

2. USAFA's Public Affairs office provides "Social Media Dos and Don'ts" guidelines to offices across the institution. These guidelines train members on what should/should not be posted on official social media sites.

- b. Recommendations/Further Study:** PA's "Social Media Dos and Don'ts" provide guidance on posting to social media, though further review is needed to know if Mission Element/Staff Agency POCs are provided sufficient training on how to promote diversity and reduce implied disparities when posting to their respective social media sites.

6. Equal Opportunity (USAFA/EO)

a. Findings:

1. USAFA's Equal Opportunity office provided extensive DEOCS and MEOCS comments from the past few years for review. Based on the comments submitted, which may be biased due to the population choosing to respond to the comments, there do exist concerns amongst the USAFA faculty/staff that there is bias in the promotion, awards, and recognition programs for permanent party members. Additionally, there appears to be a lack of inclusivity expressed by members at various levels of the institution (from cadets to permanent party).
2. A few comments from previous DEOCS/MEOCS expressed concern about admissions quotas and perceived bias against the majority. This indicates a lack of transparency in the admissions process or a lack of education on how the process is implemented at USAFA. This could be an area for further review to ensure the process is communicated effectively to cadets and permanent party (and potential applicants).
3. Additional DEOCS/MEOCS comments complained about quotas for graduation and perceived bias against the majority for selection of leadership positions in the Cadet Wing. This again may be an area for further review to ensure the selection process is transparent and communicated effectively to the entire Cadet Wing.
4. Included in the DEOCS/MEOCS comments were considerable references to inappropriate "jokes"; it was clear that a large number of jokes are shared between friends/peers/classmates (and even some leadership) that are not appropriate or could be derogatory towards a particular gender/race/orientation.

b. Recommendations/Further Study:

1. Recommend an institution-wide effort to talk more about why certain jokes and statements are inappropriate, unprofessional, and only perpetuate discriminatory attitudes and beliefs. This effort should include focus on the ethics behind not sharing those jokes/statements and include discussion on the protection of the rights of individuals from various gender/race/orientation backgrounds. This effort should be directed at ALL individuals on the institution – it is clear from

DEOCS/MEOCS comments that it is not just one particular demographic group “joking” or making potentially racist or derogatory comments.

2. Consider implementing Behavioral Science 362, “Class, Race, Gender, and Sexuality” as a core class or pulling the content into shorter transition-week training opportunities spread across a cadet’s USAFA career. The material is highly regarded by cadets and graduates, and the information could be implemented on a larger scale (to include training for basics and sessions for each year group) to help cadets mature into D&I professionals for the Air Force.

7. USAFA’s Diversity and Inclusion (USAFA/CCD)

USAFA/CCD maintains USAFA’s Diversity and Inclusion (D&I) Plan which serves as the institution’s strategic roadmap to achieve and sustain greater diversity and inclusion across five primary objectives: Accessions, Retention of Cadets, Force Development (Includes recruitment, retention, and development of permanent party), Accountability and Sustainability. The current plan was published in 2013. According to the CCD office, plans are typically updated on a 5-year cycle or in support of higher headquarters strategies and/or plans. The USAFA Strategic Plan was recently updated and released in spring 2020. The Department of the Air Force has not released a new strategy. USAFA CCD awaits publication to ensure alignment with higher headquarters guidance. Despite the 2013 publication date, the D&I plan has elements which are viable and conceptually sound. Lacking visibility of D&I programs and connectivity between the office, the MEs and Senior Directors impede progress towards holistic institutional approach. The plan calls for a D&I oversight council to provide oversight and serve as the synchronization of institution-wide efforts.

CCD conducted a preliminary curriculum review of USAFA’s existing D&I training and curriculum. The training materials/curriculum were provided to the CCD office by the Critical Conversations Working Group (CCWG) and were reviewed for compliance with AFI 36-7001, *Diversity and Inclusion*.

The following competencies are requirements per AFI 36-7001: Ability to Navigate Ambiguity; Change Management; Cultural Competence; Global Perspective; Learning Agility; Diversity and Inclusion Acumen from an Operational Perspective; Inclusion Tracking; Strategic Mindset for External Relations; Ability to Create Unit Cohesion through Transparent, Empathetic Leadership; Visionary and Innovative Leadership; People-driven Talent Management Approach.

a. Findings:

1. Based on materials provided to CCD for this review, the curriculum is not sufficient to meet the AFI requirements (neither competencies nor time requirements.)
2. No curriculum hosted by the 10 ABW meets the AFI requirements.