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U.S. Air Force Academy

Internal Racial Disparity Review

Final Report – 21 September 2020

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INTRODUCTION

The United States Air Force Academy (USAFA) is a premier institution of higher education, where the heart of our unique mission is dedicated to producing leaders of character. We educate, train and inspire our cadets to become the officers who will guide our Air and Space Forces into the future, and defend our country and its constitutional principles of equality, liberty, and justice for all. Our mission is essential to national security, and it is our duty to ensure that we remain on a path of excellence.

Systemic racism exists in our society. Identity groups, whether based on race, ethnicity, age, gender, sexual orientation, religion, or disability, have all experienced less-than-equal treatment in our nation, both historically and persisting in the present day. Ongoing events across our nation and around the world are a stark reminder that racism and social injustice continue to afflict our society. We must acknowledge that at USAFA we are not immune to these issues. What happens outside our gates also happens across our installation, and throughout the Cadet Wing. We would be naïve to think otherwise, and negligent to ignore the impact of racism and injustice on our cadets, our permanent party and their families and our entire USAFA community.

Our military superiority relies on an incredibly diverse force of innovative individuals who must work cohesively as a team. There is no place in our words or actions for discrimination or racial bias of any kind, nor can we allow these behaviors to persist in the culture of our institution. A disregard for dignity and respect is corrosive to mission success, and will not be tolerated. To address these issues we must each, and as a cohesive team, look inward to continually examine ourselves and our institution for the prevalence of racism, discrimination, and injustice.

To that end, I directed what I hope will be an enduring, lasting effort to promote racial understanding and diversity in the context of leadership. These actions included the establishment of a Critical Conversations Working Group (CCWG), led by the Center for Character Development (CCLD), to facilitate recurring USAFA-wide critical conversations for cadets and permanent party. In addition, my Director of Staff and the Director of Equal Opportunity co-chaired an internal assessment and review for biases within our policies, processes, practices, curriculum, and artifacts. The objective of the assessment was to identify racial disparities unique to USAFA. The findings are documented in the pages that follow.

This is only the beginning. These efforts are the initial steps in what must be a continuous effort to ensure enduring change. These findings and recommendations will inform immediate actions and provide a blueprint for the next steps. I applaud the efforts of all those involved, from those who led and facilitated the assessment and review, to the courageous individuals who shared personal experiences, and to the many who participated in critical conversations and forums. As of the release of the report, more than 50 formal, organized critical conversations have been held across our installation, and many more informal conversations have been held throughout our USAFA community.

When I first arrived at the United States Air Force Academy in 1981, I looked to my left and right and found a mostly homogenous incoming class. We were not very diverse, and about 90 percent male. Most of us came from similar backgrounds, and brought to our education and training an intellectual foundation built on a similar worldview. My fellow cadets and I were a group of good scholars and standout athletes, but we were not an accurate reflection of our nation, or a representation of its full potential. Returning to my alma mater as Superintendent, I found an institution much different from the one I attended, and one that is continuing to evolve.

This past summer we welcomed our newest class, the Class of 2024, as the most diverse class in our Academy's history, both in terms of gender, racial, and ethnic composition. The country's trajectory is one of greater diversity which translates to greater capability. To remain relevant, USAFA must fully utilize one of our nation's greatest strengths – its unique diversity. It is our moral responsibility to embrace and leverage the increased warfighting capability of diversity and inclusion.

USAFA must continue its long-standing efforts to lead in the arena and set the standard for excellence. Earlier this summer, I asked everyone at USAFA to acknowledge, act, and advocate. We need to acknowledge that there are disparities in the treatment of our personnel. We must put actions to our observations. And must all be advocates for a positive environment and strive to make USAFA a better place than when we arrived.

As I relinquish command of my beloved alma mater to the next Superintendent, it is imperative this work continues. I am confident my successors will remain dedicated to improving USAFA on all fronts, including diversity and inclusion.

Introspective examination of our institution and ourselves is not easy. It is a messy process, and can be fraught with emotion. But we cannot afford to delay addressing our issues, and we cannot avoid these conversations because they are uncomfortable. Sometimes our most difficult endeavors are the most productive, and leaders do not shy away from these kind of challenges – they take them on. We can and we will develop officers of character who will lead a diverse and serve our nation aligned with the values and ideals it stands for – equality, liberty, and justice Now is the time to work toward positive progress together, and now is always the time to do the right thing.

(b)(6)

JAY B. SILVERIA
Lieutenant General, USAF
Superintendent

EXECUTIVE SUMMARY

The mission of the United States Air Force Academy (USAFA) is to educate, train and inspire men and women to become leaders of character, motivated to lead the Department of the Air Force in service to our nation. We hire and train a world-class faculty and staff, and surround them with outstanding supporting agencies and facilities. As a premier institution for developing leaders of character, we have a moral responsibility to ensure diversity and inclusion is a top priority.

Still, accomplishing the USAFA mission is not a simple task. The Academy, as a reflection of our nation, embraces individuals with an increasingly wide range of backgrounds, experiences, attitudes, and skills. Just as it has come to national attention, it has come to the attention of USAFA senior leadership that there are barriers restricting people from achieving their full potential within our gates. Specifically, racial disparities and experiences of less-than-equal treatment of individuals, cadets, and permanent party alike were identified.

To that end, the Superintendent tasked USAFA to acknowledge, act, and advocate. We need to acknowledge that there are disparities in the treatment of our personnel. We must put actions to our observations. And, we must all be advocates for a positive environment and strive to make USAFA a better place than when we arrived and improve on existing initiatives regarding Diversity and Inclusion (D&I).

This report describes the USAFA 2020 Racial Disparity Review and identifies impact of racial disparities unique to our mission and possible courses of action. While this report focuses on the undue hardships faced by our African American Airmen, it also notes the disparities faced by other non-majority individuals. The data highlights the intersectionality and provides opportunity to address issues that will improve conditions for all.

The paper is organized into four sections. Section I defines the purpose of this review, methodology and provides background information around the team's charter empowering the institution to look inward; examine our processes, policies and artifacts; and expressly look for opportunities to improve. Section II highlights baseline demographic data for both cadets and permanent party. This is only a sampling of data collected and provides a snapshot of USAFA overall. Section III details the key findings that resulted from this review, as well as several themes that were noted throughout the review process. Section IV contains the narrative portion providing mission element self-assessments and internal review team context to the vast quantity of data collected.

While there are many D&I endeavors currently taking place across our institution, this report is a critical first step in our journey to honestly and openly address systemic issues of racism. Section V outlines the key recommendations as highlighted during the review. All the recommendations highlighted by Mission Elements and the Internal Review Team can be found in Section IV.

SECTION I: PURPOSE AND CONTEXT

Chapter One: About the Review

A. Description

Through the hard work and dedication of all currently on staff and those who came before us, the United States Air Force Academy (USAFA) has established itself as a premier institution dedicated to producing leaders of character. Leaders committed to defend our country and its constitutional principles of equality, liberty, and justice for all. Publicized events in the spring of 2020 tragically reminded us that racism and social injustice are threats that continue to afflict our nation and societies around the world. Identity groups, whether based on race, ethnicity, age, gender, sexual orientation, religion, or disability, have all experienced less-than-equal treatment in our nation. In response, various studies and assessments were launched throughout the Department of Defense (DoD) and Air Force (AF) to review policies, programs and processes that negatively affect diversity and inclusion for all, with the goal of identifying actions to improve racial diversity and opportunity. Acknowledging that our USAFA community is not immune to societal problems, the 20th Superintendent chartered this internal review on racial disparities.

The goal of this review is to examine our institutional practices and acknowledge the positives along with areas for improvement, to establish a baseline from which to move forward to ensure racism and injustice do not impact our operations, culture, and climate. With a specific institutional outcome of "Dignity and Respect," we recognize that many positive initiatives are ongoing. The intent of this review is to highlight those efforts and other benchmarks in the process. To this end, the 20th Superintendent directed two initiatives:

1. A Critical Conversations Working Group (CCWG), led by the Center for Character Development (CCLD), was established to coordinate USAFA-wide efforts to continue critical conversations for cadets and permanent party. In addition, the CCWG will coordinate assessment efforts.
2. An internal assessment and review for biases within our policies, processes, practices, curriculum, and artifacts was launched. The objective was to assess and capture racial disparities specific to African Americans and other identity groups in processes unique to USAFA. Results and recommendations will be provided to USAFA leadership so they can make tangible, enduring changes, and to inform future actions.

The CCWG and the internal assessment are initial steps in what will be an ongoing effort to make enduring change as USAFA continually works to improve how it develops leaders of character who will serve our nation aligned with the values and ideals it stands for—equality, liberty, and justice.

B. Approach

Under the leadership of the Director of Staff and the Director of Equal Opportunity, a cross-functional team was assembled to direct the actions of the Internal Review on Racial Disparities. The team met weekly and consisted of representatives from across USAFA's Headquarters (Director of Staff, Command Chief, Manpower and Personnel Directorate (A1), Admissions (RR), Operations and Analysis Directorate (A3/9), Office of Diversity and Inclusion

(CCD), Command Chaplain (HC), Command Historian (HO), Center for Character and Leadership Development (CCLD), and Legal (JA) in close collaboration with the Mission Elements: 10th Air Base Wing (10 ABW), Commandant of Cadets (CW), Dean of Faculty (DF), Athletic Department (AD), Preparatory School (PS), and the 306th Flying Training Group.) Additionally, we have partnered with the Way of Life Committee (African American Affinity Club) cadets and the Way of Life Alumni Group. The group consulted with the other military service academies and other higher education subject matter experts on various topics. USAFA attempted to de-conflict assessment areas from ongoing external reviews by focusing on USAFA-specific processes. For example, SAF/IG executed a two-phase, SECAF-directed assessment which examined the military discipline process (judicial and non-judicial) and leadership development opportunities to include review of developmental education selections, assignments, promotions, etc. Once the SAF/IG report is complete, USAFA will review those reports to obtain any USAFA-specific comments and areas for improvement. In addition, USAFA has representatives participating in various Department of Defense and Department of the Air Force working groups and task forces targeting specific aspects of military operations (accessions, metrics for pilot training consideration, Air Force Instruction and policy reviews, inclusion initiatives, etc.).

In accordance with the Superintendent's charge that the USAFA assessment team efforts were to be initially racially focused, there is acknowledgement that the review would encounter intersectionality with broader discriminatory factors. As a result of the review, there are several recommendations that do address actions that will gather information and improve conditions for other non-majority identity groups.

As part of the literature review, the team had access to the Military Leadership and Diversity Commission Final Report; AFPD 36-70, *Diversity and Inclusion*; AFI 36-7001, *Diversity and Inclusion* (19 Feb 19); "Policy Proposal: An Anti-Racist West Point" and received briefings on USAFA's DF-led Sense of Belonging studies. The team scoped the organization of the three-month review into three parts:

1. Two-Tiered Data Review (20 July - 21 August 2020). Review of organization specific datasets to identify trends, conduct analysis and provide narrative identifying context, items for immediate correction and areas for further study. Looking back 10 years (if possible), organizations owning pertinent data completed the first level review followed by a second level review by an internal review team composed of seven individuals.
2. Survey/Feedback Data Review (2014 – Current). Collection of data to capture USAFA Black Life Experiences via Critical Conversations feedback, "I Am A USAFA Airman and…" Forums, Cadet Developed Survey, Cadet Memos for Record, and review of Cadet Sense of Belonging Findings.
3. Artifact Review (20 July - 21 August 2020). Internal inspection by Mission Elements and units conduct on:
    a. All government work areas under their command or control for written/visual materials/media that do not create an inclusive environment—day rooms, break rooms, squadron rec areas, heritage rooms, shared drives, military dorms and documents.
    b. Historical artifacts and artwork that are potentially offensive, inappropriate or unprofessional. Examples: flags, squadron names, USAFA slogans, exemplars,

building names, dormitory murals, street names for racial representation or denigration.

c. Social media presence. Examples: unit or squadron websites, Facebook pages, etc.

C. Limitations

There were several limitations that affected the ability to complete the review as directed/planned.

- The review was not all-encompassing.
- Using in-house manpower to execute the review proved challenging due to the increased institutional manpower demands for continued operations within the COVID-19 environment. All resources were dedicated to ensuring the health and safety of the cadets and USAFA permanent party, as well as executing the primary mission of continuing academics and military training.
- While the goal was to gather data over that past 10 years, data availability precluded collection in all cases. In those cases, adjustments were made accordingly to assess a shorter time period of available data.
- There was a lack of a level of standardization and consistency of demographic labeling systems across various databases. This had significant negative impact on the ability to synchronize data mining, especially in reporting demographic categories.
- This was an ambitious undertaking to collect and analyze large amounts of data within a relatively short timeframe (approximately four weeks). The demands of data collection and coordination across multiple organizations proved more taxing than anticipated. Larger organizations requested extensions, which were granted, but limited the time for the internal review team to analyze and synthesize data to under two weeks.
- In some cases, limited responses or no responses were provided, thereby affecting the quantity and quality of analysis.

We must continually work to build future leaders and reinforce the principles that underpin our "Leader of Character" framework—living honorably, lifting others, and elevating performance—in the context of equal opportunity, diversity and inclusion, and respect for others. As an institution that develops officers to lead a diverse force, USAFA must instill these principles in those we teach and lead. These young men and women will ultimately shape the future culture of our military, and in turn influence the larger American society. As such, there is no place in our words and actions for discrimination or racial bias of any kind at USAFA, or in our Air and Space Forces.

Chapter Two: Defining Diversity and Inclusion

Due to the complex nature of racial issues and the ever-evolving understanding of what it means to instill a culture of dignity and respect, it is critical to start from the same foundation. This section will highlight terms that were key in this review and require clear definitions to understand the approach taken and lenses used by this team.

1. More than ten years ago, Congress mandated the creation of the Military Leadership Diversity Council (MLDC). Their report had a description of "diversity" which is still applicable to our circumstances today:

   The word "diversity" provokes mixed reactions from U.S. citizens. For some—especially those who grew up before and during the civil rights movement—the word conjures up the fight against racial segregation and inequality. For these Americans, diversity policies and programs are another name for equal opportunity (EO) programs, and most notably for affirmative action. But for other Americans, especially the young who have grown up under the protection of laws and regulations that provide equal opportunity for all, diversity means something broader.

2. It is that broader framework that was adopted into the Air Force Instruction (AFI) that governs diversity and inclusion within our Air and Space Forces and is used within this review. For the purposes of consistency, the following definitions will be used from AFI 36-7001, 18 Feb 19:

   a. **Definition of Diversity (para 1.3.)**: The Air Force broadly defines diversity 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 and socioeconomic backgrounds, cultural knowledge, educational background, work experience, language abilities, physical abilities, philosophical and spiritual perspectives, age, race, ethnicity, and gender.

   b. **Definition of Inclusion (para 1.4.)**: Inclusion is the process of creating a culture where all members of an organization are free to make their fullest contributions to the success of the group, and where there are no unnecessary barriers to success.

While diversity encompasses several categories, this review is primarily concerned with racial disparities and will focus on "demographic diversity:"

   c. **Demographic Diversity (para 1.3.2.1.):** Inherent or socially defined personal characteristics, including age, race/ethnicity, religion, gender, socioeconomic status, family status, disability, and geographic origin.

SECTION II: DEMOGRAPHICS AT USAFA

Chapter Three: Data Presentation

A. Description

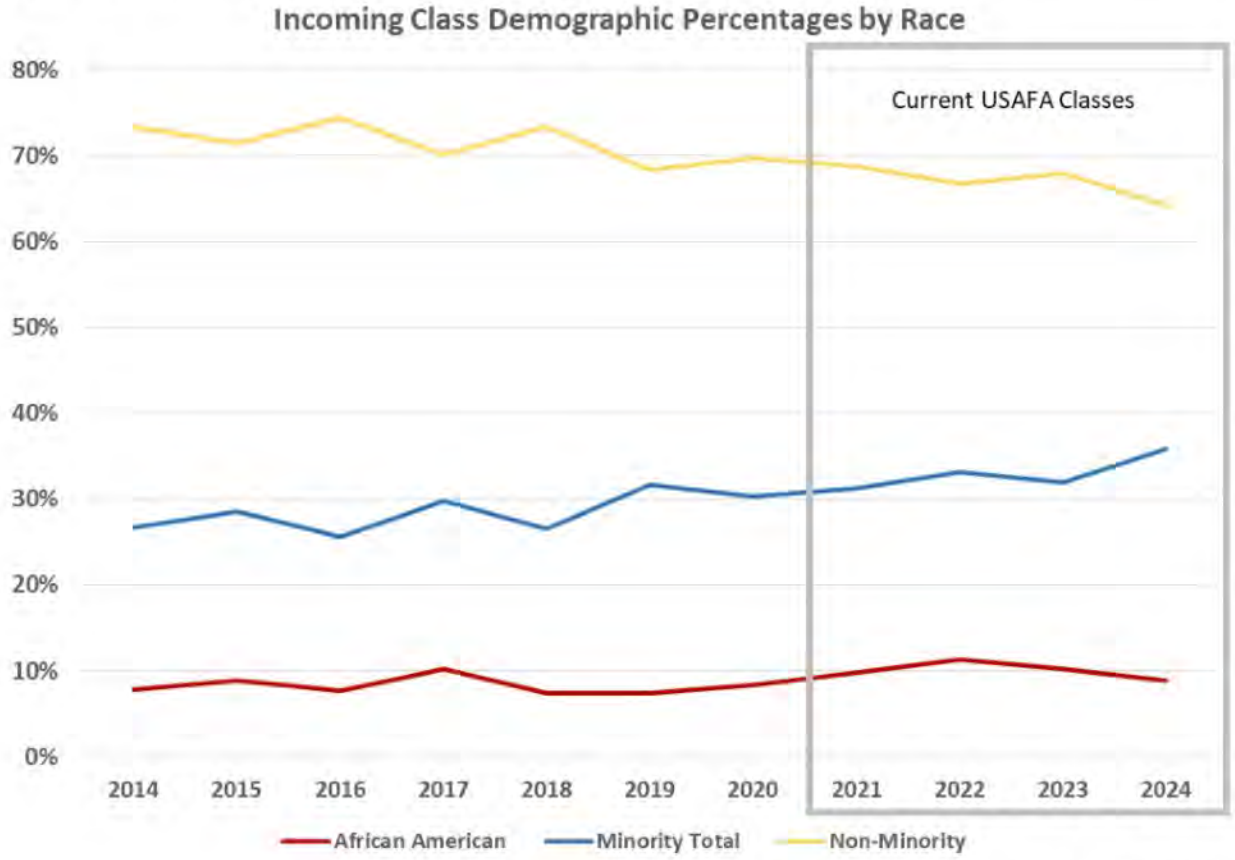
Data provided and assessed for this report included demographic data for Permanent Party (Military and Civilian), Cadet, and Cadet Candidate personnel. In addition, data covered awards, promotions, leadership positions, Grade Point Averages (GPAs), Military Performance Average (MPAs), Physical Education Averages (PEAs), Academic Review Committees (ARCs), Physical Education Review Committees (PERCs), survey data, and a variety of other sources provided by Mission Element and Staff Agency representatives.

The figures and tables used in this report were submitted by the following offices: USAFA/A1, USAFA/A9, Dean of Faculty, Cadet Wing, and the Preparatory School. This is not an exhaustive list of the data submitted, but was selected to provide context for the recommendations and findings found throughout this report. Additional data is available upon request.

B. USAFA Cadet Data

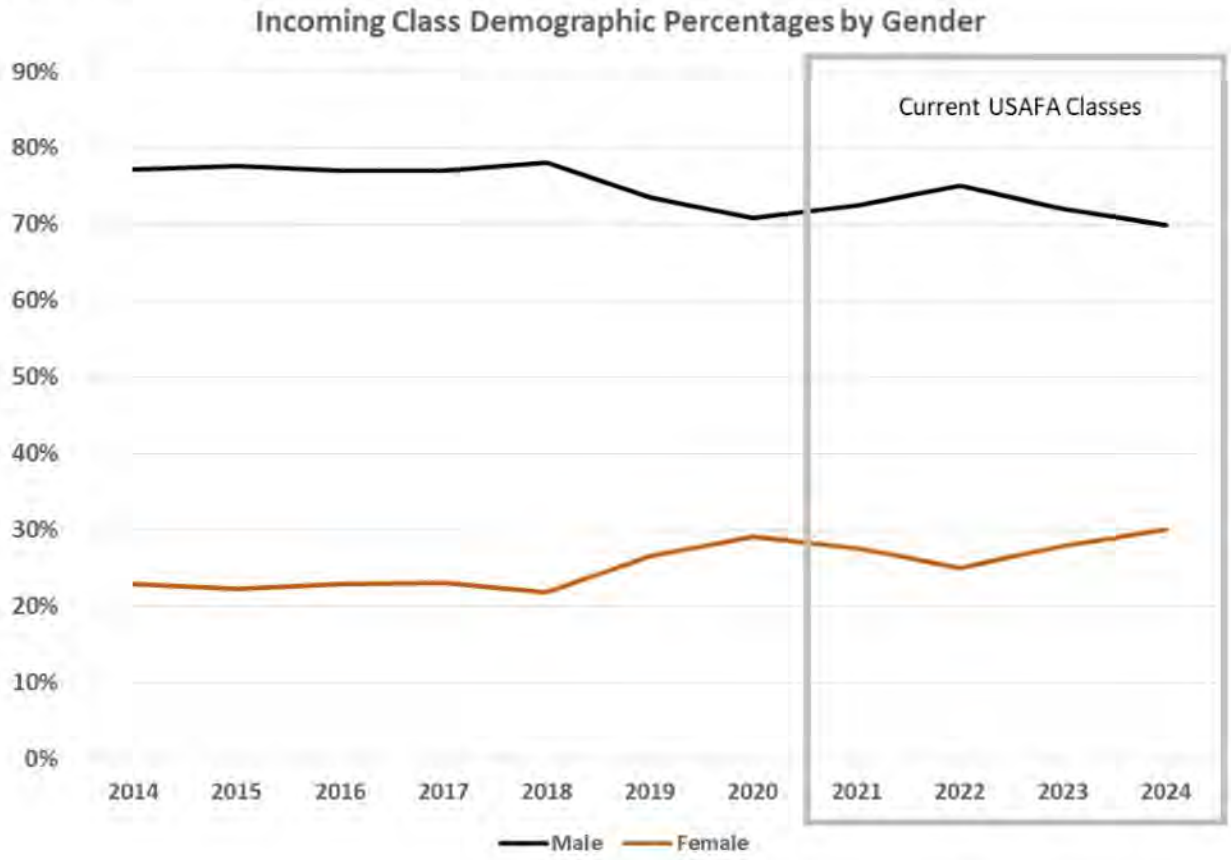
The under-represented group population within the Cadet Wing at USAFA has increased consistently over the past ten years. The Class of 2014 entered USAFA with 22.8% Women and 26.7% Minority Cadets. The Class of 2024 entered USAFA with record-setting 30.1% Women and 35.8% Minority Cadets. These increases carry over to the individual race/ethnicity groups tracked by the Air Force, though the number of African American cadets in the mid-1980s was nearly as high as the recent incoming classes. However, attrition has decreased dramatically over the past several decades; far more under-represented group individuals are graduating than seen historically at USAFA.

Figure 1. Incoming Class Demographic Percentages by Race



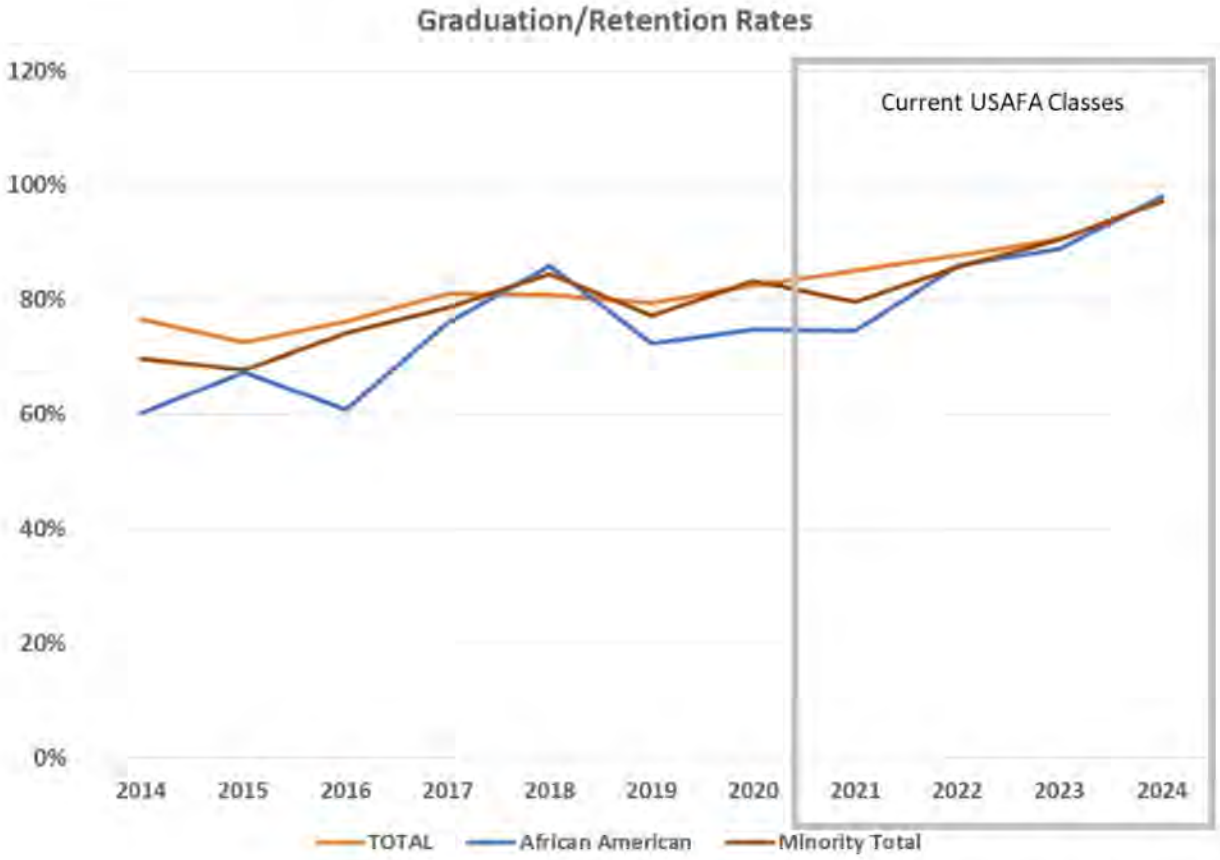
** Data CAO 31 August 20 / Source: USAFA/A9O*

Figure 2. Incoming Class Demographic Percentages by Gender



** Data CAO 31 August 20 / Source: USAFA/A9O*

Figure 3. Graduation/Retention Rates by Race



** Data CAO 31 August 20 / Source: USAFA/A9O*

The graduation rate for African American cadets in recent years remains lower than the graduation rate for all Minority cadets. In addition, the Class of 2021 African American retention rate is significantly lower than other Under-Represented Groups.

One area that may impact African American cadet retention is the academic performance of cadets, as tracked by earned Grade Point Average (GPA) and Academic Review Committee (ARC) actions. Over the past 10 years of graduating cadets (Class Year 2010-2020), African American graduates have earned, on average, a cumulative 2.70 GPA. By contrast, Caucasian cadets earned, on average, a cumulative 3.05 GPA. This is displayed in Table 1.

Table 1. Grade Point Averages for the Past 10 Graduating Classes.

GRADE POINT AVERAGE						
Class Year	All Cadets	Female Cadets	Male Cadets	African American	Hispanic	White
2010	2.95	2.91	2.97	2.67	2.90	2.99
2011	2.93	2.95	2.92	2.56	2.83	2.97
2012	2.97	2.98	2.96	2.67	2.79	3.01
2013	2.96	2.97	2.96	2.61	2.84	3.00
2014	2.98	2.94	2.99	2.72	2.87	3.00
2015	3.00	3.05	2.99	2.69	2.92	3.07
2016	3.05	3.07	3.04	2.70	2.92	3.08
2017	3.05	3.03	3.06	2.76	3.09	3.09
2018	3.07	3.07	3.07	2.79	3.00	3.14
2019	3.07	3.11	3.06	2.77	2.91	3.14
2020	3.07	3.08	3.07	2.69	3.06	3.13
10 YEAR TOTALS/ AVERAGE	**3.01**	**3.02**	**3.01**	**2.70**	**2.92**	**3.05**
Data Source: CAMIS		Current As Of: 22 Jul 2020				

**Source: USAFA/A9O*

Reviewing the Academic Review Committee Results provided by the Dean of Faculty for this report, African American cadets are meeting ARCs (due to deficient grades) at higher rates than the rest of the cadet population. Table 2 shows the percentage of cadets meeting ARCs who identified as African American. Over the past decade, the percentage of cadets at USAFA as a whole who identify as African American is approximately 9%. The table shows that a higher-than-expected percentage of the deficient cadets are African American. This may be due to a variety of other factors, such as high school preparation, but is recommended that this disparity be reviewed for potential biases that may exist.

Table 2. Percent of Academically Deficient Cadets who are African American.

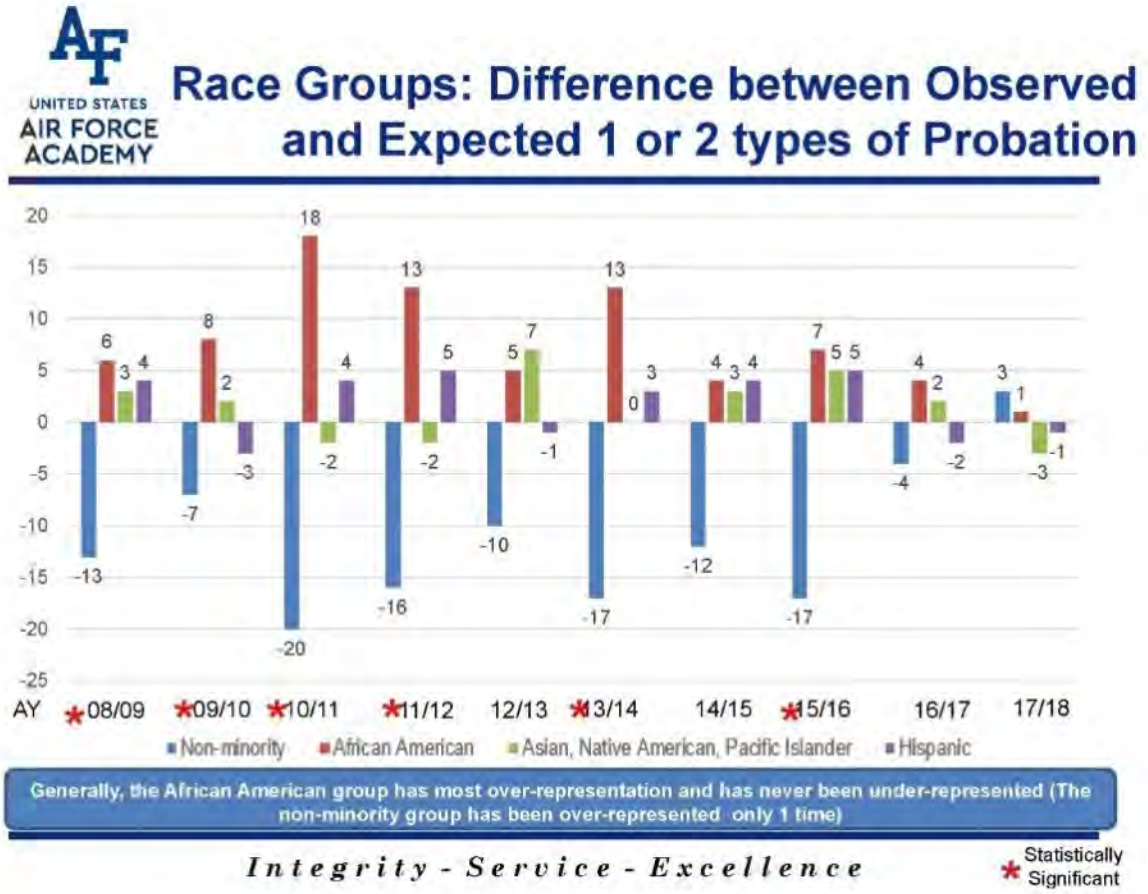
Percentage of Cadets meeting ARCs who are African American			
Academic Year	Fall	Spring	Summer
2010-2011	12.8%	15.2%	25.2%
2011-2012	16.6%	18.5%	21.7%
2012-2013	17.9%	14.2%	22.8%
2013-2014	18.4%	21.3%	33.3%
2014-2015	17.5%	20.9%	27.9%
2015-2016	19.5%	18.8%	24.7%
2016-2017	23.9%	23.2%	27.7%
2017-2018	18.7%	26.2%	32.9%
2018-2019	23.2%	24.4%	37.3%
2019-2020	20.6%	24.1%	

**Source: USAFA/DF*

Another area that may impact African American cadet retention is related to conduct and aptitude on the military performance side of the Academy. (b)(6) conducted an extensive analysis on conduct/aptitude probation in 2018 to look at potential racial disparities. This project focused on Academic Year 2008-2009 through 2017-2018 and considered the difference between observed and expected probations (based on population size).

Figure 4 displays the results of (b)(6) analysis. Proportionally over the 10-year span, minorities were placed on conduct/aptitude probation at a higher rate than non-minorities. And during seven of those years, that rate was statistically significantly higher than expected. African Americans tend to be the most over-represented group for conduct/aptitude probation, which could be an artifact of unconscious bias against that group. This trend dissipated from 2016-2018. (b)(6) continued this project for this review and discovered that the trend continues to dissipate, but recommended that further research/analysis help narrow down causes for the disparities.

Figure 4. Conduct/Aptitude Probation by Race from 2008-2018.



*Source: (b)(6)

Figure 4 highlights the disparities seen between different racial/ethnic groups for conduct and aptitude probation. The graphic shows the difference between the actual number of cadets on probation compared to the expected number of cadets on probation. The expected number is based on the population of that particular racial/ethnic group in the Cadet Wing at that time. For example, in Academic Year 2010-2011, there were 18 more African American cadets on probation than expected based on the number of African American cadets here at that time. There were 20 fewer non-minority cadets on probation than expected.

C. Permanent Party Data

Historically, USAFA has not been more deliberate in reviewing demographic information to identify areas for improvement with recruitment, retention and professional development opportunities in the military and civilian workforce. Generally, AF Human Capital systems are not set up to easily extract and perform analysis of human capital data at lower levels. The AF/A1 enterprise is just now starting to integrate human capital analytic skill-sets across its community as it believes careful review and use of demographic data can be legally useful in identifying policies and practices that create barriers and facilitate them being addressed appropriately. Recognizing the need for this analytic capability, USAFA/A1 internally created and hired a data analyst to help automate/facilitate the extraction and utilization of this data to inform decision makers.

This review found there is a large amount of data and reports available in AF legacy Human Resources (HR) systems that USAFA personnel didn't know could be accessed. However, not knowing what question or problem needs to be addressed has led to inadequate generation of this capability. Accordingly, USAFA, similar to all of Air Force, has not fully incorporated demographic information into the myriad of AF-centralized recruiting, accessions, retention and force development efforts within the military, civilian, and cadet human capital systems that make up USAFA's overall workforce.

The below tables represent some of the demographic data available at this point in time. As modernization efforts of all AF HR systems continue, we expect more data to be available at all levels. Additionally, once we have identified the areas to focus on we can incorporate these tools (or develop new ones) and the data they generate into those discussions and processes.

1. General Observations Compared to Air Force Demographics

Each January, the Air Force publishes demographics for the civilian and military workforce. Air Force data as of 1 January 2020 is provided below and throughout this document.

Snapshot of the Air Force

- 145,789 U.S. Citizen/Permanent/Full-Time (USPFT) Employees
- 9,044 Air Force Reserve Technicians
- 328,255 Active Duty
- 63,626 Officers
- 264,629 Enlisted

The Air Force has 12,323 pilots, 3,265 navigators and 1,306 air battle managers in the grade of lieutenant colonel and below. The Air Force has 26,107 nonrated line officers in the grade of lieutenant colonel and below.

The Air Force reported that the average years of Federal service for civilians was 14 years, for Officers 10 years, and Enlisted 7 years. As of September 2020, USAFA's current years of service for civilians is 13. We are still working on average age for military; however, the Officer force at USAFA is primarily in the 35-44 age group and USAFA's Enlisted force is in the 17-24 age group.

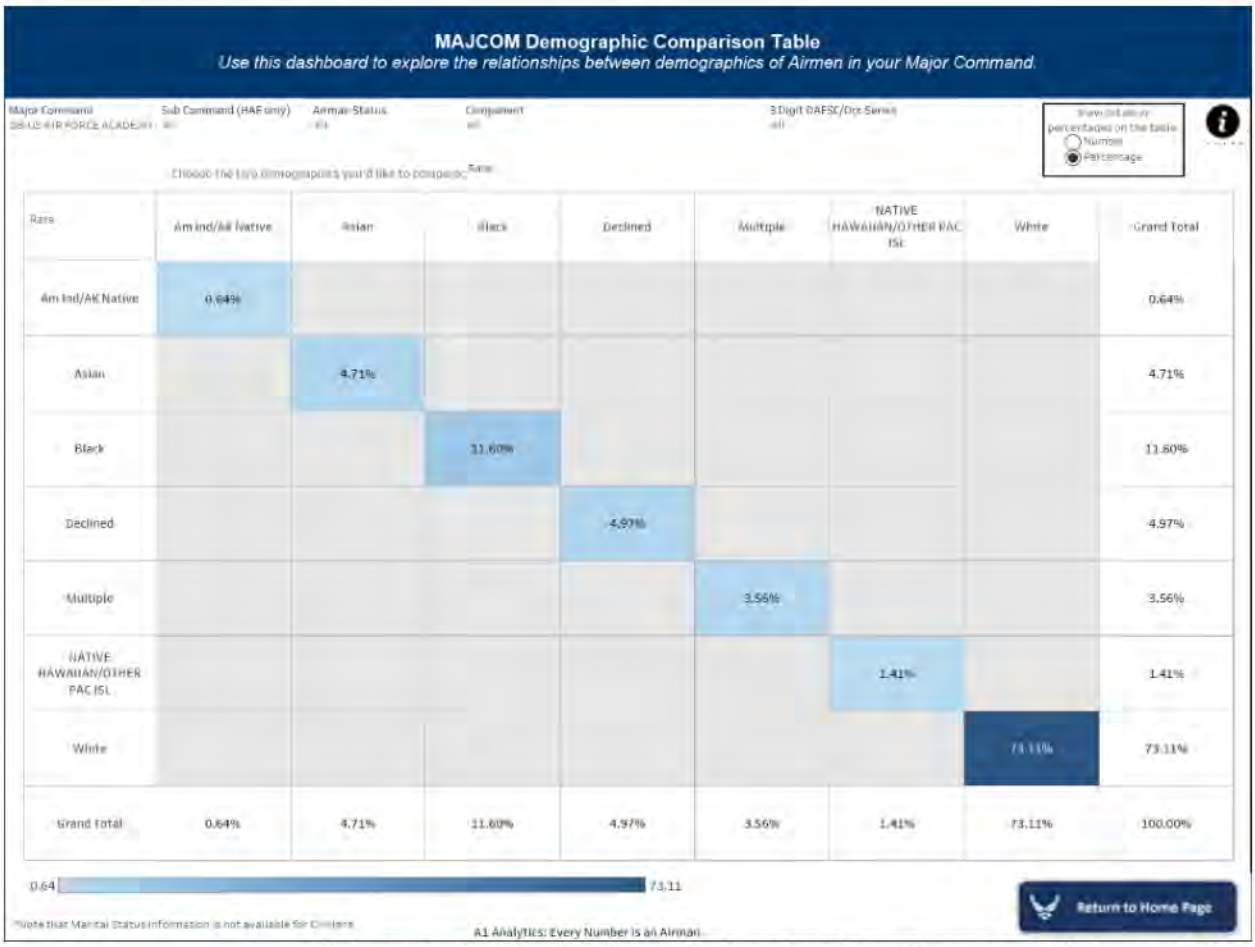
The Air Force reports that the civilian workforce is made up of 78.7% white collar and 21.4% blue collar workers. The civilian workforce at USAFA is made up of 88% white collar and 12% blue collar workers.

The Air Force reports that the average age of the civilian workforce is 47.6 years. The Average age of the civilian workforce at USAFA is 50 years.

The Air Force reports that 56.1% of the civilian workforce are retired military or have some military service. At USAFA, approximately 52% of our civilian workforce are retired military or have some military service.

The Air Force reports 9,068 civilian employees have completed one or more Professional Military Education (PME) schools. As of September 2020, approximately 29 USAFA civilian employees have Professional Military Education (PME). However, it is not clear what training is being counted in the USAFA-specific report, as more PME opportunities have become available to civilians over the years.

Table 3. USAFA Demographics – Race

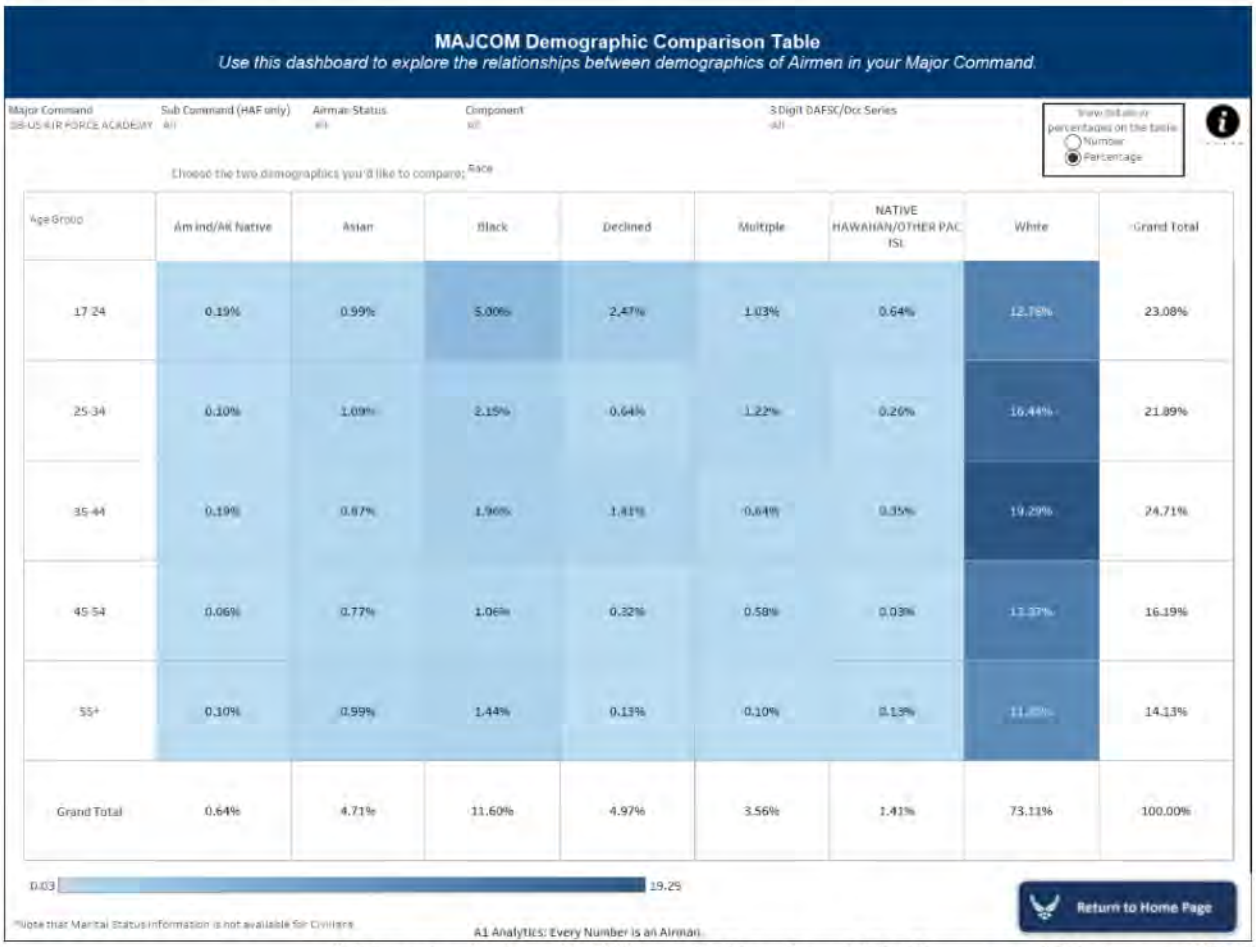


** Data includes all Officer, Enlisted and Civilians as of 31 August 2020*

Current USAFA demographics reflect two significant race categories: White at 73.11% and Black at 11.60%. The remaining race categories have less than 5% representation with the American Indian/Alaskan Native represented at less than 1%. 3.5% reported multiple race categories and 4.9% declined to report.

USAFA/A1 was unable to generate trend date for the past 10 years for this report due to system downtime and no available AF reports with the data. However, we are working on a 10-year trend report for both military and civilian data.

Table 4. Age Group by Race



MAJCOM Demographic Comparison Table

Use this dashboard to explore the relationships between demographics of Airmen in your Major Command.

Major Command: 08-US AIR FORCE ACADEMY | Sub Command (HAF only): All | Airman Status: All | Component: All | 3 Digit DAFSC/Occ Series: All

Show data as percentages on the table: Number / Percentage

Choose the two demographics you'd like to compare: Race

Age Group	Am Ind/AK Native	Asian	Black	Declined	Multiple	NATIVE HAWAIIAN/OTHER PAC ISL	White	Grand Total
17-24	0.19%	0.99%	5.00%	2.47%	1.03%	0.64%	12.76%	23.08%
25-34	0.10%	1.09%	2.15%	0.64%	1.22%	0.26%	16.44%	21.89%
35-44	0.19%	0.87%	1.96%	1.41%	0.64%	0.35%	19.29%	24.71%
45-54	0.06%	0.77%	1.06%	0.32%	0.58%	0.03%	13.37%	16.19%
55+	0.10%	0.99%	1.44%	0.13%	0.10%	0.13%	11.25%	14.13%
Grand Total	0.64%	4.71%	11.60%	4.97%	3.56%	1.41%	73.11%	100.00%

0.03 — 19.25

Note that Marital Status information is not available for Civilians

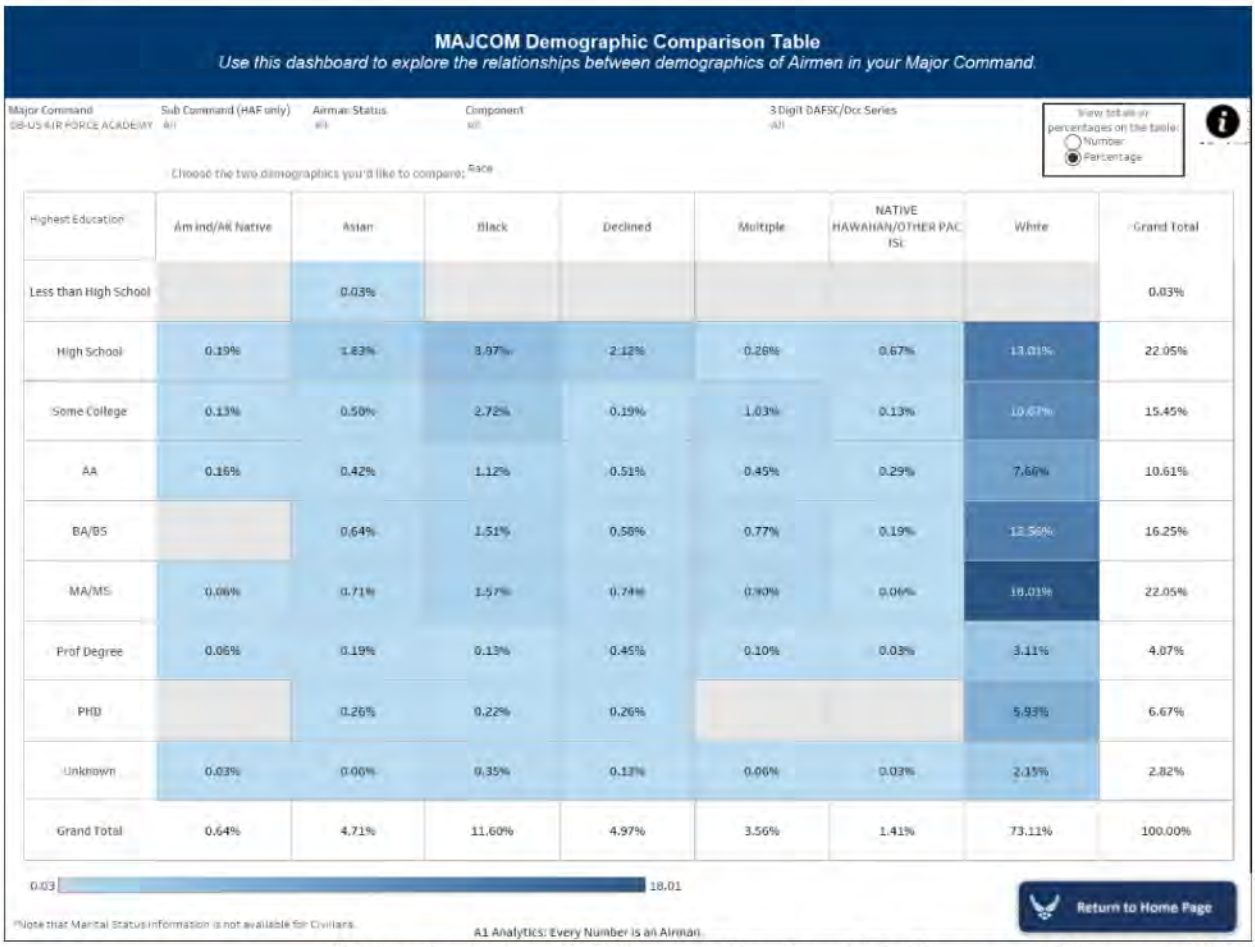
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** Data includes all Officer, Enlisted and Civilians as of 31 August 2020*

Current demographics shows a younger workforce with almost 70% of the workforce under the age of 45. The primary age group is 35-44 years. This could be due to a larger number of retirements over the last 10 years driving a need to recruit new talent. Further analysis will need to be accomplished to identify strategies for developing and retaining the workforce.

Table 5. Highest Education Attained by Race



MAJCOM Demographic Comparison Table

Use this dashboard to explore the relationships between demographics of Airmen in your Major Command.

Major Command: DB-US AIR FORCE ACADEMY | Sub Command (HAF only): All | Airman Status: All | Component: All | 3 Digit DAFSC/Occ Series: All

View totals or percentages on the table: Number / Percentage

Choose the two demographics you'd like to compare: Race

Highest Education	Am Ind/AK Native	Asian	Black	Declined	Multiple	NATIVE HAWAIIAN/OTHER PAC ISL	White	Grand Total
Less than High School		0.03%						0.03%
High School	0.19%	1.83%	3.97%	2.12%	0.26%	0.67%	13.01%	22.05%
Some College	0.13%	0.50%	2.72%	0.19%	1.03%	0.13%	10.67%	15.45%
AA	0.16%	0.42%	1.12%	0.51%	0.45%	0.29%	7.66%	10.61%
BA/BS		0.64%	1.51%	0.58%	0.77%	0.19%	12.56%	16.25%
MA/MS	0.06%	0.71%	1.57%	0.74%	0.90%	0.06%	18.01%	22.05%
Prof Degree	0.06%	0.19%	0.13%	0.45%	0.10%	0.03%	3.11%	4.07%
PHD		0.26%	0.22%	0.26%			5.93%	6.67%
Unknown	0.03%	0.06%	0.35%	0.13%	0.06%	0.03%	2.15%	2.82%
Grand Total	0.64%	4.71%	11.60%	4.97%	3.56%	1.41%	73.11%	100.00%

0.03 — 18.01

Note that Marital Status information is not available for Civilians.

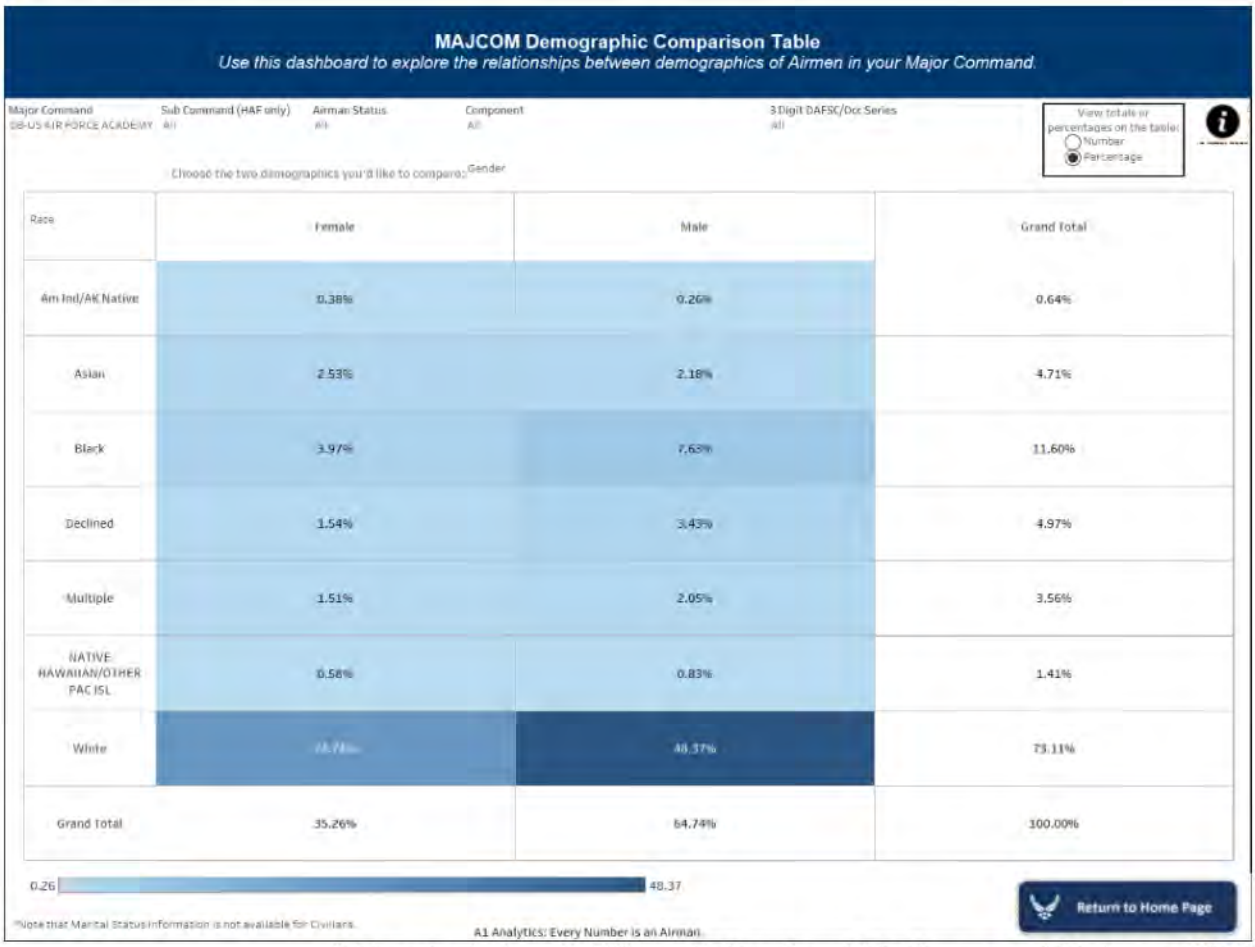
A1 Analytics: Every Number is an Airman.

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** Data includes all Officer, Enlisted and Civilians as of 31 August 2020*

Table 5 shows that a significant portion of our military and civilian workforce has attained a Master's degree (22.05%) but another 22.05% has only attained a High School Diploma. One area for improvement could be to increase leadership support of tuition assistance programs and educational opportunities available to all such as the Associate Degree program funded by the Air Force.

Table 6. Race by Gender



MAJCOM Demographic Comparison Table

Use this dashboard to explore the relationships between demographics of Airmen in your Major Command.

Major Command: DB-US AIR FORCE ACADEMY | Sub Command (HAF only): All | Airman Status: All | Component: All | 3 Digit DAFSC/Occ Series: All | View totals or percentages on the table: Number / Percentage

Choose the two demographics you'd like to compare: Gender

Race	Female	Male	Grand Total
Am Ind/AK Native	0.38%	0.26%	0.64%
Asian	2.53%	2.18%	4.71%
Black	3.97%	7.63%	11.60%
Declined	1.54%	3.43%	4.97%
Multiple	1.51%	2.05%	3.56%
NATIVE HAWAIIAN/OTHER PAC ISL	0.58%	0.83%	1.41%
White	24.73%	48.37%	73.11%
Grand Total	35.26%	64.74%	100.00%

0.26 — 48.37

*Note that Marital Status information is not available for Civilians.

A1 Analytics: Every Number is an Airman.

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** Data includes all Officer, Enlisted and Civilians as of 31 August 2020*

The USAFA military and civilian workforce is 64.74% male and 35.26% female.

Table 7. Current Military Grade by Race

MAJCOM Demographic Comparison Table

Use this dashboard to explore the relationships between demographics of Airmen in your Major Command.

Major Command: DB-US AIR FORCE ACADEMY | Sub Command (HAF only): All | Airman Status: All | Component: All | 3 Digit DAFSC/Occ Series: All | View totals or percentages on the table: Number / Percentage

Choose the two demographics you'd like to compare: Race

Current Grade	Am Ind/AK Native	Asian	Black	Declined	Multiple	NATIVE HAWAIIAN/OTHER PAC ISL	White	Grand Total
(01) 2LT	0.03%	0.13%	0.51%	0.35%	0.42%	0.03%	2.69%	4.17%
(02) 1LT				0.03%			0.42%	0.45%
(03) CPT		0.38%	0.45%	0.29%	0.29%		4.52%	5.93%
(04) MAJ	0.03%	0.19%	0.48%	0.54%	0.19%		5.54%	6.99%
(05) LTC	0.03%	0.35%	0.10%	0.45%	0.10%	0.03%	7.31%	8.37%
(06) COL	0.03%	0.06%	0.16%	0.10%			2.34%	2.69%
(31) AB	0.03%	0.19%	1.51%	0.45%	0.03%	0.16%	2.21%	4.58%
(32) AMN	0.03%	0.19%	1.19%	1.12%	0.03%	0.29%	1.76%	4.62%
(33) A1C	0.06%	0.42%	1.28%	0.51%	0.29%	0.16%	3.56%	6.28%
(34) SRA	0.03%	0.22%	1.06%		0.35%	0.03%	3.53%	5.22%
(35) SSG		0.26%	0.93%	0.16%	0.42%	0.06%	3.88%	5.71%
(36) TSG	0.10%	0.29%	0.35%	0.29%	0.26%	0.16%	4.10%	5.54%
(37) MSG	0.06%	0.19%	0.58%	0.29%	0.16%	0.16%	3.88%	5.32%
(38) SMS			0.10%	0.16%		0.03%	0.77%	1.06%
(39) CMS			0.03%	0.06%	0.03%		0.29%	0.42%
Civilian	0.19%	1.63%	2.88%	0.16%	0.99%	0.29%	26.31%	32.66%
Grand Total	0.64%	4.71%	11.60%	4.97%	3.56%	1.41%	73.11%	100.00%

0.03 — 26.31

Note that Marital Status information is not available for Civilians.

A1 Analytics: Every Number is an Airman.

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** Data includes all Officer, Enlisted and Civilians as of 31 August 2020*

Table 7 shows that the majority of the workforce at all grades falls into the White race category at 73.11% with Blacks represented at 2.88% and all others represented less than 2%.

Table 8. Civilian Pay Grades by Race

		TOTAL EMPLOYEES			Distribution by Race /Ethnicity and Gender													
					Hispanic or Latino		Non-Hispanic or Latino											
							White		Black or African American		Asian		Native Hawaiian or Other Pacific Islander		American Indian or Alaska Native		Two or more races	
Grade		All	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
01	#	47	32	15	0	0	29	13	1	2	1	1	0	0	0	0	0	1
	%	100%	68.1%	31.9%	00.0%	00.0%	59.6%	27.7%	02.1%	04.3%	02.1%	02.1%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%
02	#	13	6	7	1	1	5	5	0	2	1	0	0	0	0	0	1	0
	%	100%	46.2%	53.8%	07.7%	07.7%	38.5%	38.5%	00.0%	15.4%	07.7%	00.0%	00.0%	00.0%	00.0%	00.0%	07.7%	07.7%
03	#	44	22	22	2	1	19	18	1	2	0	2	1	0	0	0	0	0
	%	100%	50.0%	50.0%	04.5%	02.3%	43.2%	40.9%	02.3%	04.5%	00.0%	04.5%	02.3%	00.0%	00.0%	00.0%	00.0%	00.0%
04	#	115	47	68	4	8	34	27	6	6	3	26	1	2	2	2	1	1
	%	100%	40.9%	59.1%	03.5%	07.0%	29.6%	23.5%	05.2%	05.2%	02.6%	22.6%	00.9%	01.7%	01.7%	01.7%	00.9%	00.9%
05	#	97	26	71	6	9	17	50	6	9	2	9	1	3	1	3	1	1
	%	100%	26.8%	73.2%	06.2%	09.3%	17.5%	51.5%	06.2%	09.3%	02.1%	09.3%	01.0%	03.1%	01.0%	04.1%	01.0%	01.0%
06	#	66	32	34	6	8	20	25	10	6	2	2	0	0	1	0	3	0
	%	100%	48.5%	51.5%	09.1%	12.1%	30.3%	37.9%	15.2%	09.1%	03.0%	03.0%	00.0%	00.0%	01.5%	00.0%	04.5%	04.5%
07	#	133	75	58	7	8	58	43	12	8	2	4	1	0	2	2	2	3
	%	100%	56.4%	43.6%	05.3%	06.0%	43.6%	32.3%	09.0%	06.0%	01.5%	03.0%	00.8%	00.0%	01.5%	01.5%	01.5%	01.5%
08	#	39	33	6	4	0	22	6	6	0	1	0	1	0	0	0	0	0
	%	100%	84.6%	15.4%	10.3%	00.0%	56.4%	15.4%	15.4%	00.0%	02.6%	00.0%	02.6%	00.0%	00.0%	00.0%	00.0%	00.0%
09	#	149	74	75	10	7	59	64	15	9	4	5	4	3	5	5	4	6
	%	100%	49.7%	50.3%	06.7%	04.7%	39.6%	43.0%	10.1%	06.0%	02.7%	03.4%	02.7%	02.0%	03.4%	03.4%	02.7%	02.7%
10	#	10	6	4	0	0	6	4	0	0	0	0	0	0	0	0	0	0
	%	100%	60.0%	40.0%	00.0%	00.0%	60.0%	40.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%
11	#	215	118	97	7	8	99	84	14	7	4	8	3	3	1	7	3	8
	%	100%	54.9%	45.1%	03.3%	03.7%	46.0%	39.1%	06.5%	03.3%	01.9%	03.7%	01.4%	01.4%	00.5%	03.3%	01.4%	01.4%
12	#	150	99	51	7	3	65	47	10	1	7	2	3	0	3	0	4	1
	%	100%	66.0%	34.0%	04.7%	02.0%	56.7%	31.3%	06.7%	00.7%	04.7%	01.3%	02.0%	00.0%	02.0%	00.0%	02.7%	02.7%
13	#	74	52	22	3	4	50	21	2	0	1	1	0	0	2	0	3	1
	%	100%	70.3%	29.7%	04.1%	05.4%	67.6%	28.4%	02.7%	00.0%	01.4%	01.4%	00.0%	00.0%	02.7%	00.0%	04.1%	04.1%
14	#	17	15	2	1	0	15	2	0	0	0	0	0	0	0	0	0	0
	%	100%	88.2%	11.8%	05.9%	00.0%	88.2%	11.8%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%
15	#	14	10	4	1	0	9	2	1	2	2	0	1	0	1	0	1	0
	%	100%	71.4%	28.6%	07.1%	00.0%	64.3%	14.3%	07.1%	14.3%	14.3%	00.0%	07.1%	00.0%	07.1%	00.0%	07.1%	07.1%
21	#	51	36	15	1	0	30	15	6	0	1	0	0	0	0	0	1	0
	%	100%	70.6%	29.4%	02.0%	00.0%	58.8%	29.4%	11.8%	00.0%	02.0%	00.0%	00.0%	00.0%	00.0%	00.0%	02.0%	02.0%
22	#	126	77	51	4	1	68	46	2	3	5	5	1	0	0	0	1	3
	%	100%	60.2%	39.8%	03.1%	00.8%	53.9%	35.9%	01.6%	02.3%	03.9%	03.9%	00.8%	00.0%	00.0%	00.0%	00.8%	00.8%
23	#	67	50	17	0	1	50	16	0	1	0	0	0	0	0	0	0	0
	%	100%	74.6%	25.4%	00.0%	01.5%	74.6%	23.9%	00.0%	01.5%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%
24	#	63	51	12	1	0	48	11	1	0	3	1	0	0	0	0	1	0
	%	100%	81.0%	19.0%	01.6%	00.0%	76.2%	17.5%	01.6%	00.0%	04.8%	01.6%	00.0%	00.0%	00.0%	00.0%	01.6%	01.6%
25	#	31	20	11	0	0	18	10	1	0	1	0	0	0	0	0	0	0
	%	100%	64.5%	35.5%	00.0%	00.0%	58.1%	32.3%	03.2%	00.0%	03.2%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%
26	#	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
	%	100%	00.0%	100.0%	00.0%	00.0%	00.0%	100.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%
Sum		1524	881	643	65	59	732	510	94	58	40	66	17	11	18	20	26	30

Table 8 shows a breakout by civilian General Schedule (GS) grades 1 thru 15 and Administratively Determined (AD) Faculty grades 21 thru 26. It is unclear whether the grades capture NAF and AcqDemo data which is one of the challenges USAFA/A1 faced trying to understand the source data behind the reports.

Table 9. Civilian Appropriated / Non-Appropriated Accessions by Gender and Race, 10- Year Period

APF Accessions by Gender & Race from Jan 2010 to Jul 2020						
Race Category	Female	Male	Totals	Overall % Selections	% Female	% Male
American Indian or Alaskan Native	4	9	13	0.59%	0.18%	0.41%
Asian	45	39	84	3.79%	2.03%	1.76%
Black or African American	94	101	195	8.80%	4.24%	4.56%
Hispanic	33	23	56	2.53%	1.49%	1.04%
Multiple	89	70	159	7.18%	4.02%	3.16%
Native Hawaiian or Pacific Islander	10	5	15	0.68%	0.45%	0.23%
Unknown	12	34	46	2.08%	0.54%	1.53%
White	751	896	1647	74.36%	33.91%	40.45%
Totals	**1038**	**1177**	**2215**	**100.00%**	**46.86%**	**53.14%**

NAF Accessions by Gender & Race from Jan 2010 to Jul 31 2020						
Race Category	Female	Male	Totals	Overall % Selections	% Female	% Male
American Indian or Alaskan Native	13	4	17	0.97%	0.74%	0.23%
Asian	73	20	93	5.28%	4.15%	1.14%
Black or African American	76	57	133	7.56%	4.32%	3.24%
Hispanic	41	14	55	3.13%	2.33%	0.80%
Multiple	165	66	231	13.13%	9.38%	3.75%
Native Hawaiian or Pacific Islander	15	4	19	1.08%	0.85%	0.23%
Unknown	3	5	8	0.45%	0.17%	0.28%
White	703	501	1204	68.41%	39.94%	28.47%
Totals	**1089**	**671**	**1760**	**100.00%**	**61.88%**	**38.13%**

** Data CAO 31 July 2020*

Table 9 shows the total number of new accessions over the last 10 years by gender and race. White Males are still the predominant category for new hires for both APF and NAF. APF hiring based on gender was almost 50-50 whereas NAF hiring was predominantly female at 61.88% and males at 38.13%. It's important to note that the occupational series in the Services career field are historically filled by females.

USAFA/A1 is working on a trend report to show these demographic changes over time.

Table 10. Civilian Promotions by Race, 10-Year Period

Race Category	Female	Male	Total
Hispanic/Latino	28	27	55
American Indian/Alaskan	3	2	5
Asian	50	16	66
Black/African American	34	62	96
Hawaiian/Pacific Islander	1	10	11
White	331	345	676
Multiple Ethnicity	34	41	75
Unknown Ethnicity	4	3	7
Grand Totals:	**485**	**506**	**991**

** Data CAO 31 July 2020*

Table 10 represents the number of promotions over a 10-year period (January 2010 to July 2020) by race and gender. Further analysis is needed to determine if certain policies and practices create barriers to promotion. A more detailed report is also needed to facilitate this discussion.

Table 11. PATCOB Categories by Gender and Minority Category – Civilian Workforce

PATCOB	P - PROFESSIONAL	A - ADMINISTRATIVE	T - TECHNICAL	C - CLERICAL	O - OTHER	B - BLUE COLLAR
Minorities	42	73	62	13	9	85
Minority Female	22	22	28	8	1	36
Minority Male	12	41	19	5	8	31
White Female	109	116	84	32	4	27
White Male	87	193	55	15	46	62
Total Employees	238	382	201	60	59	174

**Data CAO 3 August 2020*

NOTE: This table represents civilian employees by gender for each PATCOB category.

PATCOB Definitions

P - Professional work requires knowledge in a field of science or learning characteristically acquired through education or training equivalent to a bachelor's or higher degree with major study in or pertinent to the specialized field, as distinguished from general education. Work is professional when it requires the exercise of discretion, judgment and personal responsibility for the application of an organized body of knowledge that is constantly studied to make new discoveries and interpretations, and to improve data, materials, and methods, e.g., mathematics or engineering. (U.S. Office of Personnel Management, 1995)

A - Administrative work involves the exercise of analytical ability, judgment, discretion and personal responsibility, and the application of a substantial body of knowledge of principles, concepts and practices applicable to one or more fields of administration or management. While these positions do not require specialized education, they do involve the type of skills (analytical, research, writing, judgment) typically gained through a college level education, or through progressively responsible experience.

T - Technical work is typically associated with and supportive of a professional or administrative field. It involves extensive practical knowledge, gained through experience and/or specific training less than that represented by college graduation. Work in these occupations may involve substantial elements of the work of the professional or administrative field, but requires less than full knowledge of the field involved.

C - Clerical occupations involve structured work in support of office, business, or fiscal operations. Clerical work is performed in accordance with established policies, procedures, or techniques; and requires training, experience, or working knowledge related to the tasks to be performed. Clerical occupational series follow a one-grade interval pattern.

O - Other white-collar occupations. There are some occupations in the General Schedule that do not clearly fit into one of the above groupings. Included among these are series such as the Fire Protection and Prevention Series, GS-081 and Police Series, GS-083. These occupations are collectively called "Other White-Collar."

B - Blue-collar are occupations whose paramount requirements are trades, crafts and labor experience and knowledge (U.S. Office of Personnel Management, 1981).

Table 12. Joint Spouse Status by Race

MAJCOM Demographic Comparison Table

Use this dashboard to explore the relationships between demographics of Airmen in your Major Command.

Major Command: DB-US AIR FORCE ACADEMY | Sub Command (HAF only): All | Airman Status: All | Component: All | 3 Digit DAFSC/Occ Series: All | View totals or percentages on the table: Number / Percentage

Choose the two demographics you'd like to compare: Race

Joint Spouse Status	Am Ind/AK Native	Asian	Black	Declined	Multiple	NATIVE HAWAIIAN/OTHER PAC ISL	White	Grand Total
NOT APPLICABLE	0.67%	3.62%	11.49%	6.53%	3.20%	1.53%	61.09%	88.13%
SPOUSE ENLISTED MEMBER ANG			0.05%				0.29%	0.33%
SPOUSE ENLISTED MEMBER USAFR		0.10%	0.05%	0.10%	0.05%	0.05%	0.62%	0.95%
SPOUSE ENLISTED ON ACTIVE DUTY USAF		0.24%	0.67%	0.24%	0.38%	0.10%	2.77%	4.39%
SPOUSE MEMBER OTHER BRANCH OF SERVICE			0.05%					0.05%
SPOUSE OFFICER MEMBER ANG			0.05%				0.05%	0.10%
SPOUSE OFFICER MEMBER USAFR			0.10%	0.10%	0.10%		1.14%	1.43%
SPOUSE OFFICER ON ACTIVE DUTY USAF		0.19%	0.19%	0.19%	0.10%		2.91%	3.58%
SPOUSE ON ACTIVE DUTY IN THE ARMY		0.14%	0.33%				0.48%	0.95%
SPOUSE ON ACTIVE DUTY IN THE MARINES							0.10%	0.10%
Grand Total	0.67%	4.29%	12.97%	7.15%	3.81%	1.67%	69.43%	100.00%

0.05 — 61.09

Note that Marital Status information is not available for Civilians.

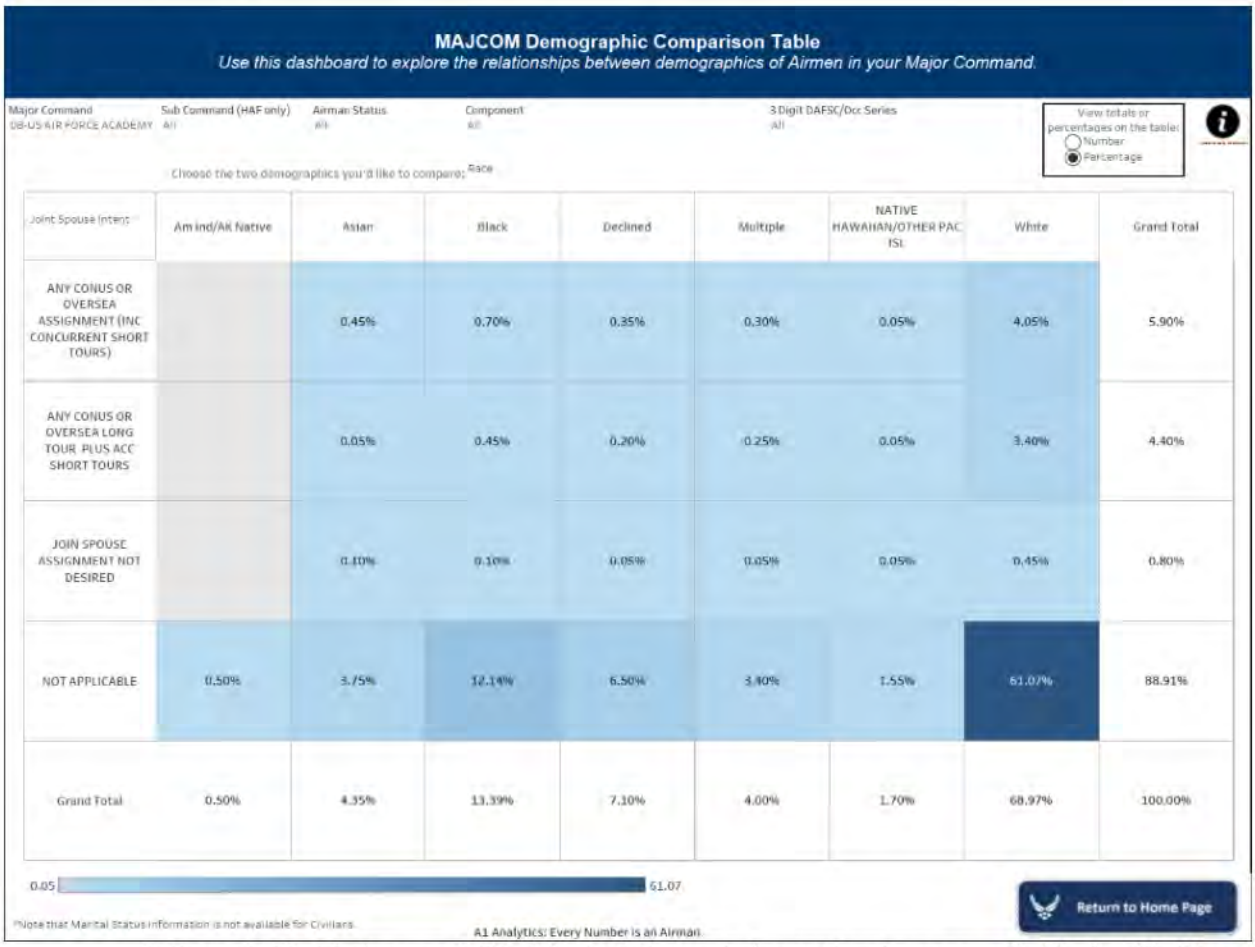
A1 Analytics: Every Number is an Airman.

Return to Home Page

** Data CAO 31 August 2020. Marital Status information is not available for Civilians.*

The data in Table 12 requires further analysis in understanding the source data, policies, and practices for Joint Spouses employed at USAFA.

Table 13. Joint Spouse Intent by Race



MAJCOM Demographic Comparison Table

Use this dashboard to explore the relationships between demographics of Airmen in your Major Command.

Major Command: DB-US AIR FORCE ACADEMY | Sub Command (HAF only): All | Airman Status: All | Component: All | 3 Digit DAFSC/Occ Series: All | View totals or percentages on the table: Number / Percentage

Choose the two demographics you'd like to compare: Race

Joint Spouse Intent	Am Ind/AK Native	Asian	Black	Declined	Multiple	NATIVE HAWAIIAN/OTHER PAC ISL	White	Grand Total
ANY CONUS OR OVERSEA ASSIGNMENT (INC CONCURRENT SHORT TOURS)		0.45%	0.70%	0.35%	0.30%	0.05%	4.05%	5.90%
ANY CONUS OR OVERSEA LONG TOUR PLUS ACC SHORT TOURS		0.05%	0.45%	0.20%	0.25%	0.05%	3.40%	4.40%
JOIN SPOUSE ASSIGNMENT NOT DESIRED		0.10%	0.10%	0.05%	0.05%	0.05%	0.45%	0.80%
NOT APPLICABLE	0.50%	3.75%	12.14%	6.50%	3.40%	1.55%	61.07%	88.91%
Grand Total	0.50%	4.35%	13.39%	7.10%	4.00%	1.70%	68.97%	100.00%

0.05 — 61.07

Note that Marital Status information is not available for Civilians.

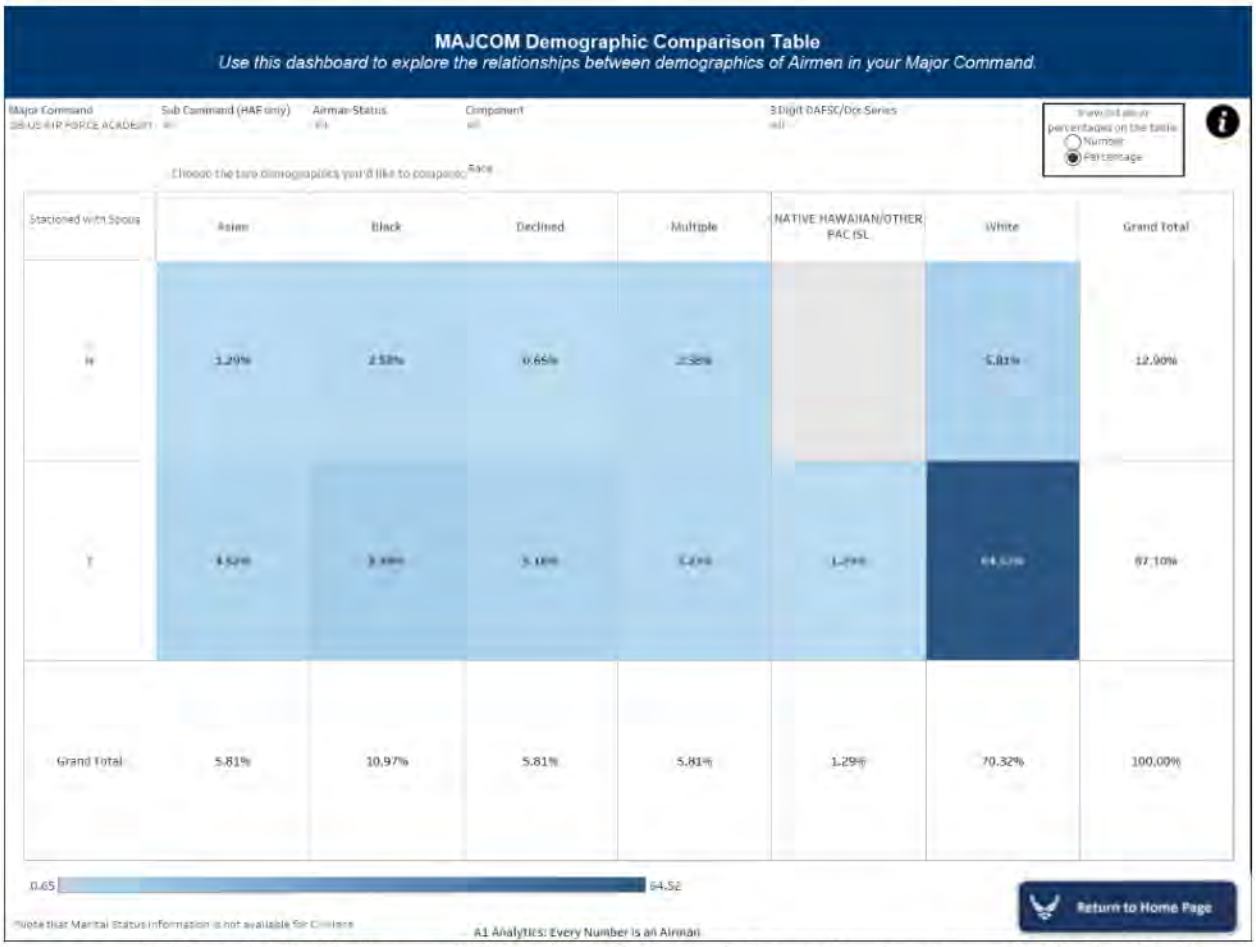
A1 Analytics: Every Number is an Airman.

Return to Home Page

** Data CAO 31 August 2020. Marital Status information is not available for Civilians.*

The data in Table 13 requires further analysis in understanding the source data, policies, and practices for Joint Spouses' intent at USAFA.

Table 14. Stationed with Spouse by Race



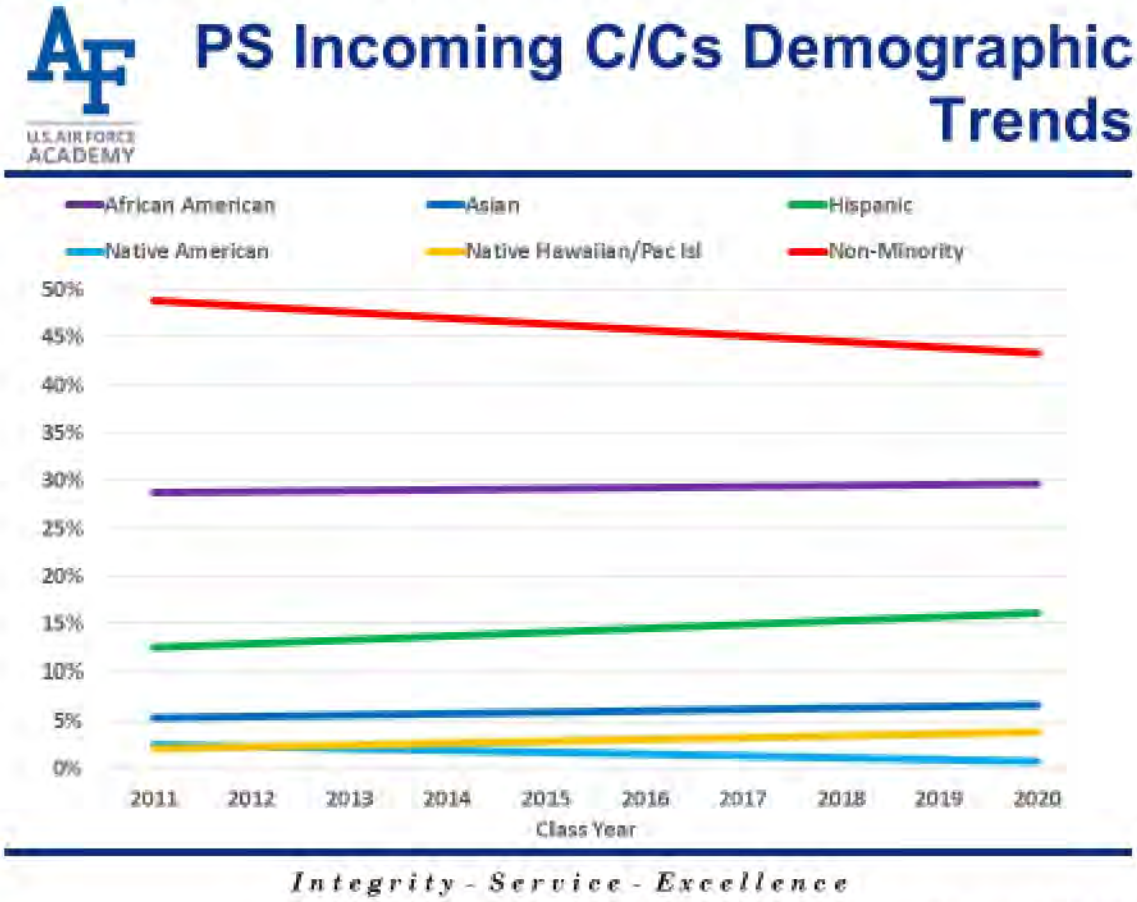
** Data CAO 31 August 2020. Marital Status information is not available for Civilians.*

The data in Table 14 requires further analysis in understanding the source data, policies, and practices for Joint Spouse. However, it appears that USAFA does a pretty good job at getting members stationed with their spouse. The fact that there are multiple DoD military installations in the local area contributes to that success.

D. Preparatory School

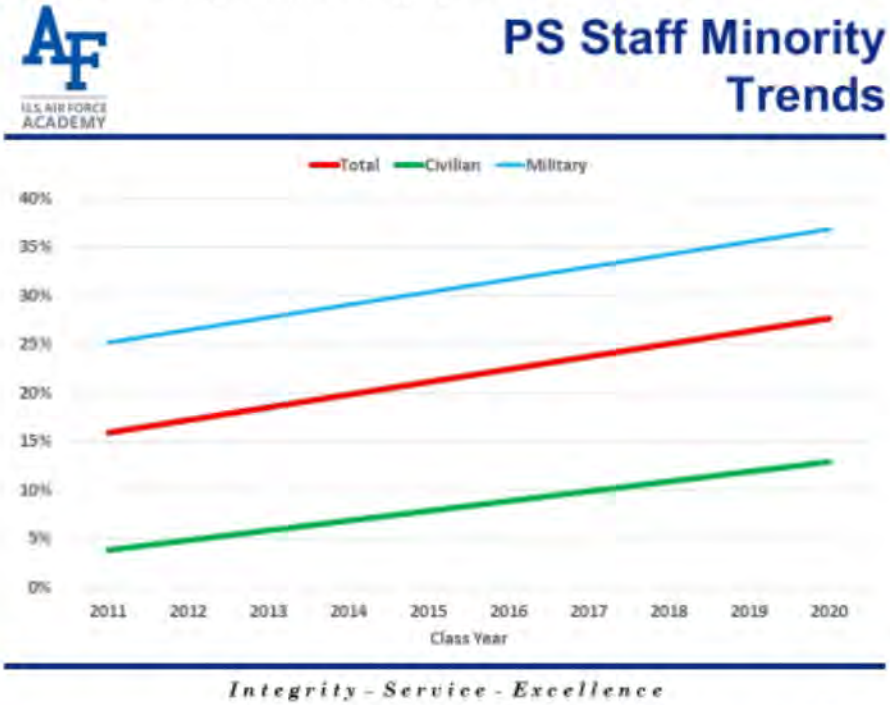
The Preparatory School provided data regarding incoming Cadet Candidate (C/C) Demographics, Permanent Party Demographics, and Retention Rates. Additional data provided was used to assess GPA/MPA/PEA differences between minority groups, with no significant differences for any under-represented groups found.

Figure 5. Prep School Incoming Cadet Candidate Demographics



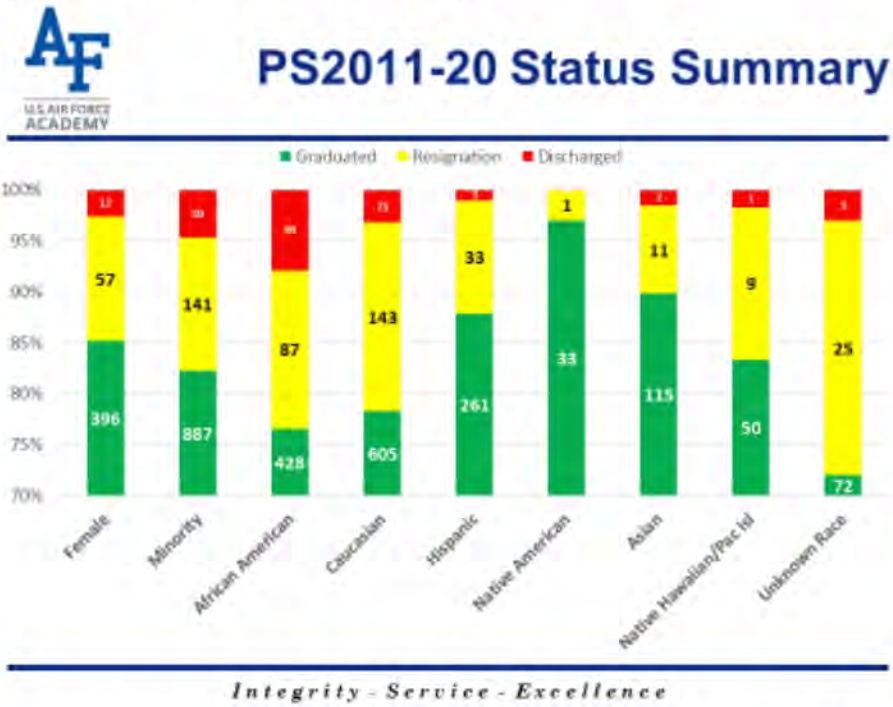
**Source: USAFA/PS.*

Figure 6. Prep School Faculty/Staff Demographics



**Source: USAFA/PS.*

Figure 7. Prep School Student Status Summary



**Source: USAFA/PS.*

E. Additional Data Sources

USAFA is actively engaged with the AF initiatives surrounding Pilot Candidate Selection Method (PCSM) scores and other qualifying metrics utilized to select various career fields for cadets. These initiatives are part of the AF-wide Rated Diversity Initiative as well as the IG-led diversity study. Data and analyses for those projects are not presented in this report.

Incoming Basic Cadets are given a survey under the USAFA/A9 Institutional Assessment program in coordination with USMA and USNA and part of the Higher Education Research Institute (HERI) and Cooperative Institutional Research Program (CIRP) based at University of California, Los Angeles. The survey is called "The CIRP Freshman Survey" and has been administered to USAFA Basic Cadets for 40+ years during BCT.

The CIRP Freshman Survey is designed for administration to incoming first-year students before they start classes. The instrument collects extensive information that allows for a snapshot of what our incoming students are like before they experience college. Key sections of the survey examine:

- Established behaviors in high school
- Academic preparedness
- Admissions decisions
- Expectations of college
- Interactions with peers and faculty
- Student values and goals
- Student demographic characteristics
- Concerns about financing college

USAFA administered the CIRP in summer 2020 to the Class of 2024 Basic Cadets. The survey collected information on student's opinions on racial understanding, racial discrimination, preferential treatment (based on race/ethnicity), and other D&I related topics. Cursory analysis of the CL24 responses indicates:

- 16% of our incoming cadets find that helping to promote racial understanding is not important (17% of Caucasian cadets, 15% of Minority cadets). The remainder of the cadets responded that it was somewhat important (38%), very important (28%), or essential (18%).
- 24% of our incoming cadets agreed that racial discrimination is no longer a major problem in America. The remainder of the cadets disagreed with that statement.
- 75% of our incoming cadets rated themselves as average or above average when comparing themselves to the average person their own age in terms of their understanding of others.
- One question asked whether the student agrees/disagrees whether individuals from disadvantaged social backgrounds should be given preferential treatment in college admissions. 65% of the Caucasian and 45% of the Minority cadets disagreed while 35% of the Caucasian and 55% of the Minority cadets agreed with that statement.

A thorough analysis of these results, as well as a comparison with USAFA cadets to peer schools (USMA, USNA, etc.) is currently underway, but was not available for this report.

SECTION III: KEY FINDINGS AND THEMES

Chapter Four: Key Findings

- By recent actions, the United States Air Force Academy's leadership messages indicate a genuine desire to create a way forward to address issues associated with race and other social identities.

- USAFA leadership is committed to diversity and inclusion as evidenced in the Strategic Plan and through the following examples:
  - Institutional outcomes were added that are centered around dignity and respect and understanding the human condition
  - The Diversity and Inclusion (D&I) Strategic Plan
  - Having created one of the first Chief Diversity Officer positions in the Air Force

  However, more needs to be done as actions are disparate. There are many ongoing independent initiatives to promote D&I, but USAFA does not have a holistic integrated approach. This results in a lack of clear objectives and associated metrics, a lack of clarity around roles and responsibilities, and gaps in performance standards.

- Regarding Black experiences, microaggressions were the most mentioned and observed instance of racism and discrimination.

- African American cadets present at Academic Review Boards at a higher rate than would be expected based on their percentage of the population. Further study is required to determine contributing factors.

- African American cadets have historically been placed on Conduct and Aptitude probation at rates higher than expected based on their percentage of the population. There is evidence that this trend may be changing but needs continued monitoring and further analysis.

- There is a need for education and conversation about race. Having these conversations can be difficult and can do more harm than good if not conducted with care. USAFA has committed to empowering and enabling these conversations, in part through improved facilitation.

- Respect for Human Dignity is not only a USAFA outcome, but also a tenet of leadership. USAFA needs to explicitly integrate dignity, respect, and a D&I focus into USAFA's Leader of Character framework for cadets, across USAFA's course of instruction executed by all Mission Elements, and into expectations for permanent party. There is a need for a construct that includes clarity of expectations, education, and accountability and rehabilitation elements.

- Historically, USAFA has not been deliberate in collecting, monitoring, tracking, and reviewing demographic information to identify areas for improvement with recruitment, retention, and professional development opportunities in the military and civilian workforce. Currently, there is no institutional lens for what data is needed nor how to best use the data that is collected to inform needed changes.

Chapter Five: Key Themes

- Lack of Consistency around Education/Training/Venue to discuss issues of racial disparity. Leaders must set the example by having these conversations, even if it is difficult or challenging. Racial issues impact USAFA workplaces and the mission. Common sentiment from many (African American Airmen and allies): People are uncomfortable talking about the problem and most don't know how to have these conversations. Yet most agree that these conversations are needed to raise awareness, improve advocacy, and implement accountability. One Airman shared that his squadron leader has set the standard, holding conversations about race, and it has made a difference.
  - There is a need for facilitation training. Having these conversations can be difficult and can do more harm than good if not conducted with care.
  - There is a need for good content in these sessions. Current efforts seem to be based on the individual presenting and are not consistent across the base. Critical conversations and unconscious bias training are great starting places.

- Accountability – Members at all levels should be held accountable for acts of discrimination. Leaders must create a culture free from discrimination and be similarly held accountable if they fail to do so.
  - Create policies (UCMJ, etc.) or enforce current ones to help establish and guide on subjective matters. Guidance must be clear, with more objective standards and requirements for follow-up and reinforcement for discriminatory behaviors or overt hatred.
  - Implement consequences and reprimands for discriminatory behaviors based on published guidance (we need to find a way to make the subjective be objective, or at least have standards and expectations assigned to the subjective).
  - Consequences for discrimination must be clear: One Airman shared that it is difficult to speak up. If there is a perception that nothing happens if someone does confront racism at USAFA, then people are even less likely to address the issue.
  - There is a need to evaluate the cadet evaluation system. The subjectivity of stratification and the feedback system should be reviewed.

- Presumption of Inadequacy by others/Tokenism/Affirmative Action. USAFA African American Airmen consistently have to prove how they got here and why they deserve to be here. Many African American USAFA Airmen (cadets, civilians, active duty) start out motivated and excited to come to the Academy, yet are questioned as to how they got here often with assumptions of quota filling, athletics, or being the "token" selected for a position as active duty or nomination as a cadet.

- Exhaustion and Frustration. Both African American permanent party and cadets shared that there is a feeling of exhaustion and frustration from representing their race and having to answer to and defend their existence and position. Frustration about being labeled and stereotyped were shared in stories about assumptions made, stereotypes assumed, and lack of willingness to get to know them as individual Airmen.

- D&I Efforts Must Include Non-minorities. Non-minority members may not recognize their own biases and expressions of macroaggressions and the associated impact. Some members may be getting weary of the topic, or perhaps may exude cynicism. D&I shouldn't leave them behind. They are certainly part of the solution and as cadets in development to be officers of character or as current Air Force and Space Force members, they'll continue to be part of this or very similar conversations in the future. We must all demonstrate the humility to listen and be willing to learn. These conversations can be difficult; but by having these conversations we can learn to live and work together as a far more cohesive team.

- Need for Formal/Expanded Mentorship Opportunities. Encourage mentorship for minorities, especially about how to best navigate racially charged conversations and how to advocate for oneself. Having a support network makes a difference.
  - Explore programs that offer support and mentorship for minority cadets and Airmen to improve retention and force development.
  - Mentorship doesn't need to be a perfect demographic match of race, gender, orientation, etc. A formal or informal mentor/mentee pairing of unmatched demographics can be of particular benefit to the other. It can provide a low threat environment to question and learn from each other in exchanges that wouldn't otherwise occur.

- Data Collection and Reporting. USAFA has not consistently tracked data nor used it in appropriate decision cycles.
  - Personnel data is not consistent between cadet and permanent party systems, causing challenges when presenting/reporting demographics.
  - Demographic data is not consistently provided in regular reporting provided from CAMIS.
  - Offices responsible for different aspects of cadet life (AD, CW, DF, etc) do not necessarily request demographic data from those who have the data available (CAMIS, USAFA/A9, USAFA/A1, CPO) for regular products/reports.
  - Institutional Effectiveness metrics and Institutional Research reports provide extensive data, but these metrics/findings are not comprehensively tied into Commander decision cycles at all levels.

SECTION IV: DIVERSITY AND INCLUSION AT USAFA

Chapter Six: Mission Element Narratives and Data Analysis

A. USAFA Headquarters (HQ) Staff

The HQ staff fulfills Major Command (MAJCOM) level roles and responsibilities, writes policies, defines requirements in support of Mission Elements (ME) to include 10 ABW priorities and facilitates oversight on behalf of the Superintendent. HQ functional organizations are the single conduit between USAFA and outside agencies unless expressly identified. USAFA MEs and their units are subordinate to the HQ staff.

In order to scope the review, specific data sets and functional expertise/perspective were determined to be relevant to the review and assigned for analysis by the following owning directorates/staff offices: Manpower, Personnel and Services (A1); Directorate of Operations and Analysis (A3/9); Directorate of Strategic Plans, Programs and Requirements (A 5/8); Center for Character and Leadership Development (CCLD); Directorate of Strategic Communications (CM); Equal Opportunity (EO); Chapel (HC); Public Affairs (PA); and the Directorate of Admissions (RR).

1. Directorate of Operations and Analysis (USAFA/A3/9)

USAFA/A3/9 provided 12 data sets for review/assessment. Inherently, A9's focus is on demography; these data sets could be aligned under the following categories: 1) Cadet Wing Composition/Representation, 2) Cadet Entrance/Graduation Rates, 3) Cadet Airmanship, and 4) Stand-alone studies and reports (e.g. 'Cadet Climate for Racial Minorities' and 'Attrition as it relates to Racial Minorities'.)

a. Findings: A9 data sets provided additional numerical fidelity in relation to the African American cadet population which was the primary focus of the internal racial disparity review. Of note, demography reports are the essential baseline for diversity reporting and the gateway to determine if more in-depth study is required but the challenge is the "how" you look at the data and more importantly the context that frames the numbers. For example, if you review the "BREAKDOWN OF AFRICAN AMERICAN CADETS WHO ENTERED/GRADUATED BY MEN AND WOMEN (ADJUSTED)" data set and utilized a 10-year graduation rate (2008-2018) lens, African American Men and Women represent, on average, 6.1% of a graduating class. Representation ranged from 3.2% at the lowest to 9.7% at the highest, which reflects a delta of 6.5% and is greater than the 10-year average; this may denote significant improvement when utilizing trend analysis methodology. In actuality, the data percentage is subject to the influence and significant sway by the ratio of small numbers. Upon further review, the class with highest percentage representation of African Americans in a graduating class was also the class with greatest number of African Americans entering during the sample period. Conversely, the smallest representation tracks to the least number of African American cadets entering USAFA that year. Both of the aforementioned cases make mathematical sense.

However, the process of correlating data and its packaging could convey information that is valid, but not accurate.

In all of the published data sets, because of the small population of African-American cadets, the presentation of trend analysis data may provide an inaccurate view of longitudinal improvement. Thus, it is important that stand-alone racial and/or gender demography not be utilized as the primary indicators of programmatic and/or institutional success/failure in terms of non-majority personnel. Rather, the demography should be accurately captured, correlated and utilized in support of targeted, in-depth studies that can provide depth and insight beyond the numbers.

The use of surveys by USAFA/A9 and other USAFA organizations to collect qualitative data provides a good example of second-level assessment and analysis. Survey data quantifies "human responses" to targeted questions regarding racial climate, non-majority perspective, and ultimately the perception of the accountability process. This type of insight informs senior leadership in terms of a spectrum of options whether it be addressing issues thematically in terms of policy or at the component level in terms of training.

A9 has identified system capability limitations for data mining and challenges with operational definition/data fields which do not accurately reflect race and ethnicity (e.g. hierarchal data rules, lack of multi-racial definitions) and governing policies/standards from higher headquarters.

b. Recommendations:

1. In terms of assessment and analysis of race/ethnicity, recommend the stand-up of an institutional working group (e.g. D&I Assessment Working Group) under the Institutional Effectiveness Board (IEB) construct to build upon the initial work accomplished by the A9 team in a short of period of time.

2. Recommend addressing current system limitations and ensuring those limitations are not incorporated into the new Student Information System (SIS) and Data Warehouse efforts.

2. Manpower, Personnel and Services (USAFA/A1)

a. Findings: Historically USAFA has not been more deliberate in reviewing demographic information to identify areas for improvement with recruitment, retention and professional development opportunities in the military and civilian workforce. Generally, AF Human Capital systems are not set up to easily extract and perform analysis of human capital data at lower levels, and the AF/A1 enterprise is just now starting to integrate human capital analytic skill-sets across it's community as it believes careful review and use of demographic data can be legally useful in identifying policies and practices that create barriers and facilitate them being addressed appropriately. Recognizing the need for this analytic capability, USAFA/A1 internally created and hired a data analyst to help

automate/facilitate the extraction and utilization of this data to inform decision makers.

b. Recommendation: As AF Human Resources systems are modernized A1 must remain at the forefront of understanding the systems and their capabilities. Recommend A1 remain engaged with AF-level discussions on the requirements for the systems and provide updates to USAFA senior leadership on new capabilities.

3. Strategic Plans, Programs, and Requirements (USAFA/A5/8)

A5/8 reviewed several guidance documents related to management of gift funds, corporate processes and management, institutional governance, and capabilities. The instructions are specific to tactical, operational or strategic policies, procedures and processes for administrative duties and decision-making structures.

a. Findings: The USAFA Strategic Plan is a 15-page document identifying the Superintendent's institutional strategy and vision. It is the centerpiece guidance document for USAFA, relaying commander's intent and priorities to the workforce. Throughout the document, the Superintendent addresses diversity, dignity and respect as tenants of developing leaders of character to serve our nation. It highlights the importance of treating all people with dignity and respect and that doing any less would negatively impact our ability to perform the duties assigned to us as Airmen and leaders of our Air Force and Space Force.

b. Recommendations/Further Study: The verbiage in the Strategic Plan supports D&I, dignity and respect as a tenant of developing leaders of character. However, the pictures in the document are almost exclusively white males (doing STEM or flying), except for the final image of an African American female athlete. While the inclusion of a woman and a person of color is notable, it may reinforce the stereotype of USAFA African American = Athlete (e.g., perception that African Americans only come to USAFA as a quota or athlete, which is certainly not the case). As an alternative, a picture of an African American woman engaging in STEM, flying or leadership would be a great counter-stereotype that shatters perceptions across race and gender.

4. Center for Character and Leadership Development (USAFA/CCLD)

CCLD reviewed instructions and policies: guidance for civilian hiring, leadership positions and awards, selection of National Character and Leadership Symposium speakers, authors and content of material published in the Journal of Character and Leadership Development, and inclusion of D&I in leadership and development curriculum. CCLD also conducted an extensive review and provided associated demography.

a. Findings:

1. 2010-2020 National Character and Leadership Symposium (NCLS):

- 446 speakers
- Gender: 336 Male/132 Female
- Race/ethnicity: 347 White/67 African American/16 Hispanic/13 Multi-Racial/2 American Indian/Native American/others

2. 2010-2019 Wakin Award Recipients
   - Gender: 7 male/3 Female
   - Race/ethnicity: 8 White/1 African American/1 Hispanic

3. 2010-2019 Schulte Award Recipients
   - Gender: 4 Male/6 Female
   - Race/ethnicity: 8 White /2 African American

CCLD has many offerings that contribute to cadet and permanent party's social awareness and understanding of identity groups and that address attendee's role in inclusion and developing diverse communities. Of note, on a rotating basis the NCLS theme is the institutional outcome, "Valuing Human Conditions, Cultures, and Societies". During these symposiums, special attention is given to highlighting speakers of diverse backgrounds.

b. Recommendations/Further study: Recommend explicitly integrating dignity, respect, and D&I focus into USAFA's Leader of Character framework and across USAFA's course of instruction in all MEs. This should include clarity of expectations, education, and accountability and rehabilitation elements. For future NCLS offerings consider cadet/permanent party panels to discuss racial disparity issues at USAFA. Consider a "fireside chat" of African American USAFA/USMA/USNA graduates. Also, explore establishing a "Center to Improve American Race Relations" at USAFA.

5. Strategic Communications (USAFA/CM) / Public Affairs (USAFA/PA) / Equal Opportunity (USAFA/EO)

a. Findings:

1. USAFA's Strategic Communications office considers diversity for all products generated by the organization and has processes in place to ensure disparities are minimized. In particular, the CM process for selecting photos/graphics/messages puts diversity and equality at the forefront of editing decisions. They utilize a diverse (race/gender/background) group of people to plan and review all content and messaging representing USAFA, ensuring we are accurately representing the makeup of USAFA, while highlighting and emboldening minority groups. CM, in conjunction with PA, also carefully reviews all content and messaging for inequalities, inaccuracies, and violations to any AF/DoD Instructions. This is standard practice across the Air Force.

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.

3. No curriculum hosted by USAFA/AD meets the AFI requirements.

4. Some CCLD courses/training meets AFI 36-7001 competencies. However, the curriculum is not mandatory, nor does it meet all of the competencies outlined by the AFI.

5. Some USAFA/CW training may have the potential to meet some AFI 36-7001 competencies, though the time allotted to the training is not likely sufficient to cover complex D&I competencies.

6. Some USAFA/DF curriculum meets some of the AFI 36-7001 competencies, but non-core classes do not contribute, as they are not required courses. Effort should be made to look at the courses mentioned by CCD in their report to analyze whether the course material truly covers the AFI competencies.

b. Recommendations

1. Each ME/office contributing to D&I training and curriculum should conduct a thorough review of said materials in order to determine whether they contribute to AFI 36-7001 competencies.

2. An institution-wide effort should be made to develop D&I training for all permanent party members. This training should be regularly occurring (not just once-and-done) and should be developed with participation from all of the MEs.

3. Consider making one of the DF courses highlighted in the CCD review a mandatory or "core" course rather than an elective.

4. Consider developing a USAFA cadet 4-year D&I training plan, including training from BCT through graduation, in order to graduate D&I professionals into the Air and Space Forces.

5. Update USAFA D&I plan. Address lack of accountability for the document's content by scheduling regular progress updates to senior leadership and IAW the plan reactivate the D&I oversight council to provide oversight and serve as the synchronization of institution-wide efforts.

8. Chaplain's Office (USAFA/HC)

a. Findings: The Chaplain's office considers diversity of worship for all faith and non-faith groups for all programs and services generated by the office to ensure disparities are minimized. A diverse (race/gender/worship background) group of people plan and review program content.

b. Recommendations/Further Study: Coordinate with DAF/HC to assess benefits of including demography information as part of the Chaplain Activity Reporting

System. Information may help correlate issues related to specific demographics and expose any opportunities to address.

9. Admissions Office (USAFA/RR)

Admissions reviewed data for applicant pool demographics, SECAF /CSAF directed goals, candidate goals (guidelines to be classified a qualified candidate), demographics of applicants offered appointments, and those that enrolled looking back at least five years.

a. Findings:

1. Applicants: In 2014, SECAF and CSAF directed Active Duty Officer Applicant Pool Goals. Female Applicant Pool numbers remained well below the national demographics. In addition, three of the six ethnicity/race categories used are below the national demographics (Hispanics, American Indians and Blacks). USAFA has exceeded the minority and female applicant pool goals since the Class of 2022 entered.

2. Applicants: The average percentage of applicants that met guidelines to progress into Candidate status was significantly lower for Black/African American than other categories.

3. Application Completion: American Indians and Black/African Americans completed their candidate applications at a lower average than other categories.

4. Appointment Offers: Qualified Black/African Americans received an appointment offer at a significantly higher average than other categories.

5. Appointees: Most categories were similar regarding offer acceptance rates. American Indians appear to accept appointment offers at a lower rate, while Native Hawaiians appear to accept offers at a higher rate than other categories.

6. There are many underlying factors for a student to become an applicant, candidate, qualified candidate and appointee. Although the data highlights areas that require additional review overall, there does not appear to be any process disparity in ethnicity/race nor gender in USAFA Admissions. Currently, we lose African American candidates and other identity groups in the application cycle.

b. Recommendations/Further Study: Focus on ways to encourage/assist minority cadets to complete applications. Explore partnerships with alumni for engagement to mentor applicants. Review West Point model where admissions and Black Alumni Group collaborate to sponsor activities for candidates.

9. HQ USAFA Artifact Review Summary.

Artifact inspection of work areas and social media footprints were conducted and logs completed by the following HQ organizations: Safety (SE), Legal (JA), Logistics (A4),

Engineering and Force Protection (A4), Comptroller (FM), Operations and Analysis (A3/9), Strategic Plans, Programs and Requirements (A5/8), Information Protection (IP), Command Section (CC), Diversity and Inclusion (CCD), Equal Opportunity (EO), Chief Information Office (A6), Character and Leadership Development Center (CCLD), Commander Support Staff (CSS), Historian (HO), Chaplain (HC), Commander's Action Group (CAG), Protocol (DSP), Admissions (RR), Reserve Advisor (RF).

Several organizations employed the use of "diverse teams" (rank, military/civilian, gender, and race) to conduct the inspection. The majority of the inspections (SE, IP, FM, IG, CCD, DSP, CAG, CC, EO, RF, A6, A3/9, and CSS) reported no material or artifacts found that could be considered discriminatory or racially, ethnically or gender offensive. No racist, gender discriminatory or inappropriate publications or images were found.

A4 found one mural in the cadet support contractor services area depicting several races and nationalities in stereotypical ways and the decision was made to have mural painted over. A Washington Redskin plaque was removed from an employee's cubicle in A5/8.

In several locations (JA, CCS) pictures and posters revealing racial, sexual and gender diversity/equity in a positive light were found. Overall, the review led to several comments and commitment to display more artifacts reflecting the nature of our diverse Air and Space Forces.

JA had three pictures of presidents who had connections with our country's history during slavery period. The pictures are not offensive. After conferring with the historian, they will stand for their historical significance. RR has a picture displayed in its front office of an aircrew and maintenance crew circa 1950 in which two of the maintainers appear to be African American. The picture itself is not offensive and historically/accurately reflects individuals performing jobs in AFSCs that were open to them at the time.

CCLD conducted an extensive and thorough artifact inspection of office and common spaces to include Polaris Hall, the Outdoor Leadership Complex (to include the ROPES course), and training materials. Subtle images were found and removed (John Wayne, Wonder Woman, etc.). In addition, CCLD performed a 5-year look back at their social media presence for center postings, twitter comments, etc. While there was nothing inappropriate, there was a racial imbalance as twitter posts were overrepresented by white males.

While images posted in the Center depict diversity, going forward CCLD plans to post "Words of Wisdom" from more diverse sources and capture more diversity in video and photo posts.

B. Athletic Department (USAFA/AD)

USAFA's Athletic Department provided a coherent, systematic, and comprehensive review/assessment of their organization's address of racial disparity. AD's major focus areas for

the review included: 1) Athletic Department Operating Instructions (ADOI), 2) Cadet-Athlete Recognition, 3) Staff Demography, and 4) Athlete Recruitment.

1. **Highlighted Area: Athletic Department Operating Instructions (ADOI).** As a baseline, an organizational review of racial disparity should start with the systematic and published guidance for it serves as the organizational framework for the business processes utilized/referenced by assigned personnel. AD's approach utilizing this approach produced a layered and thorough assessment.

    a. **Findings:** Upon review of the 29 ADOIs, no evidence of systemic racism was identified nor any reference within guidance that would intentionally or unintentionally be disparaging to non-majority and/or specifically impacting African American personnel.

2. **Highlighted Area: Cadet-Athlete Recognition**. This organizationally-determined review area is of significant importance as formal recognition programs to include those individuals who receive recognition are often indicative of an organization's position on equity. As a point of reference, AD's data regarding MVPs and Team Captains did not have associated demographics with the individual. This practice aligns with most formal recognition programs outside of AD and it is recommended that USAFA initiate demographic association/collection for recognition recipients as it provides insight to an organization's inclusive practices and will assist in future research/reference purposes.

    AD's internal, longitudinal review from the last eight years generated raw data in terms of identifying recognition recipients who identified as African American:

    a. MVP program recognized 32 athletes (4% of all athletes receive MVP recognition).

    b. African American athletes represent an average of 9.9% of the overall athlete population (9% of African American athletes were awarded MVP recognition)

    c. Team Captain (TC) Designation is reserved for 5% of all athletes (7% of TCs identified as African American. (Of note, TCs are designated by team and within the broader examination construct, not every team has African American athletes on roster on a continuous basis, thus, decreasing the possibility of an African American receiving this designation.)

    d. Top AD Awards presented to only six athletes/year (less than 1% of athletes); African American athletes account for 13% receiving this accolade

    a. **Findings:** Overall examination of AD's athlete recognition is somewhat complex due to the fact that MVP and Top AD are performance-based by design and are typically awarded based on quantitative factors (most points scored, matches won, etc.). While Team Captain designation introduces some subjectivity (e.g. leadership, relationship with teammates/staff) coupled to objective factors (first-string starter, above average playing performance, etc.). In comparison to other recognition programs, recipients are less likely to receive scrutiny from peers in terms of award as there is

transparency in terms of individual athletic performance. Additionally, the requirement to establish assessment context/evaluation criteria is highlighted within this area. Currently, without a baseline construct to assess if recognition program is viable for African American cadets, would the institution qualify 13% of African American athletes received the Top AD award as a positive or "good" indicator?

b. **Recommendation:** All recognition programs across the USAFA enterprise be reviewed to establish evaluation constructs and associated metrics to fully assess whether USAFA recognition programs meet program intent and are equitable in application.

3. **Highlighted Area: Staff Demography.** Upon initial review of staff composition, only 3.7% of the AD staff identified as African American; this raised concern. Further understanding of factors pertaining to the demographic provided addition clarity with regards to reported demography:

    a. Demographic capture was temporal and historical data was not accessible which significantly reduces ability to determine causality of low representation of African Americans.

    b. Only personnel aligned to the GS/AD system were addressed; staff aligned under the Air Force Academy Athletic Corporation (AFAAC) were not included in the overall roll-up, although, supporting data that is supplied to the NCAA reflects a greater number of African Americans assigned under the overall AD portfolio.

a. Findings: Of note, AD assessment incorporated limiting factors and barriers to employment in address of lower than expected African American representation. Additionally, the aforementioned factors is directly related to applicant pool availability in terms of having competitive status (GS system) and competitive pay differential issues (AD system).

b. Recommendations: Further review of this area is warranted and staff demography should be addressed in a holistic approach to include the addition of AFAAC personnel. Although the AFAAC is not directly influenced/regulated by standard governmental rule sets, it would provide a more comprehensive picture of staff composition. Also, review of military, AD, GS hiring practices may be of assistance in AD leadership prioritizing resources and refining advertisement/recruitment approaches.

Additionally, applicant pool data and historical employment data pertaining to all non-majority personnel would be of great assistance in not only determining presence within the workforce but also in the study of attraction/retention/promotion of non-majority applicants/employees assigned to AD.

4. **Highlighted Area: Athlete Recruitment.** The intersectionality between African American athletic recruitment and appointment to USAFA is an area that is visited often by cadets, faculty and staff. Essentially, it is foundational to a cultural

propagation of stereotype that African American cadets receive USAFA appointment due to athletic prowess and not overall qualification.

a. **Findings:** The disparity between fact and a perpetuated belief system that African Americans receive appointment is not valid nor accurate, as only 10% of USAFA intercollegiate athletes identify as African American. However, the perspective may be exacerbated as African Americans compose a small demographic of the Cadet Wing and overrepresented in terms of intercollegiate athletic participation.

   This coincides with another stereotype that African American cadets attend the Preparatory School as they are not qualified for direct entry. Additionally, in combination with the intercollegiate recruit status, African Americans attend the Preparatory for "red-shirt" purposes in terms of NCAA eligibility and to improve scores to obtain minimum requirements for USAFA entry/appointment.

b. **Recommendations:** As the aforementioned assessment is not included in AD's submission, this is an area that warrants further review as this stereotype, implicit bias impacts the institution as a whole. As this bias against athletes, specifically African Americans, is resident not only in the Cadet Wing but also in the faculty and staff. Evidence of these held beliefs and non-majority have been highlighted in DF's Sense of Belonging study. As this has overarching impact on the institution, recommend Sense of Belonging expand scope of investigation to include the perceptions of African American athletes within the context of the USAFA Black Life Experience.

C. Cadet Wing (USAFA/CW)

The CW mission is to develop inspired Air Force and Space Force officers of character through an intense, sustained, and comprehensive military experience. They conduct this through a 47-month program that includes everything from In-Processing to Commissioning. This comprehensive 4-year experience is executed by cadets with permanent party oversight and development. The CW staff provided a review of their organizational staff, as well as the 40 squadrons in the Cadet Wing.

1. **Highlighted Area: Conduct/Aptitude Probation.** The Cadet Discipline System (CDS) provides commanders and supervisors with an essential and prompt means of maintaining good order and discipline. Cadets demonstrating an unwillingness and/or inability to adapt to the standards expected of officer candidates at USAFA may be placed on conduct and/or aptitude probation by their AOC. Probation is a rehabilitation tool used to help return a cadet to good standing within the cadet wing. Conduct probation is used when a cadet has had one or more significant disciplinary offenses. This type of probation is normally tied to specific misconduct and/or behaviors. Aptitude is broadly defined as the personality, capacity and inclination to adapt to military customs, responsibilities, and lifestyle. Aptitude for military service also includes strength of character and the willingness to accept limits on one's personal freedoms that military

service often requires in order to ensure good order and discipline. Aptitude probation is utilized when a cadet's ability to serve as a commissioned officer is called into question. Further details regarding these probations and the CDS is located within CW Instructions.

a. Findings: As depicted in Figure 4 of this report, racial/ethnic disparities have existed for conduct/aptitude probation during the past decade. While the data for the past few years indicates these disparities have decreased, it is critical that assessment of this data be monitored annually to ensure disparities do not re-occur.

b. Recommendation: Review demographic conduct/aptitude probation analysis/assessment annually to ensure no disparities exist for any under-represented groups.

2. **Highlighted Area: Culture and Climate Office.** The Culture and Climate office (CWP) coordinates human relations curriculum and equal opportunity and treatment education and training. They assist with and evaluate human relation components of cadet character education programs. CWP is the Commandant's staff agency for broad-based programs for addressing climate/culture related matters within the Cadet Wing.

a. Findings:

1. Fourth Class Development:
   - Basic Cadet Training (5 1/2 weeks). Courses include military discipline, Air Force Core Values, the Honor Code, and respect for human dignity; all of which build a foundation of military standards and leadership development. Learning Objectives include knowledge of Core Values, Profession of Arms, Wingman Concept, and Mutual Respect.
   - Character and Leadership. Cadets receive one hour of training in Ethics and Respect for Human Dignity during the academic year.
   - Commissioning Education 100. Cadets receive eight hours of classroom and six hours of distance learning. Relevant learning objectives include: CE100-7: Human Relations Policies I & II: AF Policy and Definition of Diversity, AF Policy on Equal Opportunity and Treatment and an officer's responsibility to ensure all Airmen are treated equally and fairly, and AF policy on prejudice and discrimination and their importance to mission accomplishment.
   - Living Honorably Education 100. Cadets receive six hours classroom training that builds on previous training to develop commitment to honorable character. Learning Objectives include LHE 100-6, Integrity and Personal Accountability.

2. Third Class Development:
   - Living Honorably Education 200. Cadets receive seven hours classroom instruction. Learning objectives include LHE 200-7: Toleration in Light of the Wingman Concept.

3. Second Class Development
   - Commissioning Education 300: Cadets receive nine hours classroom and two hours of Distance Learning. Learning Objectives include CE300-3: Leading in a Diverse Organization, to include understanding how to effectively lead, manage and work with a diverse organization, how the broad dimensions of diversity enhance unit effectiveness and mission accomplishment and how Equal Opportunity and Treatment enhance unit effectiveness and mission accomplishment. This course also includes CE300-5 which teaches the negative impact of Prejudice and Discrimination.

4. First Class Development:
   - No lessons directly attributed to Diversity and Inclusion.

3. **Highlighted Area: Selection for Leadership Positions/Awards.** The cadet leadership hiring process is governed by Commandant of Cadets Instruction (CoCI) 36-103, *Cadet Leadership Selection*. The current published version of this instruction is from 2008 and does not have any photo requirements. In practice recently, CW has been operating using the application form from a draft, updated CoCI 36-103 that was never officially published. CW will shift back to the published guidance (2008 version) for all future boards, which does not require a photo.

   a. Findings:

   1. CoCI 36-103, 15 Feb 08, outlines the process to select cadet leaderships while maximizing leadership opportunities for all cadets. Squadron AOCs, AMTs, and senior cadet staff act as quality control and will select nominees based on the "best qualified for leadership" criteria. Nominations are not based purely on Military Performance Average (MPA), Physical Education Average (PEA) or Grade Point Average (GPA) performance. Nominees should be in good standing, yet academic probation will not prevent the nominee from competing if the AOC feels that the cadet can handle the possibility.

   2. AOCs submit nomination packages for qualifying cadets. Each Group AOC holds a board to interview, grade, and rank-order each nominee. Group AOCs (GOACs) select four first class cadets for submission to the CW Leadership Selection Board. The CWV chairs a board comprised of the four GAOCs and four sitting or former senior leadership cadets to consider the GAOC nominations for the top seven first class cadet leadership positions. Once results are announced, AOCs select their Cadet Squadron Commanders which are reviewed by GAOCs and forwarded to CW POC for staffing to the Commandant of Cadets for final approval. Summer Leadership Selection process is conducted in a similar manner.

   3. In the charge read to the CW Leadership Board by the Vice Commandant, other guidance includes the statement: "Your evaluation of minority and female cadets must clearly afford them fair and equitable consideration. Equal opportunity for all cadets is an essential element of our selection system." There is no published

criteria in Commandant of Cadets Instruction 36-103 that outlines, specifies or mandates diversity goals.

- The past five Cadet Wing Commander positions were filled by:
- Fall 2020: African American Male
- Summer 2020: Caucasian Female
- Interim 2020 (April-June): Caucasian Female
- Spring 2020: Caucasian Female
- Fall 2019: African American Male

4. **Highlighted Area: Local Instructions and policies**
   a. **Findings:**
      1. Commandant of Cadets Instruction 36-270, *Human Relations Training and Education Program*: Objective of HRT&E program is to foster an environment that develops officers, who respect the dignity of all human beings, and who understand and use human relations skills as an integral part of effective leadership. This instructions supplements and complies with AF Military Equal Opportunity (MEO) program and USAFA Officer Development System (ODS) & Outcomes where applicable.

      2. Cadet Wing Instruction 36-3501, *Cadet Standards and Discipline*, references unlawful discrimination. Para 2.3.7. defines "Unlawful Discrimination" and explains repercussions as "Any cadet who engages in unlawful discrimination may be subject to court-martial and/or disenrollment."

      3. Cadet Wing Operating Instruction 36-2018, *Organization, Responsibility and Policy*, outlines the Commandant of Cadets Goals and Objectives with the Cadet Wing. Paragraph 1.3.3.4 specifies to "Foster and environment of respect that values diversity and raises awareness of its importance to the Air Force. It states that Permanent party and cadets treat each other with respect and to represent diverse perspectives across leadership, programs and activities.

      4. Commandant Policy Letters folder on SharePoint includes the Superintendent's EO and Sexual Harassment Policy which outlines the emphasis on Equal Opportunity.

   b. **Recommendations:** CW revise Commandant of Cadets Instruction (CoCI) 36-103, Cadet Leadership Selection, to ensure the directive contains updated language regarding the importance of equality and diversity in the selection process.

5. **Highlighted Area: Scrub of Cadet Personnel Summaries (PERSUMs)**

   a. **Findings:** During the Artifact Review conducted by all cadet squadrons (see results elsewhere in this report), CS-39 also reported results of an internal PERSUM review of the last four years of squadron leadership positions. This review, conducted by the AMT, focused on probations for any trend data that could suggest targeting of any

populations. The findings are displayed on Table 14 based on the race categories in CAMIS.

Table 14. Cadet Probations by Race (CS-39 Only)

Probation Type	Caucasian	African American	Hispanic	Asian	Pacific Islander
Academic	13	4	6	2	1
Conduct/Aptitude	4				
Honor	1	1	1		
Athletic	1		3	1	

A review of the last four years of CS-39 squadron leadership positions was also conducted by the AMT. Three of the last nine squadron commanders were female, six were male; no minorities in this position.

b. Recommendations/Areas for Further Study: Recommend that all squadrons conduct PERSUMs reviews similar to (or expanded, with even more analytic rigor) the review conducted by CS-39. A standard policy or procedure should be established by CW leadership to ensure that all squadrons provide the same level of analysis in their review and reporting.

6. **USAFA/CW Artifact Review Summary:** While all USAFA personnel were directed to review "…government work areas," Group and Squadron AOCs/AMTs also examined the cadet dormitories, collective homes to the forty Cadet Wing squadrons, plus any social media (CS website, CS Facebook page, etc.) originating from the squadron collectively. Based on the responses provided in TMT, some squadrons conducted a more thorough review than others. Only six of the 40 squadrons reported that a cadet squadron commander or other cadet representative(s) accompanied the permanent party leadership on the review. The remaining reviews were conducted by AOCs and/or AMTs only, or the composition of personnel conducting the review was not noted. Per the instructions accompanying the review task, squadron leadership was encouraged to use diverse teams to conduct the artifact inspection. However, only a small number of squadrons mentioned using diverse teams; others did not specify race/gender of the personnel conducting their review.

   Artifact review logs were submitted by all of the 40 squadrons in the Cadet Wing; a sample of the combined log entries is included in Appendix C.

D. Dean of the Faculty (USAFA/DF)

The Dean of the Faculty is responsible for designing and executing the academic curriculum in support of an accredited Bachelor of Science program for all cadets. Per USAFA's Mission Directive 4, the Dean of the Faculty exercises administrative and operational control of assigned faculty and staff members. The Dean of the Faculty is the supported commander for cadet academic development, and is a supporting commander for character, leadership, and physical development. DF is comprised of the following organizations/departments: DF Senior

Leadership (Dean, Vice Deans, Permanent Professors, Senior Associate Dean, and Faculty Division Chairs), Library, Research, Student Academic Affairs and Academy Registrar, Educational Innovation, along with 20 academic departments.

1. **Highlighted Area:** DF focused on faculty demographics, curriculum, selection for leadership positions/awards, access to professional organizations, scholars program and graduate scholarships, the Cadet Summer Research and Cadet Summer Language Immersion Programs (CSRP and CSLIP), and conducted a preliminary analysis of the academic promotion process as well as the Academic Review Committee process.

   Most of the DF processes (hiring, promotion, ARCs, grades, etc.) do not include demographic information or sufficient context to study the related diversity & inclusion implications. On the faculty side, according to the National Science Foundation's Survey of Earned Doctorates, "participation in doctoral education by underrepresented minorities … has been increasing, though starting from a small number" [https://ncses.nsf.gov/pubs/nsf20301/report/u-s-doctorate-awards#overall-trends]. As a consequence of the smaller number of underrepresented minorities earning PhDs in the United States, it would naturally be difficult for DF to increase their faculty diversity beyond the national trends (approximately 7% of those earning PhDs in the 2018 report). On the student side, many of the academically at-risk cadets identify as a member of an underrepresented minority group. If a cadet enters USAFA at risk academically, they are at a higher risk for earning poor grades or being ARC'ed/disenrolled for academics.

   a. Findings:
   1. With few exceptions, data related to diversity and inclusion is not regularly collected, reviewed, or monitored.
   2. While there is no evidence of explicit biases in policies or processes, the results of data analysis indicate that there may be factors leading to unintended or implicit bias.
   3. While artifacts that were explicitly biased were generally not found, artifacts were typically not reflective of more recent AF history or the importance of women and minorities in that history.

   b. Recommendations:
   1. Partner with the Faculty Senate to consider potential barriers to participation in professional organizations, such as a lack of role models, financial constraints, etc., and consider ways to minimize those. Explore funding options through the Chief Diversity Officer (CDO) to aid with reducing barriers.

   2. Create a more inclusive curriculum by:
      - Ensuring racial and gender diversity among authors of course readings
      - Offering course objectives that explicitly address racial and gender concerns
      - Sequencing proficiencies of inclusion, diversity, and justice throughout the core course curriculum
      - Having faculty members engage in faculty-only Critical Conversations

- Encouraging faculty members to engage in a workshop on Critical Perspectives and include this as part of the Dean's Teaching Certificate

3. Partner with Admissions to explore strategies and seek resources to ensure minority cadets, particularly Black cadets, are academically prepared and have the opportunity to be successful early in their cadet careers. Many racial disparities appear to reflect inequalities in performance and preparation, and not necessarily explicit disparities in program selection processes. Academic advisors could potentially play an important role in this process.

4. Explore opportunities to expand academic support services for at risk students.

5. Formalize a charter for DF's Making Excellence Inclusive Committee (MEIC) that mandates participation from each academic division and the Registrar's Office. Currently, the MEIC has no official charter or membership, and those volunteers who participate tend to be from the Social Sciences, Humanities, and the Registrar's Office.

6. Explore opportunities for an endowed DF Diversity Chair position. Also consider ways to use post-doctoral positions and visiting professors to study diversity issues and enhance faculty diversity.

7. Enforce the Dean's Diversity Hiring guidelines by requiring documentation and verification of compliance.

8. Remove and replace the mural on the Terrazzo level entry to Fairchild Hall (near the cadet store). This mural does not represent the diversity of our current Air and Space Force. In addition, the graphic depiction of a cadet suicide is inappropriate.

9. Completely redesign Exemplar Hall to reflect a more diverse and representative Air and Space Force population.

10. Evaluate current selection practices for awards and competitive programs. Consider using Majors GPA, academic improvement, or similar criteria. Further investigate the formal and informal "Service Tax" that some of our minority faculty experience due to their racial status (e.g., mentoring minority cadets).

11. Request JA assist in developing language to emphasize the importance of diversity in academic promotion board decisions and other selective processes.

12. Recommend DF repeat their artifact review efforts on an annual basis, with an emphasis placed on including cadets, individuals outside of the Departments/offices, and even individuals outside of DF participating in the walk-throughs. A consolidated effort/approach to this would be incredibly powerful for the institution.

13. Recommend the entire institution (SharePoint, Teams, Calendars, internal documents, etc.) be reviewed to rename any sessions labeled as "Brown Bag."

c. Areas for further study:

1. Conduct a more detailed examination of the ARC process, including analyzing historical data and criteria used to recommend disenrollment. There should also be careful consideration of the support offered to cadets with known academic risk factors when admitted to USAFA.

2. Utilize 2015-2021 demographic data for the Cadet Wing to enable CSLIP and CSRP comparisons.

2. **Artifact Review Summary:** Submissions were received from most of the DF Academic Departments as well as DF Leadership, CSS, Library Staff, and Registrar. Many of these reviews were very thorough and included a diverse group of faculty/staff conducting the walk-throughs. Most items were addressed immediately if there were any concerns. Other items, to include a large mural and Exemplar Hall updates, will require more extensive updates and will take time to accomplish. As discussed in the overall institutional recommendation, the artifact reviews should be continued/updated on an annual basis to ensure all faculty spaces, classrooms, and common areas are reviewed by a diverse group of individuals regularly to gain alternative perspectives on the displayed artifacts.

   One item of note is the term "Brown Bag," a term utilized within the institution to mean lunch-time presentations where individuals are encouraged to bring their lunches/snacks to participate in the less-formal sessions. However, the term "Brown Bag" can be traced to a discriminatory phrase "Brown Bag Test" historically used to compare a person's skin tone to a brown paper bag.

E. Preparatory School (USAFA/PS)

The Preparatory School is a 10-month program designed to prepare Cadet Candidates for entry to the United States Air Force Academy. The Prep School mission is: To Motivate, Prepare, and Evaluate Selected Candidates in an Educational, Military, Moral, and Physical Environment to Perform Successfully and Enhance Diversity at USAFA. Approximately 234 Cadet Candidates start the year at the Prep School, where they take a curriculum of Math, Science, and English courses, along with considerable military training, physical education training, and character/leadership development. The diversity of the Cadet Candidate population is a major source of diversity for the Cadet Wing upon their matriculation to USAFA.

1. **Highlighted Areas:** PS reviewed faculty/staff demographics along with Cadet Candidate demographics over the past decade. In addition, the Preparatory School considered retention of Cadet Candidates and looked at some of the reasons why the students may not matriculate to USAFA.

   a. Findings:

1. The diversity of the Faculty/Staff has increased over the past decade, from ~15% minority representation to ~25% minority representation.
2. The diversity of the Cadet Candidate population has increased over the past decade, from ~50% minority representation to ~57% minority representation.

3. Under-represented groups at the Prep School have comparable performance (GPA, MPA, PEA) to their majority counterparts.

4. Prep School graduates who matriculate to USAFA, in particular the under-represented populations, are at higher-risk for attrition while at USAFA.

5. African American Cadet Candidates are discharged at a higher rate than other demographic groups.

b. Recommendations:

1. Analyze the discharge rates of Cadet Candidates and review the disenrollment process to look for any biases or disparities that could be impacting the higher rates of disenrollment for African American Cadet Candidates.

2. Continue to support the Prep School mission, with an emphasis on the diverse experience and backgrounds the Cadet Candidates then bring to USAFA.

3. Look at additional ways to prepare Cadet Candidates for the rigors of USAFA and increase the mentoring/reach-back capabilities available to Prep School graduates upon matriculation to USAFA.

4. Update the demographics tracked by the Prep School to align with USAFA/A9-initiated efforts to include additional demographic categories.

F. 10th Air Base Wing (10 ABW)

The 10th Air Base Wing provides the medical and mission platforms that forge generations of leaders, deliver military readiness, and provides full-spectrum community supporting programs with elevated excellence. 10 ABW is the host wing for the Air Force Academy and provides quality support to enhance the education and development of more than 4,000 future Air Force leaders. The wing is also responsible for medical, engineering, logistics, communications, personnel services, security, and other key support for more than 25,000 military and civilian personnel. 10 ABW preserves and improves a $3.5 billion base infrastructure and operates a regional medical infrastructure serving four U.S. Air Force installations. The 10 ABW commander shares installation commander responsibility with the Academy Superintendent.

a. Findings:

1. The 10 ABW focused their review on D&I efforts embedded in their Strategic Plan, awards and below the zone selection processes, training for newly assigned personnel, first term airmen training, family readiness programs and resources, community action board trends, ethnic considerations at the barber shops, and civilian personnel services.

2. The programs and processes reviewed by the 10 ABW revealed no significant concerns of racial or discriminatory bias, although there appears to be no indicators diversity metrics are collected or considered in executing these processes. However, the wing did highlight an opportunity to demonstrate diversity as a priority by emphasizing the desire to "Cultivate a Culture of Dignity and Respect" in their newly drafted Strategic Plan. Several recommendations were suggested on how to start the process, to include, conducting a wing-wide barrier analysis and injecting diversity and inclusion briefings into the newcomer's orientation. Although diversity demographics were not provided to show a ten-year demographic trend, the wing did provide a consolidated 10-year snapshot at both non-appropriated and appropriated civilian hires; 31.6% and 25.6% of minority hires, respectively. However, diversity is not woven into military and civilian leadership selection at the local level as the wing reported both military and civilian leadership selection processes are either functional or competitive selection.

3. The internal awards program was a specific area the wing recognized as having the potential for bias to exist or be perceived. Currently flights compete nominees at every level and send winners up to the commander based on the merits of their accomplishments. Although this process appears unbiased, the wing recognizes that bias can creep into the process as implemented. Based on the potential for bias creep, the wing recommends convening an individual board to compete packages scored within a two-point spread before a winner is determined and submitted to the commander. The wing also hosts the BTZ program where selections are eventually determined based on subjective criteria, such as dress and appearance, military bearing, and communication skills.

However, all eligible members are provided procedures and study materials at the same time.

4. The Civilian Personnel noted that they do not track demography information of employees who file grievances. Noting that were it an equal employment opportunity grievance it would be tracked at the EO office. This presents an opportunity for the ABW team. Not all grievances are EO-related, giving the unit to track this demography will provide valuable insight into the makeup of aggrieved personnel and their concerns. Additionally, the CPO conducts exit interviews on civilian personnel leaving the institution, however, no demography data is collected. Again, this data would provide useful in feedback on why members choose to leave the organization as well as metrics to gauge if diversity efforts are effective.

5. No demography data showing trends for the past 10 years. Although there is a 10-year rollup of NAF and APF civilians (see Table 16), it would be valuable to see how membership is aligned in the organization.

b. Recommendations:

1. Conduct a wing-wide barrier analysis to get an accurate snapshot on where diversity is embedded into the organization, identify gaps in recruiting and promotion processes, and create a strategy to effect change where necessary.

2. Inject diversity and inclusion into newcomer's and first term airmen orientations. Particularly for newcomers, this will provide an opportunity to explore individual biases and perspectives of living, communicating, and working with individuals from different cultures or background.

3. Review the selection of members for internal awards. When packages scored are within a 2-point margin of winning, a separate board will convene to rescore close packages to provide more fidelity in the eventual selectee.

4. IRT Recommendation:

5. Recommend CPO start to track members who visit the office with grievances. This will allow both the continual review and the CAT/CAB to identify and report future trends.

6. Recommend collection and review of exit interviews from personnel leaving the institution for identified trends.

c. Artifact Review Summary: There were no identified racial trends in the 10 ABW artifact reviews. Of the 14 reviewed worksheets documented, there were 9 writeups and 7 artifact removals. Most of the items were inappropriate memes/signs in the 10 CS facility and those items were removed.

Table 16. NAF and APF Civilians by Race

NAF January 2010 to July 31 2020				
Ethnic Group	**Female**	**Male**	**Totals**	**Overall % Selections**
American Indian or Alaskan Native	13	4	**17**	0.97%
Asian	73	20	**93**	5.28%
Black or African American	76	57	**133**	7.56%
Hispanic	41	14	**55**	3.13%
Multiple	165	66	**231**	13.13%
Native Hawaiian or Pacific Islander	15	4	**19**	1.08%
Unknown	3	5	**8**	0.45%
Overall Minority Total			**556**	31.59%
White	703	501	**1204**	68.41%
Overall Total	**1089**	**671**	**1760**	100.00%

APF January 2010 to July 2020				
Ethnic Group	**Female**	**Male**	**Totals**	**Overall % Selections**
American Indian or Alaskan Native	4	9	**13**	0.59%
Asian	45	39	**84**	3.79%
Black or African American	94	101	**195**	8.80%
Hispanic	33	23	**56**	2.53%
Multiple	89	70	**159**	7.18%
Native Hawaiian or Pacific Islander	10	5	**15**	0.68%
Unknown	12	34	**46**	2.08%
Overall Minority Total			**568**	25.64%
White	751	896	**1647**	74.36%
Overall Total	**1038**	**1177**	**2215**	100.00%

**Source: 10 ABW*

G. 306th Flying Training Group (306 FTG)

The 306th conducted an in-depth and comprehensive review of their policies, processes, procedures, and artifacts at USAFA and Pueblo. Their review was examined with a focus on racial disparity for Black Airmen. However, the 306th went further by reviewing and looking at efforts to improve all aspects surrounding diversity and inclusion.

The introduction to the unit in the verbiage set the stage as to the mission of the 306th, their command relationship and their focus for this review. The 306th Flying Training Group is a tenant unit from the 12th Flying Training Wing serving the USAFA community at Davis Airfield. There are four organizations that make up the 306 FTG, three located at USAFA (94 FTS, 98 FTS and the 557 FTS), and one in Pueblo (1 FTS). While their permanent party are members of Air Education Training Command, they primarily train, educate, and develop USAFA cadets.

1. Highlighted Area: Diversity of permanent party and cadet advanced programs.
In terms of racial diversity of active duty personnel, AFPC controls the assignment process and determines which people are assigned to the unit. Additionally, each flying squadron at Davis Airfield has advanced cadet programs that are selective and involve an application and hiring process. These programs include the Cadet Soaring Instructor program, Advanced Soaring Teams, Wings of Blue, and Flying Team.

a. Findings:

1. Similar to other organizations, there was very little demographic date for the past ten years. This limitation is understandable since there was not a requirement, prior to this review, to capture the requested information.

2. As stated in numerous meetings, there are limited categories to reflect racial/ethnic identities, and not everyone chooses to identify which makes it challenging to collect accurate data.

3. AFPC may not be aware of the lack of demographic diversity at the 306th.

4. Regarding the advanced programs, the following findings were of significance:
    - The 98th and 557th do not have standardized questions for their interview processes as the 94th FTS. This may lead to an unfair advantage if all candidates are not asked the same questions or exposed to similar processes.
    - No mention of a rubric for interview questions
    - No explanation of what "competition value to the team" means when selecting cadets for the advanced teams.
    - Interview panel members as described may not be very diverse based on who is in the various positions.

b. Recommendations:

1. Establish a better tracking method for demographics, to include race, ethnicity, gender, application versus selection rates, and selection versus completion rates.

2. Revise published hiring process guides to reflect the following:
   - Standardize hiring process to establish expected performance.
   - Include statements of non-discrimination and of inclusivity.
   - Design a rubric for all interviews and ensure the panel members accomplish implicit bias training prior to the process.
   - Make sure all board members understand the meaning of "competition value to the team."
   - Remove pictures from hiring process and, when possible, remove names.
   - Ensure there is a diverse panel member. The member does not necessarily need to be from the organization.
   - Ensure staff overview of interview process and of final selection matrices.

3. Perform a barrier analysis to see if there are barriers to having an increase of cadets from a demographic perspective.

4. Make AFPC aware of the internal review and emphasis on demographic diversity.

5. Perform a cadet culture and climate survey to see if there are ways to create a more inclusive environment if there are issues.

c. Areas for further study:

1. There seems to be a disconnect in current racial terms and the databases. These databases need to be standardized and updated to reflect currently acceptable terms and categories.

2. The staff recognition and award process needs more thorough review and analysis. It would be beneficial to capture the demographics of those considered for the recognition or award and those that are given the recognition or award. This should only be done after the process is complete so as to avoid opportunities for biases to impact the process and outcome. Removing any names and social identity information (race, ethnicity, gender, age, etc.) will also help reduce the impact of potential biases.

3. While AFPC assigns members to the 306 FTG, how members are distributed throughout the group is not within AFPCs purview. How this distribution occurs should be studied further.

4. Formal implicit bias training for all members of the 306 FTG, to include cadets, Officers, Enlisted, Civilians, and all others, should be accomplished.

Chapter Seven: Overview of Artifact Review

A. Description

The Air Force Academy is near the forefront of Best Practices in the Air Force for art, artifact, and exhibit reviews. Yet, we still need to make some adjustments to be completely in sync. Per the Superintendent's direction to improve the diversity and inclusion at USAFA, a tasking was distributed to all mission elements and units to conduct a review of artifacts. The purpose of this inspection is to discover, correct and deter conditions detrimental to proper standards of readiness and to ensure good order and discipline at the United States Air Force Academy. This was not intended to be a tasking to eliminate heritage or tradition. More specifically, the tasking instructed the following to be reviewed:

1. All government work areas under command or control for written/visual materials/media that create a potential racially offensive environment—day rooms, break rooms, squadron rec areas, heritage rooms, shared drives, military dorms. Findings are to be recorded in the approved and provided log. Where appropriate, remove or further investigate each item. Consult with USAFA/HO as needed.

2. Historical artifacts and artwork that are potentially offensive, inappropriate or unprofessional. Examples: flags, squadron names, USAFA slogans, exemplars, building names, dormitory murals, street names for racial representation or denigration.

3. Social Media Presence. Review official sites for appropriate messaging/images. Consider how images may be reinforcing stereotypes and any commentary postings may have generated. Where appropriate, document positive findings.

B. Themes

Several trends were noted as the team reviewed the artifact logs submitted by mission elements and units:

1. There was insufficient guidance provided for members on how to lead a walk-through of an area and analyze through a lens that would help to expose discrimination and highlight inclusion. This is specific to identifying artifacts, both physical and virtual, that may impact the culture of a unit.

2. Many submissions lacked depth and breadth, whether through a lack of concern for the impact of such materials or a lack of understanding for the task at hand.

3. While units did identify material that needed removal, there was miscommunication on how to request and accomplish that removal, and that removal is necessary.

4. Since members were inspecting their own units, there may have been inherent bias and possible oversight influencing the process. It would be ideal to conduct an inspection by a diverse team that includes individuals from outside that unit as well as those of differing identities.

Ultimately, while only a short period of time was allotted for this specific inspection, this is an ongoing responsibility to keep government work areas free of inappropriate discriminatory materials. It is also an ongoing responsibility to not only ensure professional spaces are non-discriminatory but also to ensure they are inclusive and welcoming to all that interact with that space. A sampling of the Artifact Review logs submitted by units is in Appendix C.

Chapter Eight: Triple Threat Group

The Triple Threat Group was established in June 2020, after national conversations surrounding police brutality, release of news articles addressing racial disparities in the AF discipline system, and the height of racial tension. The group was spearheaded by (b)(6) (b)(6) , and cadets of the WLC with the understanding the issues affecting the communities in which we live in directly impact the climate of the personnel assigned on the base. Furthermore, issues consuming the national attention consume the attention of the institution. The process taken by this group and their findings and recommendations are covered in their Triple Threat Proposal, "Combatting Racism at USAFA" (Appendix D).

Triple Threat's ongoing efforts align theory and considerations on how USAFA could address racial tension and unrest using a 3-tiered, "triple threat" approach of Acknowledgment, Action, and Advocacy. In clarifying the need to address this issue, as well as to demonstrate the importance of these efforts, Triple Threat solicited shared stories from current cadets and graduates from the past year that captured realities and perceptions that bring awareness to the "Black experience" at USAFA.

During this internal review, three initiatives sought to understand Black experiences of cadets, officers, enlisted, and civilians. Those efforts were the "I am an Airman" focus groups, Triple Threat Survey, and Memorandums for Record in the Triple Threat Strategy Proposal. Themes across these efforts shed light on the culture created by USAFA practices, policies, and procedures. The approach to identifying areas to focus efforts is grounded in research and based upon the work of (b)(6) a sociologist who studied Black experiences in the workplace. Wells listed the following themes of Black leadership in predominantly White organizations:

- Black leader's leadership is nullified
- Black leader's attempts to lead result in micro-aggressions against the Black leader
- Black leader's attempt to gain higher positions of leadership are marginalized
- Black leaders try to save face or be cool in order to avoid humiliation or extra attention
- Black leaders try to be the best in all things, avoiding sharing authentic feelings
- Black leaders commit to one's self-interest, such as realizing their full potential
- Black leaders commit to completing tasks and being added value to organization

Five of the seven themes were evidenced during the preliminary findings across the three efforts: evidence that leadership is nullified, attempts to lead result in micro-aggressions, attempts to gain higher leadership positions are marginalized, and lastly committing to one's self-interest, such as realizing their full potential. Being assessed as having a bad attitude while trying to keep bearing is an example of the theme leadership is nullified. Comments about Black people on the Jodel app or in-passing were examples of micro-aggression theme. Lower stratifications without adequate feedback is an example of attempts to gain higher leadership positions are marginalized. Leading to be an example for others, holding leaders accountable,

and the call for diversity & inclusion education are examples of the theme committing to one's self-interest in realizing their full potential.

While the Triple Threat Survey is still in progress, we recommend continued exploration, analysis, and action to address these themes in USAFA's practices, policies, and procedures. Doing so will improve understanding of the human condition and demonstrating ethics and respect for human dignity to better lead teams and organizations in support of USAFA's mission to develop inclusive leaders of character to innovate and fight future conflicts.

Chapter Nine: Listening Forums

A. Purpose

The purpose of the listening forums was to meet with Airmen (cadet, active duty, civilian) to collect qualitative data about the African American-lived experience at USAFA. By engaging in dialogue, the forums encourage those who identify as a Black, Brown, or African American to share their experiences at USAFA. There were three objectives:

1. Acknowledge Individual Experience / Listen / Confirm Institutional Commitment
2. Collect qualitative data by hearing stories / experiences of our African American Airmen
3. Gather themes around what is occurring here at USAFA

While meeting in person allowed Airmen to share, be heard, and encourage others to describe their experience, all stories and data will be kept anonymous when recorded or retold. Information collected will be used to inform senior leaders about the experience of African American Airmen at USAFA. In many instances the qualitative data supported and validated other collected information. These personal stories will help leaders gain insight and better understand the lived experiences of today's Airmen.

B. Execution

The team planned to host a total 12 "live" sessions to be held between 17 August and 3 September 2020. Two sessions were held specifically for African American Airmen and allies. Of the 12 sessions, 10 were executed; two sessions were cancelled due to "no-shows". In addition, nine one-on-one sessions were held in-person and 3 were conducted telephonically. Additionally, one small group session was conducted via TEAMS in order to capture recent graduate feedback as they are geographically separated. Flyers were created and distributed manually and via USAFA_All emails to advertise the opportunity (reference Appendix E). With the assistance of the USAFA Center for Character and Leadership Development (CCLD), sessions were scheduled and held in the Polaris Hall East seminar room. CCLD facility staff also helped with audio taping of the in-person sessions. eInvites were sent out to all USAFA workforce individuals to allow them to sign up for the sessions in one of three ways: 1) via website registration, 2) by phone call or 3) direct email to one of three individuals. Ten individuals from faculty and staff volunteered to facilitate the in-person sessions. The facilitator's guide (attached at Appendix F) was completed on 13 August 2020 and updated twice to improve the flow of the session.
The session duration was planned for 90 minutes involving 5-10 participants with one-on-one, private and individual sessions accommodating 1-2 participants.

C. Format / Session Agenda:

1. Leader welcome and Introduction of facilitators.
2. Present Background and Ground Rules. Review goals of the review and that individual's stories matter and can impact change here at USAFA.
3. Each member will be offered opportunity to "doodle" to visually represent their experience as a Black/Brown/African American Airmen or current feelings around the topic during the session. Available materials included paper, markers, and

pencils. Airmen asked to leave their drawings if they are comfortable doing so with the potential of it being used as a visual summary.
4. Open ended questions encourage Airmen to share their experiences.
5. Support agency information will be shared and self-care will be encouraged.
6. Show video of reading of Sen John Lewis' letter to complete experience and encourage hope and optimism.

A. Themes

Common themes among experiences shared through forums:

- Self-imposed pressure/expectation for African American cadets to work above and beyond to be "on par" with majority group peers.
- Being thought of as less capable than majority peers. Majority peers generally consider appointment of African Americans based on quota vice competitive qualifications.
- Being evaluated below peers without justification and/or without supervisor being able to articulate the justification.
- Discomfort from peers and leaders when needing to discuss racial disparity.
- Being labeled as being the "token" Black person/female or having your success attributed to affirmative action type policies/practices.
- Needing to always be "on" because we are seen as the "token" that represents all in our group; if we fail, then all Blacks fail, when we succeed, it was just me.
- Lack of accountability for actions.
- Having stereotypes of your group negatively impact your work environment and interactions Leader's messages and willingness to address race set the standard and open the door to address these issues.
- Others are surprised when they hear the experiences of what has happened to the Airmen.
- Exhaustion and frustration that comes with confrontation; we are alone, responsibility is solely on the African American to "defend" their existence here; recommend institutional education.
- Misperceptions around African American cadets being at USAFA because of a quota, notion of affirmative action; we didn't earn a spot recommend education.
- You start out motivated and excited about this opportunity and over time you become what people expect; they are looking for us to fail. Recommend institutional advocacy.
- Recommend race and ethnicity class for all cadets to increase education—educate to end hate.
- Constant signals that you don't belong, not from all but when it happens no one intervenes, bystanders laugh it off.
- Treated as stereotypes vs individuals; not homogenous population – get to know me
- Receiving mixed messages in regards to diversity and how it contradicts uniformity that is inherent to the military. There is a communication gap between what the incoming Airmen hear and feel when we talk about diversity, inclusion and acceptance for who you are and the value that an individual rings to a team versus what seasoned military members believe uniformity and military indoctrination means.
- We don't know how to talk about the problem. Plea for education to change ill-informed perceptions.

- I have to know about the predominate culture to succeed and exist, but they don't have to know about mine.
- Asking "Why I am acting so Black?" Others can "act Black", and adopt trappings of African American culture, and nothing negative is attributed to them.
- Trying to live up to our potential not down to the stereotype; working hard.
- Invisible.
- Experiences of marginalization and being invisible.
- Direct feedback to African American cadets:
  - "Why is your face unapproachable?"
  - "You don't fit the mold."
  - Referencing African American cadets socio-economic origin/status assuming that all are from the "hood" whether they are or not.

E. Recommendations:

- Encourage mentorship of minority group members (especially about how to best navigate conversations and advocating for yourself).
- Accountability – leadership and individuals needs to be held accountable for not only their own discriminatory behaviors, but also for creating cultures that allow such behavior.
- Implement consequences and reprimands for discriminatory behaviors based on published guidance (we need to find a way to make the subjective be objective, or at least have standards and expectations assigned to the subjective).
- Create policies (UCMJ, etc.) to help establish the guide on subjective matters (associated with previous bullet).
- Increase awareness (critical conversations and unconscious bias training are great starting places).
- Leaders need to set the example by having these conversations, even if it's hard and they get stuck, they need to set the example.

The following recommendations were made by individuals who participated in the forums and are targeted at helping USAFA become more inclusive, increasing a sense of belonging, and addressing issues of race that impact their units:

- Having education and conversations about race: One Airman shared that his squadron leader has set the standard that conversations about race will happen while he is here and it has made a difference.
  - There is a need for facilitation training. Having these conversations can be difficult and can do more harm than good if not conducted with care.
  - There is a need for good content in these sessions. Efforts seem to be based on the individual presenting and not consistent across the base.

- Consequences for discrimination must be clear: One Airman shared that it is difficult to speak up and if there is a perception that nothing happens if someone does confront racism at USAFA, then people are even less likely to address the issue.

  - There is a need for clear guidance that can be made more objective and a need for follow-up and reinforcement for discriminatory behaviors and overt hatred.
  - There is a need to evaluate the evaluation system. Specific to cadets, the subjectivity of stratification and the feedback system should be reviewed.

- Encourage mentorship for minorities: One Airman shared that those who supported him while he was a cadet and through his active service made the difference and he sees that it is his role for other minorities both formally and informally.
  - Explore programs that offer support and mentorship for minority cadets and Airmen.

F. Summary

Many of the themes common to living and working as a Black person are experienced by Black Airmen at USAFA. Many start out motivated and excited to come to the Academy yet are questioned as to how they got here often with assumptions of quota filling, athletics, or being the "token" selected for a position as active duty or nomination as a cadet. A shared pressure to always have to prove how they got here, why they deserve to be here, and needing to perform to prove themselves was similar in the stories among those interviewed. Common experiences were expressed about always needing to be "on." When an African American makes a mistake or does not optimally perform, they feel the pressure of representing their race and reinforcing stereotypes. Many shared examples of being evaluated lower than majority peers yet not receiving details in their feedback to explain the incongruence. Frustrations about being labeled and stereotyped were shared in stories about assumptions made, stereotypes assumed, and lack of willingness to get to know them as individual Airmen.

Both permanent party and cadets shared that there is a feeling of exhaustion and frustration from representing their race and having to answer to and defend their existence and position. One Airman shared his experiences of racism and hatred to include physical violence he experienced at different assignments with the Air Force with his current squadron and found that others had no idea that he experienced such treatment. He went on to share that non-Black Airmen are noticeably uncomfortable when he speaks about his experience as a Black Airman. This was a common sentiment from many participants: People are uncomfortable talking about the problem and most don't know how to have these conversations. Yet, most attendees said these conversations are needed to raise awareness, advocacy, and accountability. Several state that racial issues impact their workplace and the mission. The themes of accountability and education permeated the discussions about suggested solutions and way forward for USAFA.

SECTION IV: THE WAY FORWARD

Chapter Ten: Areas for Further Study Across USAFA

It was a common finding and recommendation throughout this review that additional research was necessary to gain a true understanding for the racial dynamic at USAFA. There were several areas that consistently became evident and are listed below. It is important to note that while this deeper research effort is, in itself, a recommendation, there are many recommendations that have come from this review and are highlighted in detail within Chapter Twelve of this report.

Areas for further study:

- Review CAMIS race codes/hierarchy/categorization and other data capturing systems with particular attention paid to racial demographic categories. It would be beneficial to assess how non-DoD sources and other higher learning institutions capture this data.
- Gather more applicable and pertinent data from all units, with time allowed for thorough analysis.
- Do more research for what options are being used currently to address racial disparities and which might best align with current societal endeavors and how those may be applicable to USAFA.
- Very few organizations mentioned processes and practices in relation to permanent party award selections and career progression. Units and mission elements must review how they nominate individuals and select individuals for job placements, career opportunities, and awards.
- Conduct a more detailed examination of the academic/conduct/physical review committee process, including analyzing historical data and criteria used to recommend disenrollment. There should also be careful consideration of the support offered to cadets with known academic risk factors when admitted to USAFA.
- Conduct a more thorough examination of all cadet recognition programs across the USAFA enterprise. This review should establish evaluation constructs and associated metrics to fully assess whether USAFA recognition programs meet program intent and are equitable in application.
- Review all USAFA curriculum, as identified under the Course of Instruction, for D&I topics. This review should look at alignment of the curriculum under the Air Force Diversity and Inclusion Instruction (AFI 36-7001).
- Review staff/permanent party recognition and awards processes. Include demographics of past award winners to study any inherent biases. Update/change processes as needed to reduce opportunities for any biases to occur.
- Continue efforts to socialize/expand the Triple Threat proposal to understand the “Black experience” at USAFA. This could eventually be expanded to understand experiences by other under-represented populations at the institution.

- Expand the Triple Threat survey into a survey to all cadets and permanent party. This expanded survey would collect information on experiences from all cadets and faculty/staff on current racism, micro-aggressions, and biases felt or perceived across the institution.
- Conduct a more thorough review of Cadet Personnel Summaries. A standard policy or procedures should be established by CW leadership to ensure that all squadrons provide an in-depth level of analysis (similar to or expanded from CS-39's example analysis) in this review and in future reporting.

Chapter Eleven: Current Endeavors

Early into the internal racial disparity review the team noticed areas that could be influenced immediately. Most importantly, was the realization that the Airmen across the institution have a voice and want to be heard. As referenced, several critical conversations and listening sessions were held across the institution for African American voices to be heard. Phase 2 of demonstrating the commitment to acknowledge, advocate, and act involves continued focus on giving all marginalized or minority Airmen a voice. Listening sessions will be included in the installation's Special Observance and heritage month recognitions, starting with the ongoing Hispanic Heritage Month program. Airmen will be provided additional opportunities to share their story as progress continues on the 'I AM A USAFA Airman…" campaign.

On 3 June 2020, the Superintendent created the Critical Conversations Working Group (CCWG) following the death of George Floyd when the CSAF said, "So let's start the conversation". As such, on 11 June 2020, the Superintendent along with other USAFA senior leaders started the conversations and gave USAFA Airmen and example of how to have these difficult and uncomfortable discussions. Since then, USAFA has hosted over 50 critical conversations in every mission element, not to count the numerous informal conversations that have happened impromptu. From these conversations, we've acknowledged themes and recommendations critical to advocating for and taking how we develop as leaders of character to the next level, to action!

Along with facilitating and collecting information from these conversations, the CCWG has been working additional initiatives. First, we conducted a USAFA experiences cross check with AFI36-7001 Diversity and Inclusion. From this cross check we identified that either USAFA as a whole is not completely meeting the requirement of this AFI, or at least we don't have enough fidelity to offer evidence that we are. Another area where we must accelerate change. Second, we connected all service academy chief diversity officers to establish a standing month meeting to share best practices. Last, we established diversity and inclusion mangers within each mission element who serve as the focal point of expertise and support for developing this leadership competence.

But the work is not over, it has just begun. The CCWG will continue to facilitate and track conversations across USAFA and collect themes and recommendations for how we do this better. We will also continue to hold USAFA accountable to the recommendations and direction the Superintendent takes us based on the internal racial review. The long term plan is to first update the USAFA Diversity and Inclusion plan, and then operationalize it through the Diversity and Inclusion Executive Council and mission element level Action Group members (D&I managers) led by the USAFA Office of Diversity and Inclusion.

USAFA Office of Diversity and Inclusion produced a critical conversations facilitators guide that went out to leaders across the installation in an effort to continue the conversation. Feedback throughout the review validates the difficulty leaders are having engaging in these sensitive but crucial topics. Personnel from EO, CCD and D&I Champions embedded throughout the MEs have made themselves available to assist organizations in navigating conversations in order to

ensure they remain constructive. Furthermore, CCD intends to host training for facilitators to better equip leaders to engage.

Throughout the review, leaders at all levels have made efforts to engage their workcenters and surroundings for artifacts and material that may be offensive from a diversity and inclusion lens. This practice has identified several pockets of opportunity to discuss artifacts and the message the institution sends cadets, cadet candidates, families, and USAFA Airmen. The institution look is ongoing and should be implemented as a continual standard of practice for USAFA.

Although early in planning stages, the EO team has been contacted by cadets to consider a diversity and inclusion initiative, similar to Teal Rope, but focused on discrimination issues within the cadet area. Emphasis for this program is to create Cadets/Airmen who are open to dialogue with their Wingman regarding faced discrimination or discrimination in general, with attention to coach the member through reporting along with safe practices to return the member to being productive. If feasible, EO would provide the necessary training on laws and policies to ensure members rights are not violated.

Chapter Twelve: Recommendations

Recommendations are suggestions or proposals for the best courses of action to take in response to this review. Throughout the review of Mission Element and Directorate submissions for this report there were a large number of recommendations discovered by individual offices and organizations. However, the key recommendations are those that are common across the institution and must be addressed to enable all D&I efforts.

Recommendation: Ensure Diversity and Inclusion is incorporated into USAFA guidance and policy. USAFA's Diversity and Inclusion plan must be updated as a strategic document guiding D&I efforts across the institution. The 2013 Plan contains some viable elements, however an updated plan will establish a foundation for accountability and synchronization of institution-wide efforts. An updated plan would then drive updates to Mission Element/Agency D&I plans. In addition, this should influence and update into USAFA Mission Directive 12 (MD 12) to include responsibility for incorporating D&I into the overall course of instruction.

Recommendation: In accordance with the USAFA D&I plan, the institution must address accountability for the document's content by scheduling regular progress updates with senior leadership. This includes reactivation of the D&I oversight council and including D&I updates in the Academic and Corporate processes. This also includes accountability when biases occur in processes, policies, or behaviors.

Recommendation: With few exceptions, data around D&I is not regularly collected, tracked, and monitored. Personnel data is not consistent (Admissions, Cadet, Permanent Party) regarding demography reporting, and is not fully integrated into decision cycles for the institution. CAMIS reports contain a built-in hierarchy for race reporting, which must be removed as the institution transitions to the new Student Information System. Further study is required to identify all of the sources of data that should be incorporated into a comprehensive D&I review.

Recommendation: Expand the DF-led curriculum review to ensure all USAFA curriculum, as identified under the Course of Instruction, is reviewed for D&I topics. This review should look at alignment of the curriculum under the Air Force Diversity and Inclusion Instruction (AFI 36-7001).

Recommendation: All offices/agencies re-visit the artifact review conducted as part of this effort. This re-look must ensure all government work areas are reviewed for written / visual materials / media that create an offensive argument – day rooms, break rooms, squadron rec areas, heritage rooms, offices, shared drives, military dorms, and other common spaces (whether virtual or physical). Reviews should be conducted by a diverse group of individuals (military/civilian, gender, race/ethnicity, etc.) to ensure all concerns are identified and addressed. These reviews are a requirement for every commander upon taking command, as well as for all Departments/Staff Agencies/Directorates to conduct on an annual basis.

Recommendation: Educate and train cadets and staff on more specific D&I concepts and skills in order to decrease incidents of microaggressions, unconscious bias, etc., and enhance retention/inclusion. In addition, we must train our leaders across the institution on how to facilitate critical conversations on racial issues within their workplaces, so all Airmen can bring

their full selves to work and leaders can create more inclusive spaces. Correlated to this effort is the need to develop a more robust racial bias incident reporting system with associated accountability and rehabilitation processes to restore relationships in the event biases or microaggressions are experienced.

Recommendation: A robust and comprehensive mentorship program and resourcing program must be implemented to support under-represented groups to provide support and to help individuals navigate the institution and enhance talent retention.

Recommendation: Continue and expand upon the institutional, formal, and informal conversations surrounding critical topics on race/ethnicity, gender, respect, behavior, public expression, how history impacts today's experiences, and other related D&I topics.

Recommendation: Consider implementing program similar to Sexual Assault Prevention Teal Ropes. This should be a program developed by USAFA/EO and USAFA/CCD jointly, with training and mentorship to volunteers to facilitate D&I conversations at all levels of the institution.

NOTE: The above list is not meant to be inclusive of all areas requiring review or further study. Instead, these are the recommendations applicable to the entire institution and enable all other recommendations and areas for review. A comprehensive list of recommendations specific to each Mission Element is located in Chapter 6 of this document.

Chapter Thirteen: Conclusion

Military academies are not immune to the social issues, challenges and opportunities that face all universities, colleges and the nation. In accordance with the Superintendent's 8 July 2020 memo, "Actions to Improve Diversity and Inclusion at the United States Air Force Academy," the USAFA Director of Staff and USAFA Equal Opportunity Director co-chaired an internal assessment and review for biases within our policies, processes, practices, curriculum, and artifacts. This document outlines the findings and recommendations of that Internal Racial Disparity Review to identify inequities unique to USAFA in order to positively influence changes for a better environment for all at USAFA. The review included an in-depth artifact inspection and forums to obtain information regarding perceptions around the current lived experience of African Americans at USAFA. The MEs and Directorates provided immense support in terms of data and insights. In addition, a second level Internal Review Team reviewed all data and findings to identify further recommendations for the institution.

Inherent in the objective was to draw upon the findings to make tangible, enduring changes, and to inform future actions. While many recommendations were captured, it now goes to the Superintendent and USAFA senior leaders to determine appropriate prioritization, reporting and resourcing. This review of racial disparities and their impact at the U.S. Air Force Academy was fairly comprehensive including data from a multitude of sources, but is not all encompassing. Senior leaders are encouraged to review their organization specific recommendations for implementation. As stated previously, this is just the beginning and there are additional areas identified for further review.

The report is intended to be an open document that recognizes our inherent challenges and struggles in this significant undertaking. In the end, USAFA acknowledges the challenges of this endeavor, while attempting to demonstrate the substantial efforts made toward the achievement of its overall mission and vision of producing leaders of character.

Although cultural change can be slow, history has shown that the nation's military, and military academies, can lead the way with lasting impact. USAFA will settle for nothing less than continued improvement. The mission of the Academy to develop leaders of character demands nothing less.

In some ways, the report mirrors the dynamic tensions reflective of America's larger societal issues. This report reflects the efforts of generations of USAFA leaders. We pay respect and homage to those who laid the foundation for excellence in plans, programs and visions for the United States Air Force Academy to move forward, riding on the change and creating our own.

APPENDIX A

MEMBERS OF REVIEW TEAM

Due to the extensive nature of this review, it was only possible through the immense support from members across the installation. Those members, to the max extent possible, are listed below. Furthermore, to help readers understand the lens through which the team has approached this review, demographic information has been included for each team member, as available. While this information does not fully encompass who each individual team member is, it is meant to further the value of this review and elaborate the team's perspective.

CHAIR

(b)(6)

(b)(6) identifies as Black and female.

CO-CHAIR

(b)(6)

(b)(6) identifies as a Black male.

MEMBERS

(b)(6)

(b)(6) identifies as a White female.

(b)(6)

(b)(6)

(b)(6) identifies as female and White.

(b)(6) identifies as a Latina.

(b)(6) identifies as female and White.

(b)(6) identifies as a male and White.

(b)(6) identifies as Black and Asian.

(b)(6) identifies as African American and female.

(b)(6) White female.

(b)(6) Black female, (b)(6)

(b)(6)

(b)(6) Afro-Latino male (b)(6)
(b)(6)

(b)(6)
(b)(6) Black female, (b)(6)

(b)(6)
(b)(6) identifies as African American and male.

(b)(6)
(b)(6) identifies as a White female.

(b)(6)
(b)(6) identifies as a White female.

(b)(6)
(b)(6) identifies as a Black male.

(b)(6)
(b)(6) African American male (b)(6)

(b)(6)
identifies as female and White.

(b)(6)

(b)(6) identifies as an African American male.

(b)(6)

(b)(6) identifies as a White male.

OTHER CONTRIBUTORS:

(b)(6)

Way of Life Committee (Cadet Black Student Union)
Way of Life Alumni Group

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS UNITED STATES AIR FORCE ACADEMY

Superintendent

0 8 JUL 2020

MEMORANDUM FOR USAFA ALL

FROM: USAFA/CC

SUBJECT: Actions to Improve Diversity and Inclusion at the United States Air Force Academy

1. Through the hard work and dedication of all who are here today and those who came before us, the United States Air Force Academy (USAFA) has established itself as a premier institution dedicated to producing leaders of character. Leaders who are committed to defend our country and its constitutional principles of equality, liberty, and justice for all. Recent events tragically remind us that racism and social injustice are threats that continue to afflict our nation and societies around the world.

2. Systemic racism exists in our society, and our USAFA community is not immune. Identity groups, whether based on race, ethnicity, age, gender, sexual orientation, religion, or disability have all experienced less-than-equal treatment in our nation. Discrimination of any kind will not be tolerated within our USAFA community. As leader-developers, there is no place in our words and actions for discrimination or racial bias of any kind at USAFA, or in our Air and Space Forces.

3. It is essential that we continually examine ourselves and our institution to ensure racism and injustice are not impacting our operations, culture, and climate. Additionally, we must ensure that our work to build future leaders strongly reinforces the principles that underpin our Leader of Character Framework – living honorably, lifting others, and elevating performance – in the context of equal opportunity, diversity and inclusion, and respect for others. As an organization that develops officers to lead a diverse force, we must instill these principles in those we teach and lead, who will ultimately shape the future culture of our military.

4. Now is the time for action. We will work both internally and with external partners to establish opportunities to discuss, develop and implement best practices and identify resources to promote racial understanding and diversity in the context of leadership.

To this end, I am directing the following actions:

- The establishment of a Critical Conversations Working Group (CCWG), led by the Center for Character Development (CCLD), to coordinate USAFA-wide efforts to continue critical conversations for cadets and permanent party. In addition, the CCWG will coordinate assessment efforts.

- USAFA/DS and USAFA/EO will co-chair an institutional assessment and review for biases within our policies, processes, practices, curriculum, and artifacts. The objective is to assess and capture racial disparities specific to African Americans and other identity groups in processes unique to USAFA. Results and recommendations will be provided to me NLT 18 September, and will be used to make tangible, lasting changes, and to inform future actions. The MEs and Directorates are directed to provide data and support as required. This assessment will not duplicate SAF/IG efforts.

5. These are initial steps in an ongoing effort to make enduring change. We can and we will develop leaders of character who will serve our nation aligned with the values and ideals it stands for – liberty, justice, and equality. Now is the time to work toward positive progress together. If you have ideas you would like to share, please contact (b)(6)
(b)(6)

(b)(6)

JAY B. SILVERIA
Lieutenant General, USAF
Superintendent

APPENDIX C

ARTIFACT REVIEW LOG – HIGHLIGHTED SAMPLES

1. **USAFA Headquarters**
2. **10th Air Base Wing**
3. **Cadet Wing**
4. **Department of Faculty**

NOTE: These are not all submissions received from the units and mission elements across the installation. Rather, this is a chosen selection that portrays the types of submissions received and common findings from the artifact reviews conducted.

1. USAFA Headquarters – various offices and agencies

Building or Building Number	Room Number	Location in Room	Item Description	Removed (Y/N)
2304 Harmon Hall	2100 Legal Suite	North Wall of lobby	Pictures of Pres Washington, Jefferson, Lincoln concerns w/roles and connection during slavery	N consult with historian and maintained for historical significance
2304 Harmon Hall	2100	Employee Cubicle Mtn Side	Posters promoting racial, gender, and sexual diversity in a positive light	N
2304 Harmon Hall	2100 Legal Suite	Entire office	Consider displaying artifacts that represent our diverse Air and Space Forces	
2304 Harmon Hall	4F13 Contractor Area	On wall	Cadet Support Services (CSS) contractor workspace. Found mural depicting several races and nationalities in a stereotypical way.	Y, Contractor will paint over
2304 Harmon Hall	3400	Office Cubicle (employee area)	Washington Redskins Plaque	Y
2304 Harmon Hall	RR front office	Customer service counter	Small construction sign “Caution Senior crossing” given as B’Day gift. Reviewing member thought it could be considered ageist.	Y

2304 Harmon Hall	RR front office	Painting located on left side of the room.	Historical painting of aircrew and maintenance crew. Pilots are white and 2 maintainers appear to be African American.	N, Under review by RR leadership
2304 Harmon Hall	Superintendent Suite	Various offices	Posters promoting racial, gender, and sexual diversity in a positive light to include cadet photos, Tuskegee Airmen memorabilia and artifacts from Japan.	N

2. 10th Air Base Wing

Building or Building Number	Room Number	Location in Room	Item Description	Removed (Y/N)
Bldg 4199	unknown	West side wall	Sign – "Do I look like the Helpdesk?"	Y
Bldg 4199	unknown	Middle of Open area - Office Cube	Sign – "Can't Fix Stupid"	Y
Bldg 4199	113A	West wall area	Framed Art – Pin up on Aircraft 32/500	N, Referring to Historian
Bldg 4199	unknown	Southern Cubicle area	Questionable Figurines	Y
Bldg 2354	2619	Office Cubicle	Questionable memes	Y
Bldg 2354	2J7	Cubicle	Questionable poster	Y
Bldg 2354	2J21	East side cubicle.	Questionable memes on sign out board	Y
8025 K9 Kennels	Open Admin area	On table, open display with approximately 20 other patches	Patch with picture of a rifle and the quote "Black Guns Matter"	Y
Mitchell Hall	Warehouse	Bulletin board (Outside Admin offices)	Political Type stickers	Y

3. Cadet Wing

Artifact review logs were submitted by all of the 40 squadrons in the Cadet Wing; the combined log entries are attached below for reference. The seven most significant items:

Most significant items/observations found in the Cadet Wing				
Cadet Squadron (CS)	**Room Number**	**Location in Room**	**Item Description**	**Removed (Y/N)**
CS-35	N/A	N/A	2020-2021 Contrail Quotes (pg 174-179) include quotations from Robert E. Lee, confederate General and German (Nazi) Field Marshall Erwin Rommel that were offensive to many during Basic Training. Contrails have very limited display of diversity in quotations between race and gender. Out of 30+ quotes, they are predominately all from white males with only one female and two black males quoted.	N. All USAFA Basic cadets have a copy of the contrails so these items/references have not been removed. Recommend action and future review of contrails to remove references from individuals who do not and/or did not support our AF morals and values of equality and diversity. Also recommend the contrails highlight leadership responsibility WRT D&I and culture and climate. Last recommendation includes a scrub of all documents prior to publishing to ensure it promotes inclusiveness in narratives/references and captures a diverse perspective.
CS-38	N/A	N/A	CS-38 cadets were afforded the opportunity to provide feedback to their permanent party leadership team, and our PEER team actively reached	N/A

			out to squadron members to receive feedback. Feedback included that cadets should receive more equal opportunity training, and EAAA should not be mandated for females and not males. There was additional discussion on the affect flight hours have on a cadets PCSM score, which in turn affects their ability to receive a pilot slot, and the social-demographic factors that affect a cadet's ability to obtain flight hours, which may also have a correlation with racial demographics. PCSM scores consider flight hours. People of lower socioeconomic status (SES) cannot purchase as many flight hours as people with higher SES, which means people with higher SES may often receive higher PCSM scores and are more competitive for pilot slots.	
CS-19	Hallway	6th Floor, in front AOC Office	In front of AOC/AMT offices there is a First Navy Jack Flag with "Don't Tread on me Flag" which may be misconstrued.	N, but In works to be replaced
CS-40	Hallway (furthest west on 2nd floor in Sijan Tower)	Mural near CS40 CQ Desk	Paintings of old squadron patches, includes painting of old "Ali Baba" CS40 patch	N, referring to USAFA Historian
CS-33	2D Hallway	North Wall, next to room 2D8	Mark Twain quote painted on wall (Mark Twain served with the Marion Rangers, a pro-confederate militia, in the Civil War), "It is curious that physical courage should be so	N

			common in the world and moral courage so rare"	
CS-15	Various	Various	The quotes above [eight entries for "CS-15" below] were not found to be overtly bias, however, were gender specific and not as inclusive as we would like to be. When considering representation, and the number or murals specifically dedicated to exclusively men we agreed that we have room for improvement.	Four removed, four not removed
CS-18	Hallway	NE corner, north/south hallway	Framed shadow box, with t-shirt and photo. Plaque references "Horny Eighteen."	N, referred to USAFA Historian.

4. Department of Faculty

Below are a few items for further discussion or follow-up.

Building or Building Number	Room Number	Location in Room	Item Description	Removed (Y/N)
CETF	2P489	Outside office 2P411	"Manpower" on duty title	Y, renaming "Dir of Faculty Staffing"
Fairchild	3rd floor	Entry from Terrazzo near Exemplar Hall	Mural contains depiction of cadet suicide	N, recommend commissioning a new mural or alternative artwork
SharePoint			Term "Brown Bag" is used to refer to lunch-time presentations, but has discriminatory origins	N, DFRO is working with SharePoint admin to remove from their sites, but recommend institution-wide effort to rename sessions that may utilize this term
Fairchild	J2H	Desk Area	"Make America Great Again" hat & bumper sticker	N

APPENDIX D

TRIPLE THREAT PROPOSAL

WLC Triple Threat Team

Triple Threat Proposal

Combatting Racism at USAFA

(b)(6)

1 September 2020

The Triple Threat Working Group Introduction

In early June of 2020, after the death of George Floyd, release of news articles addressing racial disparities in the AF discipline system, and in the height of racial tension, a USAFA internal working group, called 'Triple Threat' was established and spearheaded by (b)(6) (b)(6) and cadets of the WLC. Triple Threat with solicited volunteer assistance of passionate and poised leaders; officers, enlisted, cadets and allies from WLC and across the USAFA Cadet Wing began meeting, planning, driving and leading initiatives for change. The result of Triple Threats ongoing efforts includes this proposal and report with our recommendations on how USAFA could address racial tension and unrest using a 3 tiered/ "triple threat" approach of Acknowledgment, Action, and Advocacy. In addition to the action plan and report, this document contains cadet stories to capture and bring awareness to the "Black experience" at USAFA. The stories shared are visual representations of the grievances black cadets and allies have pertaining to the racial tensions situation at hand. Lastly, this document includes physical evidence of the Triple Threat working group's efforts and assistance in holding this institution accountable for building leaders of character through its initiatives and constant advocacy for minority cadets and airmen in the Air Force.

A triple threat is a person, especially a performer or athlete, proficient in three important skills within their particular field. The triple threat three tiered approach of Acknowledgment, Action, and Advocacy is relevant to what we believe we need to do as a Military Force and Nation to address topics of racial injustice, bigotry, bias, cultural insensitivities and disparities. The Triple Threat working group is an expansion and liaison to the USAFA Superintendent's 'Critical Conversations' working group, also created to address similar controversial and unsettling concerns as our Air Force and Nation experienced racial tension and unrest.

Racial injustice, disparities, bias, and discrimination exist in our nation and Air Force and these trying times call for critical and timely conversations, actions, and response. Many minority USAFA members, advocates within the Air Force generally, and USAFA allies have concerns about how racial disparities are being handled in the military. Within the Triple Threat group and beyond, there are multiple ideas for initiatives, actions, efforts of cadets and permanent party, as well as various mission elements across USAFA to address racial and diverse concerns at the operational and strategic level but no central point or integrator to rally all efforts and push those items forward and down to the tactical level.

The Triple Treat working group's end goal is to enhance USAFA's continued response to racism at the institution as well as across the country, through increased awareness of the minority experience and increased personal and institutional accountability. The hope is that through the efforts of the Triple Threat team, USAFA will further its ability in becoming a truly anti-racist military service academy and institution for higher learning, breeding and developing leaders of character who value, care for, and can effectively lead a diverse force.

TRIPLE THREAT WORKING GROUP GOALS:

- Develop a sustainable action plan in which everyone takes ownership and responsibility for valuing, embracing, respecting, and leading diverse people/minorities.

- Create a diverse and inclusive culture and climate that educates the masses on diverse topics, promotes equality, and accountability amongst current and future leaders.

- Integrate similar efforts and initiatives across USAFA and improve communicate to reach the masses

Acknowledgement Subcommittee Introduction:

At times it may be difficult, but we must first be willing and bold enough to acknowledge problems exist in our culture and identify what the problems are. As an institution, we must diligently work to find solutions to those problems. Difficult and uncomfortable conversations must be had in order for changes to come. These changes will ensure that the generations who come after us can live in a world where equity, opportunities, and fairness are experienced by everyone.

Minorities at USAFA have different stories which need to be heard and require a safe place and/or platform to vocalize concerns without judgement, fear of retribution, ostracizing, or invalidation. Many minorities have not had these opportunities to come forward without retaliation, fear of retribution, ridiculed or being ostracized. Minorities at USAFA understand that perspectives will vary on the topic of race and racism due to the current climate, however most feel as though it is hard for non-minority peers and permanent party members to relate to or empathize with their personal experiences for a variety of reasons. Consequently, many minorities do not feel comfortable vocalizing their concerns about racism.

Once a mission becomes critical, resources, time and manpower will be put towards it until its completion. Every Airmen and cadet brings something unique to the overall mission and those differences should be embraced, valued and celebrated. Leaders are in challenging positions and sometimes struggle with how to address and lead diverse people or lead in adversity which is evident to cadets and Permanent Party at USAFA. Thus, guidance, tools, personal responsibility, and accountability is needed to ensure leaders are most successful in creating the right culture and climate within their organizations. Everyone has a role and responsibility in addressing racial issues, not just minorities!

Initiatives and Recommendations:

Critical conversations

1. Minority senior officers and enlisted virtual zoom Panel and Q&A. Hosted by WLC, led by (b)(6) (b)(6) geared towards cadets, to provide

perspective, comfort, safe place and guidance during unprecedented times of high emotion, stress, and racial conflict. Took place 3 June 20 with over 75 attendees.

2. Routine Town Halls (once/twice a semester) with various USAFA senior leaders for cadets to voice concerns on race and cultural diversity or various topics related to D&I. During the townhall or panel discussion, senior leaders answer submitted questions and concerns submitted anonymously or people can ask direct.
A town hall took place with Senior Leaders (Gen Silveria, (b)(6) (b)(6) and other invited guest on 11 June 20. The event was moderated by (b)(6) and led by USAFA "Critical Conversations" working group, Character Center for Leadership Development (CCLD) and Way of Life (WLC) to address real time racial concerns and served as a valuable model for discussions.

3. Permanent party members who are responsible for leading cadets in any capacity should have their own critical conversation reoccurring and routinely discussing where D&I falls on the priority list, and specifically their roles and responsibilities as leaders in shaping a positive culture and climate. They also should be trained on how to facilitate conversations. Equal Opportunity Office (EO), Culture and Climate (CWP) Culture Climate and Diversity (CDD) Offices, Center for Character and Leadership Development (CCLD) could communicate roles and responsibilities to the masses, informing leaders how they support Commanders, Cadets, and the USAFA mission in shaping the right culture. These offices should be seen in a positive light and used proactively versus being seen in a negative light and only used in reactive way or when something "bad" happens.

4. "Real Talk" similar to critical conversations is a proposed forum that allows members within the Cadet Wing to talk through the different perspectives of race relations in hopes of building better relationships and providing insight on current events. We would like these discussions to occur during lunchtime, if allowed, or through anonymous flyers that will highlight specific topics of discussions. The intent is to have cadet led discussions with limited Permanent Party presence as that sometimes changes the conversation and cadets feel intimidated and sometimes personally pressured to sound "politically correct". The goal of this forum is to help cadets become more comfortable with talking about race with each other and gain understanding of how others may have different life experiences based on the color of their skin, ethnicity, national origin and other factors.

Equipping Leaders

Provide tips, models, guides, videos to having difficult conversations and a book list for leading diversity. Equal Opportunity Office (EO), Culture and Climate (CWP) Culture Climate and Diversity (CDD) Offices, Center for Character and Leadership Development (CCLD) provide resources for leaders and cadets and centralized easy to find location to house material. Leaders are in challenging positions and sometimes struggle with how to address and lead diverse people or lead in adversity. Thus, guidance, tools, personal responsibility, training and accountability is needed to ensure leaders are most successful in creating the right culture and climate within their organizations.

National Character Leadership Symposium (NCLS)

We recommend this year's National Character Leadership Symposium be centered on Diversity and Inclusion instead of Warrior Ethos as this sends a strong message that this initiative that is taking precedence. Recent events have severely affected our nation, Air Force organization, and Cadet Wing. We believe the topic of diversity and inclusion will impact more groups of individuals compared to the topic of Warrior Ethos and allow a venue to have some critical conversations in a professional and visible forum with a mass audience.

With historically significant events, such as having First black Chief of Staff and first black USAFA Superintendent, this is an opportunity to have proper discourse with people to explain the historical significance and other key events. People may lack the understanding and have differing opinions concerning the societal events that have taken place over the last several months. We believe it is up to the institution (leadership, teachers, permanent party and cadets) to educate themselves and each other on why this is such a crucial time in history. NCLS is a prime venue to advocate for change as all levels of the academy attend this yearly event in addition to countless others from different organizations and institutions of higher learning. If ignorance is not an excuse to obey the law, ignorance is also not an excuse to create a culture of dignity and respect through diversity and inclusion.

Acknowledgement Subcommittee Conclusion:

Ultimately, the goal of the Acknowledgement subcommittee is to foster a culture at USAFA where cadets are able to define, recognize and discuss injustices that persist in the cadet wing and our nation. It is imperative that we first establish where we are in order to determine where we are to go. This group also aims to equip cadets with the skills needed to be better wingmen and more courageous warriors. Together we acknowledge that the time to start having critical conversations and developing a healthier Air Force culture is now.

Action Subcommittee Introduction:

For centuries, minorities have been told to wait for our “happy endings”. Dr. Martin Luther King Jr. once said, “this ‘Wait’ has almost always meant ‘Never’”. (Letter from Birmingham Jail, 1963). To assure the minorities of USAFA that justice equality and action supporting this efforts will neither be prolonged or denied, USAFA should take actions in determining what steps should be taken to ensure racism no longer penetrates USAFA’s gates, nor roams freely, undisturbed, or unnoticed. Now is the time we all must be willing to take action and continue to look for opportunities to increase awareness, education, understanding, communication, relationship building, and advocacy through action. Racism can no longer spread throughout this country or USAFA through willful ignorance as it is a detriment to recruitment and retention, therefore a detriment to national security. We can no longer as a society enable the complacency that revolves around being willfully ignorant. Unfortunately, there are many who chose to remain uneducated on the topics of systemic racism and are unwilling to accept the concept of racial equity. Others have blatant disregard for the hardships of others, are willfully ignorant and their behavior is essential to racism that currently exist.

Through gathering facts, qualitative, and quantitative data, the Triple Threat team along with allied members of the USAFA community will conduct an analysis through a cadet survey to capture the black experience and share cadet's stories. Our hope is this is just the start of initiatives to identify the systems reportedly flawed and deficiencies in awareness pertaining to microaggressions, bigotry, and systemic racism. With evidence, education, and empathy, we can hold each other accountable, find resolutions, and work as one unit to fight injustice.

Racism is a long-standing issue that was first introduced with the slave trade, yet has continued into the present-day. As a result of the turmoil racial tensions are causing within this nation, simply requesting changes does not seem to be met with tangible results. Therefore, the Triple Threat working group is intentionally, persistently, and respectfully, imploring USAFA's support to combat this issue from all levels.

We ask that these request and recommendations not be looked upon as complaints, as legitimate solutions are being proposed and outlined in addition to concerns addressed. Instead, we would rather have these ideas and recommendations seen as a request for a better future. Cadets and Permanent Party are told repeatedly to "buy in" and believe in what USAFA and the military offers and represents, yet many systems and processes within USAFA, and military at large tend to benefit the majority as opposed to the minority. This degrades the trust in leadership and the organization. Everyone has the right to ask and expect better from any institution that asks others to put faith in it. Minorities need to know and see through action how the system works equally for them as well.

Action Subcommittee Goals:

- Provide evidence of racial divide at USAFA through various surveys (b)(6) (b)(6)
- Create an anti-racist educational environment for cadets through DF
- Create an anti-racist educational environment for AOCs, AMTs, and PP generally through consistent training from CW
- Mental health education and engagement for minorities
- Additional funding for affinity groups and engagement from PP

Initiatives/Recommendations:

Surveys

In order to obtain the black cadet experience, the Triple Threat working group brainstormed the idea of a cadet led survey. The survey was spearheaded and created by (b)(6) (b)(6) and is geared toward obtaining the black cadet experiences of those attending the Air Force Academy. By way of the WLC affinity group, the survey is was approved and released containing almost 100 inputs from cadets (survey analysis currently underway). Having the black cadet experience documented is important because it creates qualitative data points for the Academy to acknowledge and take action using experiences and stories of brave cadets willing to share. It also highlights disparities in the way black cadets are

treated at the Academy and elsewhere. We continue to ask cadets to be brave and share their stories in hope that these experiences are not looked down upon and tossed into a drawer, never to be seen, heard, or acknowledged. We want these stories to be valued and utilized to remind ourselves of where we have gone wrong, how far we have to go, and how it's time for a change.

(b)(6) is currently working with (b)(6) on creating a survey for DSAT that includes questions about diversity and inclusion, racism, microaggressions, and the core curriculum. In order to capture the cadet experience as a whole, this survey will be open to every cadet at the Academy from the class of '23 and above. One critical piece of this survey is the sharing of stories from both minority cadets who have witnessed or experienced racism and majority cadets who have witnessed racism. Questions about core curriculum will also be a part of this survey to add context as to why Behavioral Science 362 is a course that is needed at the Academy as a part of the core.

Behavioral Science 362 Course Goals (derived from the syllabus)

The main goal of this course is to foster respect for human dignity and create leaders of character who are fully equipped to work with and lead individuals of diverse backgrounds. The current goals of the course are to:

1. Understand the importance of class, race, and ethnicity as distinct and interrelated aspects of social life.
2. Examine how class, race, and ethnicity are socially constructed categories by exploring what gives them meaning, how the categories are maintained or transformed, and how they are related to inequality.
3. Explore the significance of class, race, and ethnicity in social institutions and individual experiences, interactions, and identities.
4. Improve your ability to articulate thoughts about course material during class discussion and in written assignments.
5. Develop analytical skills and the ability to apply sociological concepts to a wide range of social situations, including your personal life experiences.

Our Current Personal Goals Through Beh Sci 362 Implementation:

- Fully educate the cadet wing on understanding the concepts history of systemic issues, modern implications of this history
- Allow adequate time for personal reflection on the topics of race, class, and ethnicity
- Fix the educational divide in terms of understanding history and race
- Have cadets compare and challenge their own personal experiences
- Eradicate ignorance surrounding systemic racial, ethnic, and class injustices
- Ensure cadets are prepared to work with peers with diverse backgrounds
- Ensure cadets are prepared to lead diverse enlisted core
- Create a culture that is educated on diverse backgrounds (not just able to define what diversity is)
- Assist with the building of an anti-racist curriculum at USAFA
- Increase respect for human dignity

Beh Sci 362 will provide the academic tools to understand racial, class, and ethnic injustices in both modern and historical contexts. This course will assist cadets to understand how the socially constructed concepts of class, race, and ethnicity continue to be used to rationalize inequality in education, healthcare, housing, and the criminal justice system. The academia presented in this course also challenges the cadet to take the facts and statistics presented and use critical application and analysis. After being educated on the topics of race, class and ethnicity this course asks the student to apply the implications of these concepts to their own experiences.

The Beh Sci 362 process allows a semester-long action of actively challenging and reflecting on one's own biases as well as considering how one's personal life experiences may be vastly different than the individual to their left and right. This class forces cadets to look beyond their singular world-view and reflect on the multitude of experiences and perspectives that are shaped by race, class and ethnicity. By understanding the historical and modern implications of these concepts cadets will be able to actively promote anti-racism at USAFA.

Ultimately, the knowledge in this course will ensure cadets are prepared to work with and lead members in a diverse Air Force. Leading a diverse group of individuals, such as the Air Force, is done by understanding your people. Understanding how these concepts have been used to marginalize, and promote inequality for minorities is crucial for a leader of character. Beh Sci 362 provides proper education, adequate time for personal reflection, and open conversations of others' life experiences (that are often overlooked by the majority) on race, class, and ethnicity. These factors will allow a culture to emerge at USAFA that values all different social backgrounds, while demanding change for those who may face systemic injustice because of that background. Through the Beh Sci 362 course, cadets will understand racial, ethnic, and class values. In addition, they will have the opportunity to further reflect on the conceptual factors that shape the social and institutional identities which are key to instilling respect for human dignity amongst one another.

COAs

COA 1: Beh Sci 362 becomes a core class (replaces Beh Sci 110, or is stand-alone)
COA 2: 4 year plan of sequential classes to the effect of the end goal/ end state of Beh Sci 362 (4 year)
COA 3: Interdisciplinary course through Beh Sci, English, Philosophy, etc.
COA 4: Add 15 lessons specific about race, class, ethnicity from Beh Sci 362 into Beh Sci 110

Permanent Party (PP), AOC, AMT Education Through CW

(b)(6) is spearheading an initiative for AOC and AMT education around race and racism. In order to be an AOC or AMT at this Academy, AOCs and AMTs should be willing to facilitate and actively engage in discussions surrounding racism at this Academy and around the world. If AOCs and AMTs cannot display their willingness to actively be an ally in the fight against racism, they do not belong at this Academy. For black and other minority cadets, this conversation is not a choice.

We live through this "uncomfortable" conversation on a daily basis. We need and expect our leadership to be allied with us in order to tackle this problem from all angles.

The first aspect of (b)(6) AOC and AMT education plan is to acknowledge that we are in the middle of an adaptive challenge. Racism is not an easy task to tackle and it is morphing and changing just as quickly as this Academy is changing. We must be flexible and ready to adapt to whatever challenges are thrown our way in terms of creating an environment where racism will not thrive.

Second, AOCs and AMTs will be educated on the historical narrative around race conversations. This includes black v. white tension, lynching and the Tulsa Race Riots, the Tuskegee experiments, embracing change, shame and guilt, and racism in leadership. Through this education, AOCs and AMTs will discuss ethnic racism and morality through topics such as the Tuskegee experiments. Additionally, leadership will engage in discussion about the now glorified Tuskegee Airmen and discuss why we do not discuss in detail the real struggles of a group that we uplift so much in modern day society. Today, the Airmen are heroes, but less than five decades ago, they were pariahs to society.

In terms of embracing change, we must talk about how people are the intersection in society. How do these thoughts materialize? How do we embrace change when some have been taught from a young age that racism is right? People have been and will always be the key to creating a society where race is no longer a driving factor in daily conversation.

Additionally, shame and guilt are two topics that must be discussed when tackling the topic of racism. First, AOCs and AMTs will acknowledge and locate themselves in the historical narrative. In exploring this, AOCs and AMTs will ask themselves who they are and how they can have the right balance while also sharing experiences amongst themselves. These experiences can be about a change in perspective, challenges they have had in the Service thus far as a minority or as a commander in charge of someone struggling with racism. They must find the historical narratives they are associated with and dive deeper into how that has impacted their lives, or their subordinates' lives. Second, AOCs and AMTs will continue the conversation about what is occurring at USAFA in terms of race. AOCs and AMTs will discuss forgiveness to themselves and others surrounding the guilt or shame they feel about their part in the narrative. Furthermore, they will discuss integrity from a behavioral perspective and how we can improve upon this core value as it pertains to racism.

Lastly, AOCs and AMTs will discuss racism in leadership. This can be a discussion about racism they have personally faced or witnessed amongst peers or their own leadership, how they interact with their cadets, and how permanent party can become and remain allies for minorities who struggle with racism in this environment.

Though a timeline has not yet been decided as to how often this education will occur, it is certain that this education will be repeated several times throughout the year for AOCs and AMTs. Other Permanent Party members, such as DF, Commandant, Superintendent, and Dean and their subordinates should also attend these educational training sessions so each member of

Permanent Party is on the same page when it comes to racism and their expectations as allies, but most importantly their expectations as a leader in the United States Air Force.

Minority Mental Health Education

In 2017, suicide was the second leading cause of death amongst the African American community, ages 15-24.(minorityhealth.hhs.gov) With racial tensions rising in the United States, it is critical that the USAFA and its various mental health organizations work on providing a safe space for minorities to share their feelings and be uplifted. There is a perceived stigma surrounding mental health in the African American community and many depression and anxiety is not a reality but only a mindset. The African American community is alive today due to the resiliency and endurance of our ancestors' time in slavery and many in the African American community expect each other to be strong in the same respect. It is important that the mental health agencies at USAFA reach out to minorities and ensure everyone understands mental illness is as serious as other health conditions such as cancer or diabetes. Additionally, it is imperative that the mental health agencies at USAFA assist with future efforts to discuss belonging, the effects of internalizing or not giving themselves permission to seek help.

Communication of Roles/Responsibilities and Engagement

We have already identified the need for USAFA to do more to communicate safe platforms to seek advice and report discriminatory acts without fear of retribution or reprisal. In addition, we need to advertise and communicate routinely the resources available for all cadets, such as affinity clubs, the Culture and Climate Office (CWP), the Culture, Climate and Diversity office (CCD), and the office of Equal Opportunity (EO) promoting proactive actions and solutions to shape the culture and climate. Furthermore, in order to further develop an anti-racist USAFA, it is imperative that there is an increase engagement of these offices with the Cadet Wing and Permanent Party outside of disciplinary issues and criminal investigations to build trust and create open dialogue. These offices, joined with the Cadet Wing and Permanent Party could create a joint task force with the ability to act against racism effectively at every level from the tactical to strategic and create proactive positive solutions for building an effective culture and climate free of discrimination. Middle management engagement and integration is the bridge to cadets and those who lead cadets and without it, we miss a critical and key link to acknowledgement, taking action and advocacy needed to address racial and culture and climate issues.

Building Trust in Leadership

As the Academy takes a stance against racism bias and discriminations and attempts to capture minorities' experiences, it is important to create an environment where everyone feels connected and trust leadership. Through open dialogue, empathy and care, we can create an effective organizational culture and climate that embraces and values diversity. Cadets would like their leadership to provide validation of cadet perspectives and experiences and public

opposition to those who continue to commit racist acts. In addition, we need more permanent party members active in the various affinity groups and D&I activities at USAFA. We also would like our Permanent party leaders, instructors, Air Officer Commanders, Academy Military Trainers to intentionally and deliberately work to understand, value and educate themselves and other on diverse cadets' stories, their heritage, backgrounds and experiences and what makes each of us unique.

Leaders can connect with minorities and show them they are valuable by becoming aware and empathizing with any minorities' experience. For anyone who has been a minority in any situation, one can relate to various feelings that may come with that position, some positive and some negative. There are feelings of isolation, exclusion, inability for others to relate or understand or vice versa. While this may not be every person in a minority group's experience, the resounding trends in the numerous stories heard at USAFA, within the Air Force and society cannot be ignored. We would like our leaders to learn about various minority groups, lead conversations and understanding topics concerning Diversity and Inclusion versus just tasking them to cadets.

Lastly, we'd like leaders to be vocal about the differences that surround us, and understand that taking a stance against things that really matter shows value and appreciation for diversity. Silence can speak very loud as well and sends a message of what is important and what's unimportant. We are in no way suggesting every issue that arises be addressed, but if there are negative trends within an organization, they should be addressed. Leadership's silence can mean condoning, avoidance, and lack of knowledge or concern. Silence on the things that we say matter most also degrades trust, especially when members of the organization are vocalizing their concerns and how negatively they feel about the situations. To ignore these concerns can create cynicism, loss of trust in leaders and organizational values, further isolation and exclusion.

We must acknowledge, offer a "safe space" to vocalize concerns, then take action by providing empathy, asking questions and actually caring for all people, all the time, not just when it's convenient and comfortable. Social and racial issues in society affect many minorities who carry the weight and burden of these issues every day. While some of black cadet's peers can easily brushed these issue off or remain unaffected, it's important to recognize that many minorities are affected in different ways whether discussed or silent. The issues that are prevalent in our society may affect some directly and/or trigger previous or current feelings from experiences or incidents of discrimination, racism, or bias of family members and close friends. All of these burdens, in addition to the pressures of combating stereotypes, fighting bias and discrimination in USAFA and one owns life experiences is exhausting.

Finding a way to navigate through these concerns and experiences is challenging and to feel like one is doing it alone and misunderstand is even more challenging and traumatic. In the world of unanimous feedback and social media, there are bound to be challenges (i.e. USAFA (b)(6) post hurling racist and offensive comments, most recently after a Basic training discipline incident a statement made that "Not surprised Instagram basics were black. No culture of respect or discipline", or an incoming white Intercollegiate Athletic posting on Instagram a "black out" page with a monkey watermark embedded, or a repost of a current USAFA white cadet with face colored with a friend and caption stating "we are black". While sometimes there

is nothing that can be done to rectify the situation, there are some things that could help. Acknowledging issues exist is a start. Once again, silence speaks loudly and acting as if "the elephant in the room" doesn't exist provides no benefit, relief, support or trust in leadership and many times can do just the opposite. And when this happens, many minority group feels ignored, dismissed and uncared for especially when they are the only ones who address these issues. Some leaders may feel that by addressing concerns or situations, we give life and fuel to negatives, which can be the case at times. However, we provide the perspective that silence on things we say matter can result in unintended harmful consequences as well, doing more damage than good. We must find a balanced way to address negative trends and situations that significantly affect people, while shifting focus and placing attention on the things that matter most.

Accountability (People and Institutional Processes)

AF and USAFA Regulations should provide guidance and accountability so there is a clear definition of discriminatory behavior and consequences for unacceptable behavior. It would also be valuable if senior leaders provided clear guidance of their priorities and where D&I efforts fit into those priorities so commanders can make time for things that are important - such as addressing racism and shaping a positive culture and climate. In addition, permanent party should be mandated to participate in critical conversations and received facilitator training so they are equipped with the right tools to lead and have these discussions. Conversations should not only take place at the cadet level but at every level and leaders held accountability just like we do with high visibility taskers and tracked initiatives. Effective and lasting change has to start from the top. Establishing and communicating priorities helps leaders understand expectations, manage their own priorities accordingly and provides a level of accountability.

In addition, we propose an analyzation of data/trends of race and subjective stratification systems such as the Military Performance Average (MPA) which weighs in to the Overall Performance Average (OPA), thus affects Air Force Career Field selections and other opportunities cadets have. Currently the system is not standardized and based on cadet stories, many black cadets have been stratified in the bottom third group of their class or may be inexplicably stratified lower than a white cadet without objective reasoning behind it. In some cases heard, a minority may work extremely hard to out-perform peers academically, militarily, and in extracurricular activities, only to be seen as an average cadet compared to other cadets who may not have objectively performed as well, but whose familiarity, relationship and relatability with a majority group automatically gives them rapport and advantage.

While objective and subjective criteria may be considered for performance rankings, with no accountability and standardization in place, it leaves an opportunity for cadet rankings, opportunities and future career fields to be based heavily on popularity, relationship, and interactions. We've already vocalized in the above paragraphs the isolation, lack of interaction and need for building relationships with minorities, so one can see how heavily relying on this subjections for stratifications may pose a significant problem and challenge for minority cadets. We would like to propose a standardized weighted stratification system with objective and subjective aspects of performance to mitigate the potential of personal bias impacting a cadets standing and thus their future careers.

Finally, mandatory education in an academic setting surrounding marginalized groups and systemic racism must be implemented in order to establish a broader understanding of this country's history with racial injustice and an institutional culture that consequently allows this inequality.

Additional Funding

We also ask that affinity groups have more funding so they can participate in cultural activities, experiences, professional development opportunities, connect with similar affinity groups across the country, and learn about their heritage (not a finite list). We would like resources devoted to and attention to be placed on D&I initiatives, similar to how USAFA took a stance for sexual assault. We propose a stand down day and/or event, and money to be allotted for T-shirts and other visual promotional items to bring awareness. We feel D&I is another worthy cause and critical to our mission thus resources, time, and manpower should be put towards it.

Advocacy Subcommittee Introduction

Advocacy is more than just supporting a cause. It is the action of doing so publicly and acknowledging that there is a problem to be fixed. After the murder of George Floyd by Minneapolis police, many members from our institution began to look at the problems we harbor. The current culture and climate of our institution contains unconscious biases and microaggressions that impact the daily lives of minority cadets routinely and significantly.

As an institution that continues to become more diverse with each incoming class, it is important to take into consideration the various experiences they bring. These various experiences shape each individual, their perspective, and their leadership style. Every member at our Academy has the responsibility to be advocates of change. It is not an option to ignore these experiences as they are what make our institution unique and will help address the issues many minorities face. Therefore, cadets, officers, enlisted, and civilians that are at the Academy must, in the process of developing leaders of character, create and facilitate a culture and climate that embraces, promotes, and values diversity despite race, color, gender, sexual orientation, national origin, or religion. (b)(6)

Advocacy Subcommittee Initiatives

Cultural Immersion and Appreciation:

- Cultural Immersion Movie Nights is an initiative we propose to be held at Arnold Hall throughout the academic semesters. This initiative will allow cadets and permanent party to learn about racism, racial discrimination and the several historical events and policies that have impacted minorities through cinema. The goal is to help inform all members at this institution of the cultural history of other races and thus bring greater unity and understanding of other groups within the Cadet Wing.

- Squadron Flyer initiative is designed for members of the Way of Life Committee to publish informative flyers quarterly which will showcase constructive commentary over cadet-submitted examples of discriminatory behaviors at USAFA. More acceptable behaviors will be suggested in order to improve interracial cadet interaction and the overall culturally-sensitive climate of the cadet wing. The flyers will be distributed to Cadet Squadron Commanders via email and physical copies will be posted in each Cadet Squadron living area.

- Collaboration of affinity groups to create cultural immersion events.

Advocacy Subcommittee Conclusion

As an institution, it is important that all members come together to combat racism and implicit bias that is present on this campus. Acknowledging that there are policies in place and biases that negatively impact minority cadets is the first step. Following the guidance as to how to take action against these acts will be the second step. The final step is to advocate for these changes and publicly show support for minority cadets at this institutions. The various minority cadets at USAFA hold unique experiences and deserve the same respect and opportunity to succeed just as much as their counterparts. The only way our institution will become a welcoming environment for all is that all members, including cadets, enlisted members, civilians, and officers, come together, advocate these changes and publicly support them.

Black Cadet Experience Through the Eyes of Black Cadets

To conclude, stories from black cadets will be presented below in MFR format. All names have been redacted or changed to pseudonyms to protect the privacy of the courageous individuals who came forward to share their stories and other individuals referenced within their stories. Although stories will remain anonymous, the message and content of their stories remains the same. We acknowledge that the institution has taken steps to mitigate the spread of racist tendencies across USAFA, but "if you stick a knife in my back nine inches and pull it out six inches, there is no progress. If you pull it all the way out, that's not progress. Progress is healing the wound that the blow made." (Malcolm X).

Black cadet voices must be heard in order for this institution to understand the changes that need to occur within the Wing and heal the wound of racism from the inside. Our hope is that these personal experiences are not glanced over and seen as complaints, but rather valued as evidence of racial injustices that have happened in the recent years at USAFA. We also ask that each story be read in its entirety, for no one has the exact same life experiences. Below are the graciously provided MFRs of graduates and current cadets who have experienced racism at USAFA.

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Acknowledgements:

Thank you to everyone who participated in the creation of this document. A special thank you to all current cadets and graduates who have shared their stories about racial injustice here at the Academy. Below are the classes involved (number of individuals in parenthesis) in speaking out against racism through their stories in the form of MFRs:

Class of 2017 (2 Graduates)
Class of 2018 (1 Graduate)
Class of 2019 (1 Graduate)
Class of 2021 (5 Cadets)
Class of 2022 (3 Cadets)
Class of 2023 (2 Cadets)

I AM A USAFA AIRMAN AND...

Military members, civilians, cadets - If you identify as African American, Black or Brown, please come tell your story! We want to hear you in an open forum or one-on-one session.

POLARIS HALL

17 Aug	1100 - 1230
18 Aug	0800 - 0930
19 Aug	1500 - 1630
20 Aug	0800 - 0930
21 Aug	1100 - 1230 OPEN TO ALLIES
24 Aug	1500 - 1630
25 Aug	1700 - 1830
27 Aug	1700 - 1830
26 Aug	0800 - 0930
28 Aug	1100 - 1230
1 Sept	1500 - 1630 OPEN TO ALLIES
3 Sept	0800 - 0930

(b)(6)

YOUR STORY MATTERS.

See DSEA e-mail for links to register. For questions, please call

(b)(6)



UNITED STATES AIR FORCE ACADEMY

APPENDIX F

LISTENING FORUMS – FACILTATOR GUIDE

"I am a USAFA Airman and African American"

LOCATION: Polaris West Seminar Room NOTE: Please arrive 15 to 20 minutes early to:

1) *Coordinate to have a laptop with video link loaded*
2) *Pickup Forum grey "Go Bag" from* (b)(6) *—Contents--*
   *Tissues**
   *Markers**
   *Paper**
   *Helping Agency Cards**
3) *Check-In with Facility Support –* (b)(6) *(They have the schedule and should meet you room)*
   Audio Recorder; you need to get the quick primer
   Connect laptop to room system
4) *Place Resource Cards, paper, and writing instruments on the tables.*

One facilitator will be lead and other will serve as co-lead, take notes on larger themes/recommendations and work the recorder. Schedules are located on our TEAMs site.

Session is 90 minutes. Please honor the time. Remember to save 5 minutes at end for video

00.00 Welcome and thank everyone for coming to the session. Introduce yourselves and provide Admin notes: location of restrooms, etc.

INTRODUCTION / WHY ARE WE HERE? Share purpose of the forum, how it fits into the larger review, how comments be used and presented, will participants see the report, etc.

NOTE: If someone shows up outside the requested audience, we don't make them feel excluded. As long as they are not disrupting the session they shouldn't be forced to leave; however clarity given irt the purpose of the session may lead them to excuse themselves.

We are all watching as racial and equality issues across the nation bring discussion, debate and conflict. In response, various levels within the Department of Defense and the Air Force have stood up teams and Tasks Forces to look at these issues.

Here at USAFA, Gen Silveria has launched a team led by our (b)(6) (b)(6) to conduct an internal review on racial disparities specifically experienced by our African American Airman—cadets, enlisted, officers and civilians. The team is looking to identify racial disparities in our policies, processes, practices, curriculum and artifacts. End goal is a report that will be submitted to Gen Silveria NLT 18 Sept. The desire is that the report will provide clarity on the breadth, depth and impact of the issues under review and identify, where possible, casual factors (like culture, policies, and accepted practices). The report will include recommendations that we hope will make lasting changes.

That is where we need your help today. Gen Silveria wants to hear your voice, your stories of what is happening in your lived experience so that we can see what we can do better.

We recognize other disparities exist, and these should be reviewed as well. However, for this immediate effort to be effective and result in lasting and meaningful change, it must be narrowly targeted. That said, the efforts that will be undertaken upon the completion of this Review will not be exclusive to a single minority group. The lessons we'll learn and recommendations we'll provide will benefit all of our Airmen and Space Professionals.

Allow individuals to introduce themselves using first names.

ROEs:

- Facilitators listen and guide. Draw out comments from as many as possible. Allow everyone to speak freely, without interruption, agree to disagree. Avoid allowing anyone to talk too long. PROACTIVELY manage participants that have a lot to share.

  (NOTE TO FACILITATORS: With such a sensitive topic, it will be important to establish ground rules to increase psychological safety. In addition to ROEs, facilitators will have contact info on additional helping resources on hand (e.g., MFLACs, Mental Health, etc.).)

"This is definitely a sensitive, difficult topic to discuss and we appreciate your being here and your candor."
"We will be audio taping and taking notes, but comments will not be attributed to you outside this discussion. We are gathering themes about the African American experience to include in the report and use to make observations and recommendations"
"I ask that we don't interrupt each other and engage in respectful dialogue."

DOODLE / DRAWING - Reflection Activity

- Many people like to doodle / draw to help focus and make connections
- Ask participants to use pre-positioned pieces of paper and writing instruments to draw a picture or write words that are representative of their feelings in this moment. They can continue throughout the session.
- No names.
- Let participants know their work may be used in displays / mosaics.
- If time allows share.

Questions:

- Please share with us what it like to be African American at USAFA—the good, the bad, the ugly?

- Consider follow-up questions based on the purpose of the review. For example:
  - Racial disparities in treatment in CW? DF? AD? Fellow cadets? Faculty/Staff? Community?
  - Recommendations for how to improve these disparities?
  - Tell us how you relate to the following statement—

I'm a valued member of a winning team doing meaningful work in an environment of trust." (Franklin Covey Implicit Bias Training)

FINAL VIDEO (approx. 5 minutes)
Let's view a video that helps wrap up today's discussion.

https://www.youtube.com/watch?v=_i2DSkAys-8

WRAP UP / THANK YOU

Thank you for your candor and taking time to participate today. Please leave knowing that the struggle is real, there is much work to be done and that there is hope. Our work today will have impact on the work to be done to make change here at USAFA.

Please ensure that scribe has captured key points, themes and recommendations. Provide your notes to me or send to (b)(6) In addition, please provide any feedback on the session to myself and (b)(6)
(b)(6)

Thank you. Please call if you have questions.

(b)(6)

APPENDIX G

ACRONYMS

10 ABW	10th Air Base Wing
A1	Director of Staff, Command Chief, Manpower and Personnel Directorate
A3/9	Operations and Analysis Directorate
A5/8	Strategic Programs and Requirements
A6	Chief Information Office
A9	Institutional Analysis and Assessment Division
AD	Administratively Determined
AD	Athletic Department
ADOI	Athletic Department Operating Instructions
AF	Air Force
AFAAC	Air Force Academy Athletics Corporation
AFI	Air Force Instruction
AFPC	Air Force Personnel Center
AFPD	Academy for Professional Development
AFSC	Air Force Specialty Code
AMT	Air Military Trainer
AOC	Air Officer Commanding
APF	Appropriated Funds
ARC	Academic Review Committee
BCT	Basic Cadet Training
BTZ	Below-the-Zone
C/C	Cadet Candidate
CAB	Community Action Board
CAG	Commander's Action Group
CAMIS	CAdet Management Information System
CAO	Current as of
CAT	Critical Conversations Working Group
CC	Command Section
CCD	Office of Diversity and Inclusion

CCLD	Center for Character Development
CCLD	Center for Character and Leadership Development
CCWG	Critical Conversations Working Group
CDO	Chief Diversity Officer
CE	Commissioning Education
CIRP	Cooperative Institutional Research Program
CL24	Class of 2024
CM	Strategic Communications
CoCI	Commandant of Cadets Instruction
COVID-19	Coronavirus
CS	Cadet Squadron
CSS	Commander's Support Staff
CW	Commandant of Cadets
CWCA	Cadet Wing Cadet Analysis
CWP	Cadet Wing Culture and Climate Office
D&I	Diversity and Inclusion
DEOCS	Defense Organizational Climate Survey
DF	Dean of Faculty
DoD	Department of Defense
DSP	Protocol
EO	Equal Opportunity
FM	Comptroller
FTG	Flying Training Group
FTS	Flying Training School
GAOC	Group Air Officer Commanding
GPA	Grade Point Averages
GS	General Schedule
HC	Command Chaplain
HERI	Higher Education Research Institute
HO	Command Historian
HQ	Headquarters
HR	Human Resources
IEB	Institutional Effectiveness Board

IP	Information Protection
IRT	Internal Review Team
LHE	Living Honorably Educations
MAJCOM	Major Command
ME	Mission Element
MEIC	Making Excellence Inclusive Committee
MEO	Military Equal Opportunity
MEOCS	Military Service Academy Equal Opportunity Climate Survey
MLDC	Military Leadership Diversity Council
MPA	Military Performance Average
MPA	Military Point Average
MVP	Most Valuable Player
NAF	Numbered Air Force
NCAA	National Collegiate Athletic Association
NCLS	National Character and Leadership Symposium
ODS	Officer Development System
PA	Public Affairs
PATCOB	Professional, Administrative, Technical, Clerical, Other White-Collar, Blue-Collar
PCSM	Pilot Candidate Selection Method
PEA	Physical Education Average
PERC	Physical Education Review Committees
PERSUM	Personnel Summaries
PME	Professional Military Education
PP	Permanent Party
PS	Preparatory School
RF	Reserve Advisor
ROPES	Record of Performance
RR	Admissions Office
SAF/IG	Secretary of the Air Force Inspector General
SAPR	Sexual Assault Prevention and Response
SE	Safety

SECAF	United States Secretary of the Air Force
SJA	Staff Judge Advocate
STEM	Science, Technology, Engineering and Math
TC	Team Captain
U.S.	United States
UCMJ	Uniform Code of Military Justice
USAFA	United States Air Force Academy
USMA	United States Military Academy
USNA	United States Naval Academy
USPFT	U.S. Citizen/Permanent/Full-Time