

PRELIMINARY AND ADVISORY  
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## Military Officer Education Programs

Diversity, Equity, and Inclusion Strategic Plan | FY 2024

### Strategic Plan Overview

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#### **Selected text from President's Diversity, Equity & Inclusion Charge:**

*"We must act on our commitment, in accordance with the law, to contribute to a just society and to affirm the humanity of all persons."*

#### **Goals [Diversity Equity & Inclusion]:**

Diversity – The Department of Defense statement on Diversity: We defend the greatest nation in the world – a democracy founded on the promise of opportunity for all. It is a nation whose demographic makeup parallels the environment in which we live – continually changing -- and DoD (Department of Defense) must change to maintain and sustain its future forces. To the degree we truly represent our democracy, we are a stronger, and more relevant force. The Department views diversity as a strategic imperative. Diverse backgrounds and experiences bring inherently different outlooks and ways of thinking, the key to innovation in organizations. We gain a strategic advantage by leveraging the diversity of all members and creating an inclusive environment in which each member is valued and encouraged to provide ideas critical to innovation, optimization, and organizational mission success.

To support these elements, the DoD expands upon the definition of diversity in DoD Directive (DoDD) 1020.023 and defines diversity in a deliberately broad context, enabling us to fully include diversity in all the aspects that make us unique while still emphasizing the demographics that drive the future talent pool. Diversity is all the distinctive characteristics and attributes of the DoD's Total Force, which are consistent with our core values, and integral to overall readiness and mission accomplishment.

Equity – ROTC (Reserve Officer Training Corps) and the University of Michigan strives to accomplish its mission by promoting an environment free from personal, social, or institutional barriers that could prevent members from rising to their highest potential. Department of Defense policies are in place to ensure the organizations conduct their affairs free from unlawful discrimination and sexual harassment. The policies also provide for equal opportunity and treatment for all members irrespective of their race, color, religion, national origin, sex, or in the case of civilian employees, age, genetic information, disability, or prior equal opportunity activity.

Inclusion – We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

**Rationale [Mission, Vision, Values of Military Officer Education Programs]:**

The Officer Education Programs were established to develop Midshipmen and Cadets mentally, morally, and physically and to imbue them with the highest ideals of duty and loyalty, and with the core values of honor, courage and commitment, integrity, service, and excellence in order to commission college graduates as officers who possess a basic professional background, are motivated toward careers in the armed forces, and have a potential for future development in mind and character so as to assume the highest responsibilities of command, citizenship and government.

The MOEP’s diversity, equity, and inclusion end state is closely aligned with that of the Department of Defense. Our goal is to create a 21st-century culture that values diversity and inclusion as a readiness imperative and strives for broad diversity at all levels providing a competitive advantage in the war for talent.

**Key Strategies & Constituencies\*:**

The MOEP staff members are the main constituents of this plan. Except where specified, the plan pertains to all MOEP staff. Our DEI team, supported by senior leadership, has identified a limited number of strategic objectives to further university-wide and Department of Defense goals for DEI. These have been aggregated into the three distal objectives determined by the university. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single- and, in some cases, multiple-year actions MOEP will take to accomplish those objectives.

*\*All strategic objectives and related actions will be pursued in accordance with the law as well as Department of Defense and University policy.*

## Planning Process Used

**Planning Lead(s):**

Capt Henry Jackowski, United States Air Force, Military Officer Education Programs

**Planning Team:**

Navy, Army and Air Force Leads

**Planning Process Summary:**

Annual Defense Equal Opportunity Climate Survey. This survey polls the unit population ranging from issues of sexual discrimination, harassment, and assault to gender and racial discrimination and beyond.

As part of the survey, each OEP unit conducts annual focus groups and follow-up interviews. The analysis of each survey is conducted by a Command Assessment Team comprised of students, staff,

and faculty representatives from the unit. The focus groups and follow-up interviews are conducted by individuals on a peer or near peer basis with the constituency being analyzed. In addition, the survey provides unit demographics data.

Student representatives for the Command Assessment Team provide valuable insight and contributions towards the planning team's overall plan of actions.

The Defense Equal Opportunity Management Institute provides a thorough analysis of the unit climate survey. A unit assessment team comprised of faculty, staff, and students reviews the analysis and develops a plan of actions and milestones.

The joint OEP planning team will meet every quarter to develop strategies enhancing the diversity, equity, and inclusion within the unit. Furthermore, there are various weekly meetings between unit staff and students that promote greater community integration.

The AFROTC Recruiting initiative efforts still focus on growing our diverse pool of officer candidates. We have been working on building relationships with various colleges at the University of Michigan and our associated crosstown universities to capture a broadly diverse group of applicants. Additionally, we have been strategically targeting on-campus events that enable us to reach the most diverse pool of candidates possible. The AFROTC program will continue to strive in building a broadly diverse program with those applicants that volunteer to serve.

The NROTC will also continue cultivating the relationship with the Ann Arbor, Michigan Officer Selection Officer in order to develop plans of action that will increase NROTC awareness off campus. Furthermore, the NROTC will analyze opportunities to engage with students on campus through the various professional organizations through our public affairs officer. The NROTC also employs the Comprehensive Studies Program through the university to maintain our current student population. The NROTC also participates and will continue to participate in the "Bridge Program." These students are given naval scholarships, and this NROTC reaches out to everyone to identify and cultivate interest in the University of Michigan NROTC program.

## **Data and Analysis: Key Findings**

### **Summary of Data:**

There is an opportunity for the University of Michigan OEP deliver a more capable and broadly diverse corps of military leaders.

A common theme that kept coming up in our planning efforts is the relative inability to affect meaningful change at our level. Every individual participating in the OEP, whether faculty, staff, or student, is selected at the federal level by the Department of Defense. Faculty and staff are assigned via government orders. Students are granted scholarships by national selection boards. Even non-scholarship students must eventually compete for continued enrollment at the national level. Furthermore, each service selects enlisted-to-officer program individuals through annual boards. Though the resulting pool may be diverse, everyone is free to apply for and attend the university with a ROTC of their choosing which has the potential to further skew the

statistics of each service's sample at these specific ROTCs (Reserve Officer Training Corps).

Air Force ROTC currently stands at 1% American Indian/Alaska Native, 3% Asian, 6%, Black or African American, 5% Hispanic/Latino, 0% multi-ethnic, 1% unknown, and 83% white. Air Force ROTC is above USAF (United States Air Force) average with 27% female cadets, but still below the national recruiting goal as set by DoD.

Air Force ROTC is working at recruiting students starting earlier in high school. We have an additional staff member whose sole purpose is to recruit high school students. Additionally, we have demographic studies done by the DoD which stress SE Michigan as a prime location for recruiting. Our initial efforts proved successful, so we will continue to work on focus areas of the state, while working to find additional areas for recruit outreach efforts. Such as the below paragraph. We also need to focus on recruit retention. The principal recommendation is for each respective OEP to participate in more and varied recruiting events around campus. The idea is to reach out to students who may not know that ROTC is an option. The emphasis of recruiting will revolve around the career opportunities that are available for a future military officer, both in and out of the service.

In order to address the strategy of Pathways for Conflict Resolution, the DoD has measures in place already that are available to all employees – students, military, and civilian. Each service has an instruction in place that covers equal opportunity matters (i.e., Navy: Office of the Chief of Naval Operations Instruction OPNAVINST 5354.1F, Air Force: AFI 36-2706). Every member of our unit receives annual training on equal opportunity and how to file a formal or informal complaint. Our cadre members are trained to handle these complaints appropriately depending on whether it is formal or informal. Equal opportunity and sexual harassment/assault complaints are taken very seriously, and special considerations are taken to ensure confidentiality and to ensure there is no reprisal against the victim.

#### **Key Findings, Themes and Recommendations:**

The largest takeaway is finding recruitment and retention for our cadets and education for the faculty. Alignment of the University of Michigan and Department of Defense DEI strategies are crucial integrators for the frequent rotation of faculty in all three ROTC programs. Recruitment objectives will be limited as there is no operational shortage and the NROTC program does not perform any in-house recruiting actions. Additionally, mandatory events with the students are limited by hourly restrictions levied by departmental policy. However, volunteer-based events are encouraged, and community service opportunities will be offered by student-generated teams that will hopefully gain momentum over time.

## **Strategic Objectives, Measures of Success, and Action Plans\***

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### **Introduction:**

The Military Officer Education Programs plan covers Army, Navy, and Air Force Reserve Officer Training Corps (ROTC) programs. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that

will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional details on assignments, timelines, and accountabilities, see the Action Planning Table.

*\*All strategic objectives and related actions will be pursued in accordance with DoD policy, the law, and University policy.*

## **PEOPLE (Recruit, Retain & Develop a Diverse Community)**

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Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

### **CADETS/MIDSHIPMEN**

**Strategic Objective 1:** Increase MOEP enrollment from various University of Michigan colleges and supported crosstown universities in order to increase the diversity of Cadets and Midshipmen

**Metrics:** Number and demographics of Cadets and Midshipmen enrolled based on University of Michigan colleges and supported crosstown universities.

**Actions:**

1. Increase ROTC recruiting presence by campus by developing 3-5 more program relationships with the University of Michigan colleges and supporting crosstown universities to promote the benefits of military service.
2. Increase on campus recruiting and orientation presence by 15%

**Primary DEI Goal:** Diversity.

### **FACULTY**

**Strategic Objective 2:** Enhance diversity, equity, and inclusion professional development of faculty.

**Metrics:** Percentage of faculty participating in diversity, equity, and inclusion training.

**Actions:**

1. Develop baseline training for university/DoD DEI familiarization
2. Faculty completes training by end of year one.

**Primary DEI Goal:** Inclusion.

### **STAFF**

**Strategic Objective 3:** Enhance diversity, equity, and inclusion professional development of staff.

**Constituencies:** Staff

**Metrics:** Number of DEI opportunities attended by staff members (i.e., DEI Workshops).

**Actions:**

1. Coordinate with University leadership to allow staff members to attend workshops during work hours.
2. Provide information about DEI professional development opportunities offered to U-M staff.

**Primary DEI Goal:** Inclusion

**Strategic Objective 4:** Improve career advancement for internal MOEP staff members

**Metrics:** Number of staff participating in professional development workshops or training sessions.

**Actions:**

1. Coordinate with University leadership to allow MOEP staff to attend professional development workshops.
2. Seek professional development opportunities for staff members.

**Primary DEI Goal:** Equity

## **PROCESS (Create an Equitable and Inclusive Campus Climate)**

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Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

### **ALL CONSTITUENCIES**

**Strategic Objective 1:** Educate and promote pathways for conflict resolution.

**Metrics:** Number of communications informing faculty, staff and students about open-door policies and/or pathways for conflict resolution as well as DoD Climate Survey metric for Passive Leadership engagement

**Actions:**

1. Promote open-door policies.
2. Instruction on proper utilization of the chain of command

**Primary DEI Goal:** Equity

### **CADETS/MIDSHIPMEN**

**Strategic Objective 2:** Promote a safe, secure, and inclusive environment.

**Metrics:** Number of MOEP DEI training events conducted.

**Actions:**

1. Conduct 1-2 joint training events centered on a topic concerning diversity, equity, and inclusion.

2. Incorporate concepts of diversity, equity, and inclusion into the joint training environment.

**Primary DEI Goal:** Diversity, Equity, and Inclusion.

**Strategic Objective 3:** Improve internal access to peer-to-peer and student-to-faculty counseling and advising in order to create a more inclusive environment and sense of belonging.

**Metrics:** Number of hours spent counseling and advising / Number of Cadets, Midshipmen, and committed ROTC applicants counseled and advised.

**Actions:**

1. Designate counseling and advising positions and responsibilities to faculty and peer leaders.
2. Establish processes and rules of engagement for peer-to-peer and student-to-faculty counseling and advising.
3. Provide counseling and advising resources to committed ROTC applicants.

**Primary DEI Goal:** Inclusion

**STAFF**

**Strategic Objective 3:** Increase awareness of personal and organizational challenges faced by all MOEP personnel.

**Metrics:** Number of joint staff meetings conducted / Outcomes on initiatives to address challenges.

**Actions:**

1. Conduct 1 joint staff meeting per quarter to discuss personal and organizational challenges.

**Primary DEI Goal:** Equity.

**PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service)**

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Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued, and supported.

**FACULTY**

**Strategic Objective 1:** Improve inclusivity and equitable teaching demonstrated by faculty in the classroom and work center.

**Metrics:** DoD Climate survey metric of Inclusion. An example from the inclusion portion of the survey includes “The people I work with believe that everyone has worth and value, regardless of how they identify (for example, gender, race/ethnicity, sexual orientation, and other identities).”

**Actions:**

1. Develop educational training for Active-Duty faculty.

2. Create an open commander's action line for direct feedback to commanding officers.

**Primary DEI Goal:** Inclusion

## **Goal-related Metrics – MOEP Measures Tracked Over Time**

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MOEP does not receive either the DEI metrics or Climate Survey Reports from the university's central administration due to MOEP not meeting the minimum number of staff/faculty/students in order to generate those specific reports. MOEP received data from DoD administered climate survey reports and that is highlighted below. University staff participation is voluntary.

### **CADETS/MIDSHIPMEN**

#### **Demographic Composition:**

- Headcount
- Race/ethnicity
- Sex

#### **Commissioning Rates:**

- Undergraduate
- Graduate

#### **Enrollment:**

- Entry status (new, continuing)
- Student class level (freshman, sophomore, junior, senior)

#### **Climate Survey Indicators:**

- Satisfaction with overall ROTC climate/environment
- Feeling valued at ROTC overall
- Feeling of belongingness at ROTC overall
- Assessment of ROTC institutional commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success at ROTC overall
- Feeling able to perform up to full potential at ROTC overall
- Feelings of discrimination at ROTC overall



## **STAFF**

### **Demographic Composition:**

- Headcount
- Race/ethnicity
- Sex

### **Climate Survey Indicators:**

- Satisfaction with unit climate/environment in work unit
- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of discrimination in work unit

## **FACULTY**

### **Demographic Composition:**

- Headcount
- Race/ethnicity
- Sex

### **Climate Survey Indicators:**

- Satisfaction with unit climate/environment in work unit
- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of discrimination in work unit

## Action Planning Tables with Details and Accountabilities

### PEOPLE *(Recruitment, Retention & Development)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
CADETS/ MIDSHIPMEN	Increase MOEP enrollment from various University of Michigan colleges and supported crosstown universities in order to increase the diversity of Cadets and Midshipmen	Number and demographics of Cadets and Midshipmen enrolled based on University of Michigan colleges and supported crosstown universities.	Increase ROTC recruiting presence by campus by developing 3-5 more program relationships with the University of Michigan colleges and supporting crosstown universities to promote the benefits of military service.	Recruiting Officer
			Increase on campus recruiting and orientation presence by 15%	Recruiting Officer
FACULTY	Enhance diversity, equity, and inclusion professional development of faculty and staff.	Percentage of faculty participating in diversity, equity, and inclusion training	Develop baseline training for university/DoD DEI familiarization.	DEI Lead
			Faculty completes training by end of year one.	DEI Lead
STAFF		Number of DEI opportunities attended by staff members (i.e., DEI Workshops).	Coordinate with University leadership to allow staff members to attend workshops during work hours	DEI Lead
			Provide information about DEI professional development opportunities offered to U-M staff	DEI Lead

STAFF	Improve career advancement for internal MOEP staff members	Number of staff participating in professional development workshops or training sessions.	Coordinate with University leadership to allow MOEP staff to attend professional development workshops.	MOEP Leadership
			Seek professional development opportunities for staff members	DEI Lead

**PROCESS** (*Promoting & Equitable & Inclusive Community*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
ALL	Educate and promote pathways for conflict resolution	Number of communications informing faculty, staff and students about open-door policies and/or pathways for conflict resolution and DoD Climate Survey metric for Passive Leadership engagement.	Promote open-door policies	Faculty
			Instruction on proper utilization of the chain of command	Faculty
CADETS/ MIDSHIPMEN	Promote a safe, secure, and inclusive environment	Number of MOEP DEI training events conducted.	Conduct 1-2 joint training events centered on a topic concerning diversity, equity, and inclusion.	DEI Lead
			Incorporate concepts of diversity, equity, and inclusion into the joint training environment.	Faculty
CADETS/ MIDSHIPMEN	Improve internal access to peer-to-peer and student-to-faculty counseling and	Number of hours spent counseling and advising / Number of Cadets, Midshipmen,	Designate counseling and advising positions and responsibilities to faculty and peer leaders.	Faculty

	advising in order to create a more inclusive environment and sense of belonging.	and committed ROTC applicants counseled and advised.	Establish processes and rules of engagement for peer-to-peer and student-to-faculty counseling and advising.	Faculty
			Provide counseling and advising resources to committed ROTC applicants.	Recruiting Officer
FACULTY/ STAFF	Increase awareness of personal and organizational challenges faced by all MOEP personnel.	Number of joint staff meetings conducted / Outcomes on initiatives to address challenges. Number of joint staff meetings conducted / Outcomes on initiatives to address challenges.	Conduct 1 joint staff meeting per quarter to discuss personal and organizational challenges.	MOEP Chairs

**PRODUCTS** (*Education, Scholarship & Service*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
FACULTY	Improve inclusivity and equitable teaching demonstrated by faculty in the classroom and work center.	DoD Climate survey metric of Inclusion	Develop educational training for Active-Duty faculty	DEI Lead
CADETS/ MIDSHIPMEN			Create an open commander's action line for direct feedback to commanding officers	MOEP Chairs

## Plans for Supporting, Tracking and Updating the Strategic Plan

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The MOEP Diversity, Equity and Inclusion Strategic Plan Project Manager is the key contact for stewardship of the plan. These groups will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year. A midyear status report on progress will be presented to the MOEP Leadership Group in January and a final evaluation of metrics and accomplishments against the plan, as well as recommendations will be presented to the MOEP Leadership beginning in April.