONSTRATES INCLUSIVENESS. USAFA promotes an organizational culture of mutual respect for all and a culture that embraces the diverse contributions of all who help accomplish its Mission of educating, training, and inspiring future officers of character.*

Objective 1. Team USAFA will reflect the AF's enlisted population from a structural diversity perspective consistent with merit system principles and applicable law (EO 13583 dated Aug 18, 2011);*

Objective 2. Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity and inclusion for Team USAFA;**

Objective 3. Build and strengthen partnerships with diverse communities, businesses, and civic community organizations to support diversity and inclusion across Team USAFA; and**

Objective 4. Develop and execute a comprehensive internal and external Communication Plan that shares best practices in diversity and inclusion and leads to more transparent processes throughout USAFA.**

***Approved by USAFA senior leadership and formal corporate approval process**

****Reviewed by USAFA senior leadership and currently in formal corporate approval process**

*****The objectives set out in this chart will need to be aligned with the Diversity Objectives set out on page 7. Objectives set out on page 7 were made part of the OPM Guidance to Government Agencies AFTER senior leadership at USAFA worked on Objectives 1-4 above.**

APPENDIX 4

RESOURCES

In these tough economic times, USAFA is facing reduced fiscal budgets for FY13 and beyond. As a result, we continue to review and refine our requirements to achieve our D, E, & I objectives within available resources. We will continue to advocate for funding through the Air Force POM submissions, and, during execution year, through the Operating Budget Review Committee (OBRC).

O&M Funding Requirements				
INITIATIVE	**REQUIREMENT**	**FY12 POM Shortfall**	**FY13 POM Shortfall**	**FY14 POM Shortfall**
RR DIV MEDIA	$250,000	$250,000	$250,000	$250,000
RR LEAD DVP	$50,000	$50,000	$50,000	$50,000
RR DIV RESEARCH	$200,000	$200,000	$200,000	$200,000
RR AAC	$30,000	$30,000	$30,000	$30,000
RR RECRUIT	$350,000	$350,000	$350,000	$350,000
RR LOD/DAC TRNG	$160, 000	$160, 000	$160, 000	$160, 000
USAFA CDO OPS	$250,000	$250,000	$250,000	$250,000
AD OUTREACH	$33,000	$33,000	$33,000	$33,000
CW RETENTION	$120,000	$120,000	$120,000	$120,000
DF OUTREACH	$33,000	$33,000	$33,000	$33,000
DF CADET EVENTS	$120,000	$120,000	$120,000	$120,000
DF FORCE DEVELOPMENT (FACULTY DIVERSITY TRNG)	$50,000	$50,000	$50,000	$50,000
DF GRADUATE STUDENT ASSISTANT FOR DIVERSITY RESEARCH	$10,000	$10,000	$10,000	$10,000
DF EVENING WRITING CENTER TUTOR	$13,500	$13,500	$13,500	$13,500

Total O&M Requirement	**$1,669,500**	**$1,669,500**	**$1,669,500**	**$1,669,500**

Civilian Personnel Requirements

INITIATIVE	MANNING REQUIREMENT	CURRENT MANNING	POSITION(S) TO FILL
DFR Student Services Staff	15		
RR Div Staff	3	3	
RRD Current Operations Staff	(3)*		
USAFA CDO + Staff	(7)*	3	D, E, & I Analyst: 1 D, E, & I Project Manager: 2
Total Civ Personnel Requirements	28	6	

***** Not yet validated. Dependent upon Air Staff constraints (i.e., POM and other applicable Department of the Air Force guidance), this chart depicts present requirements and what MPs need to execute their services in support of Diversity and Inclusion

Military Personnel Requirements

PERSONNEL Requirements				
INITIATIVE	**REQUIREMENT**	**FY13 POM Shortfall**	**FY14 POM Shortfall**	**FY15 POM Shortfall**
CW Cadet HRT&E Staff (2, Existing HRT&E staff already in place)*	1 MSgt, 1 TSgt			
Total Mil Personnel Requirements	1MSgt, 1 TSgt			

* Not yet validated