**Diversity, Equity and Inclusion Strategic Plan**

**Five-Year Strategic Objectives, Measures and FY17 Actions**

**I. Diversity Equity and Inclusion Strategic Plan: Overview**

***Diversity:***We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.

***Equity:***We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

***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:* 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 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 OEP’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 representational diversity at all levels providing a competitive advantage in the war for talent.

**II. Planning Process Used**

*Planning Lead(s)*: Mark Guadagnini

*Planning Team*: Peter Drake, Christopher Menino

*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 student, 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 representative faculty, staff, and students reviews the analysis and develops a plan of actions and milestones.
* The joint OEP planning team will meet every other month 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.

**III. Data and Analysis: Key Findings**

*Summary of Data*

The Officer Education Program racial and gender demographics parallel that of the Department of Defense active duty officer corps. Compared to that of the University of Michigan, the OEP markedly over represents African Americans and under presents Asian Americans and women. Given this situation, there is an opportunity for the University of Michigan OEP to lead from the front and deliver a more capable and diverse corps of military leaders.

A common theme that kept coming up in our planning efforts is the relative inability to affect significant change at our level. Nearly 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.

This last year, the Navy implemented a strategic focus to reduce the number of 4-year scholarship students admitted to each Navy ROTC program. The objective is that non-scholarship students are to fill the void left by the reduction in 4-year scholarship students. Those same non-scholarship students will then later compete for 2-year and/or 3-year scholarships. With this change in place, the Navy program will be in line with the other service OEPs where a greater number of non-scholarship students start the program and compete for scholarships after completing their freshman year. This change will encourage the Navy OEP to recruit more university freshmen and sophomore students to the program in a non-scholarship status.

Similarly, The Air Force selects students from across the country to receive scholarships through the High School Scholarship Program (HSSP). Students who are not competitive for that scholarship can still compete for an in-college scholarship via the In College Scholarship Program (ICSP) or Commander’s In College Scholarship Program (CICSP). These scholarships are awarded to any student who meets minimum retention requirements for the program. Combining those opportunities with increased efforts to recruit in more urban areas such as Detroit has resulted in increased diversity among students eligible for a scholarship.

The principle 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 the ways in which to file a formal or informal complaint.





**IV. Strategic Objectives, Measures of Success and Action Plans\***

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

**IV. A. Recruitment, Retention and Development**

***Undergraduate Students***

*Demographic that Leads the Diversity Efforts of DoD and Be More Reflective of the UM Population*

*Measures of Success:* An increase in the demographic diversity of ROTC students over the five year period.

*FY17 Actions:* Set up informational/recruiting displays around campus to get word out to the entire UM community on the career opportunities afforded to service men and women.

Increase the flexibility of our program so that it can accommodate organizations whose time commitments may otherwise prohibit them from joining ROTC, such as student athletes.

Get involved with organizations on campus that reaches out to less represented high schools in the greater Detroit region.

*Primary DE&I Goal:* Recruitment and Development. The strategic goals of the Department of Defense:

1.  Defeat our Adversaries, Deter War, and Defend the Nation.

2.  Sustain a Ready Force to Meet Mission Needs.

3.  Strengthen and Enhance the Health and Effectiveness of the Total Workforce.

4.  Achieve Dominant Capabilities through Innovation and Technical Excellence.

5.  Reform and Reshape the Defense Institution.

In order to meet these objectives, the DoD needs to work to become a more diverse workforce, while providing equal opportunity for all demographics. Through enhanced recruiting efforts, UM Officer Education Programs will be at the leading edge in ensuring that our nation is prepared to meet the future challenges around the world. Creating a more diverse OEP community here at the University of Michigan will help develop our nation’s future leaders and enable them to persevere in the ever changing global environment.

**IV. B. Education and Scholarship**

***Faculty, Staff & Undergraduate Students***

*Enhance Diversity Training Already in Place*

*Measures of Success:* No discrimination incidents and increased willingness of personnel to intervene if they come across DE&I insensitive situations.

*FY17 Actions:* Develop new methods to instruct diversity training within the unit in order to promote a greater understanding amongst individuals.

*Primary DE&I Goal:* The DoD has several yearly equal opportunity training requirements that are mandated for all OEP personnel. The training covers a wide variety of topics that fall within the purview of DE&I (i.e., bystander intervention, equal opportunity, sexual harassment, and many others). OEP staffs will endeavor to make the training meaningful and memorable, allowing all individuals to understand how each one of them can help promote an equitable climate.

**IV. C. Promoting an Equitable and Inclusive Community**

***Undergraduate Students***

*Continue to Emphasize OEP Community Involvement on Campus*

*Measures of Success:* A 10% increase in non-scholarship enrollment in the OEPs.

*FY17 Actions:* Build fostering relationships with other units and organizations around campus (e.g., SAPAC, Women’s Crew Team, College of Engineering, etc.)

*Primary DE&I Goal:* Recruitment and Development. Taking a more proactive role in promoting an equitable and inclusive community will directly support our primary objective of increasing the overall diversity within OEP through recruitment. Immersing our unit into the campus community will develop relationships that will assist us in having a greater range of diverse experiences, as well as reaching a broader audience of student. Community involvement will play a pivotal role in educating our students and staff on the importance of a broad network and the value in making decisions based on multiple perspectives. In order to reform and reshape the defense institution, our students must learn to treat everyone as equals to promote an environment where success is defined by the quality of work and not the physical or biological make-up of the individual.

**IV. D. Service**

***Faculty, Staff & Undergraduate Students***

*Fulfilled by Strategies A,B,&C*

*Measures of Success:* Meet the measures of Strategies A,B,&C

*FY17 Actions:* Devote efforts to ensure success of above strategies

*Primary DE&I Goal:* See above goals.

**V. Goal-related Metrics**

**Diversity** – Recruit a broader base of student to join the ROTC programs. This will allow us to develop a more diverse corps of future officers ready to meet the challenges of the global community. Increasing the overall number of ROTC students in the program will foster a more diverse environment, both demographically and experientially.

**Equity** – Ensuring that there is equal opportunity no matter your gender, race, color, religion, or sexual preference is of utmost importance. If we are unable to provide this culture, then we would have no business developing leaders for the 21st Century and beyond. Conducting regular reviews of the demographic make-up of those students holding key billets and earning awards will allow us to see if we are on the right track. Our student leaders and awardees should at a minimum reflect our unit demographically.

**Inclusion** ­– Allowing all of our staff and students to pursue their passions is essential to creating an inclusive environment. Encouraging students to engage other campus entities will generally help make OEP a more well-rounded organization. Additionally, it will enable us to recruit a more diverse student population; increasing our overall numbers and helping us develop officers for the future.

**VI. Action Planning Tables with Details and Accountabilities**

**VI. A. Recruitment, Retention and Development**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| KeyConstituency | Strategic Objective | MeasuresOf Success | Detailed Actions Planned (measurable, specific) | Group/persons accountable | Resources needed (if applicable) |
| Minority Groups | Improve OEP demographics | Increase in the overall diversity of our unit | -Set up informational tents around campus at events such as Festifall, Winterfest, career fairs-Set up recruiting tents on the Diag during peak traffic times-Get word out to as many people possible about the opportunities OEP offers | Respective service’s (Army, Navy, Air Force) students in charge of recruiting and staff Recruiting Officers |  |

**IV. B. Education and Scholarship**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| KeyConstituency | Strategic Objective | MeasuresOf Success | Detailed Actions Planned (measurable, specific) | Group/persons accountable | Resources needed (if applicable) |
| All Unit Members | Enhance awareness of the sensitivities of all types of demographics | No discrimination incidents | -Making mandated DoD training more engaging to promote a more comprehensive understanding of equal opportunity | Unit Staff Members |  |

**IV. C. Promoting an Equitable and Inclusive Community**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| KeyConstituency | Strategic Objective | MeasuresOf Success | Detailed Actions Planned (measurable, specific) | Group/persons accountable | Resources needed (if applicable) |
| OEP Students | Further immerse OEP in the campus community | 10% increase in non-scholarship enrollment | -Create opportunities for both ROTC students and other student organizations to interact and gain a different perspective | Student Public Affairs Officer from each of the respective services (Army, Navy, Air Force) |  |

**IV. D. Service**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| KeyConstituency | Strategic Objective | MeasuresOf Success | Detailed Actions Planned (measurable, specific) | Group/persons accountable | Resources needed (if applicable) |
| ALL | Aligned with A, B, and C | See A, B, and C | See A, B, and C | See A, B, and C |  |

**VII. Plans for Supporting, Tracking and Updating the Strategic Plan**

Officer Education Programs understands that Diversity, Equity, & Inclusion are ever evolving, never ending processes. In order to maintain a vigilant posture in determining the equal opportunity health of our unit, we need to take opportunities to reflect on our areas for improvement and to analyze how efficient our initiatives have been and how applicable they will continue to be. These insightful junctures will allow us to develop new goals and metrics on our path to making OEP as strong as possible for the University and the nation.

The DE&I planning team will convene once a quarter to discuss how our objectives are faring. The team will discuss lessons learned, best practices, and new opportunities to further enhance our goal of developing a corporate culture that values diversity and inclusion as a readiness imperative. Additionally, the team will present on how each metric is being affected by our actions.

Annually, OEP will conduct command climate assessments to get real time feedback and snapshots of how we are being perceived by our own members. The data obtained from this will not only allow us to make instantaneous changes to any policies or procedures that may be in contrast to our equitable objectives but will also allow us to gather firm data as to how our metrics are progressing. From the quarterly meetings and these annual assessments, our DE&I planning team will have the tools necessary for navigating our diversity focus in the appropriate direction. Along with the buy-in and guidance from the upper echelon members of OEP, our aim is to greatly enhance the culture that we and the university strive for.