TASK FORCE ONE NAVY



OUR NAVY TEAM – NAVIGATING A COURSE TO TRUE NORTH

FINAL REPORT

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EXECUTIVE SUMMARY

Mission, Structure and Process

Admiral Michael Gilday, Chief of Naval Operations (CNO), stated Mission One for every Sailor (active and reserve, officer and enlisted, uniformed and civilian) is the operational readiness of today's Navy. Part of that readiness, as members of the profession of arms, is holding ourselves to high ideals of integrity and service (*Appendix A*).

Our Sailors are our asymmetric advantage in a complex and changing environment. Optimizing our Navy Team's performance requires a deep understanding of the Culture of Excellence (COE) - a Navy-wide approach focused on enhancing our Core Values of Honor, Courage and Commitment.

Our COE drives the understanding that when Sailors feel included, respected and empowered, they are mission ready, able to deter aggression and maintain freedom of the seas. Mission readiness is stronger when diverse strengths are used and differing perspectives are applied. By embracing Inclusion and Diversity (I&D) in our day-to-day work and decisions at a fundamental level, we harness the creative power of our differences, putting forward actions and strategies that accelerate and enable our Navy's warfighting advantage.

WE NEEDED TO SEIZE THIS MOMENT TO ENGAGE IN CONVERSATIONS ABOUT RACE, DIVERSITY AND INCLUSION WITHIN OUR FORCE MORE THAN EVER BEFORE.

After the nation-wide protests in the spring and early summer of 2020, CNO encouraged dialogue about race relations and inclusion in America and how to actively strive for strong measures of I&D in the Navy. Our existing efforts, while admirable in many respects, clearly fell short of adequately addressing the societal challenges of today. We needed to seize this moment to engage in conversations about race, diversity and inclusion within our force more than ever before. We had to have open, honest and necessary conversations across our Navy and take action. We needed to rise to the occasion and identify the issues in our Fleet, understand where current barriers to I&D exist and learn how to effectively listen to all perspectives in pursuit of I&D reform. These conversations are vital for our Navy team, as understanding and connection builds teamwork and teamwork builds trust.

On 1 July 2020, the Navy stood up Task Force One Navy (TF1N), leveraging our COE governance structure, to identify and make recommendations to dismantle barriers to equality while creating sustainable opportunities, ultimately achieving our desired end-state of warfighting excellence *(Appendix B, C*).

TF1N set out to analyze and evaluate issues in our society and military that detract from Navy readiness, such as racism, sexism and other structural and interpersonal biases to attain significant, sustainable I&D-related reform. In alignment with Department of Defense (DOD)-related efforts, TF1N primarily focused on active uniformed Sailors with an ancillary focus on the civilian workforce. TF1N focused on recruiting, leadership training and past/current experiences within the overall Navy command climate and our Navy culture in support of readiness. TF1N leveraged the COE governance structure and aligned efforts to the COE Campaign Plan to form a long-term implementation strategy designed to effectively dismantle barriers to equality, and ultimately move the Navy closer to achieving our desired end-state of warfighting excellence. This included updating the CNO's I&D

Council in September 2020 (*Appendix H*).

RADM Alvin Holsey was designated as Director, TF1N and reported to the CNO via VADM John B. Nowell, Jr., the Navy's Chief I&D Officer. The remainder of the executive leadership of the Task Force was RDML Putnam Browne, Director, 21st Century Sailor Office (OPNAV N17), who served as Deputy Director and Executive Secretary of TF1N; FORCM Huben Phillips, who served as Senior Enlisted Advisor; CAPT Thomas "T.J." Dixon who served as Chief of Staff; and Ms. Jane Roberts who served as Civilian Advisor. TF1N was supported by commands from across the Navy, including representatives (e.g., officers, enlisted, civilians) from the majority of Echelon 2 commands.



TF1N was organized around four different Lines of Effort (LOEs), each led by a Flag Officer with specific focus areas. Those LOEs and leaders were:

LOE #1: Recruiting, Navy Recruiting Command (NRC) – RDML Dennis Velez

LOE #2: Talent Management/Retention, Navy Personnel Command (NPC) – RADM Jeffrey W. Hughes

LOE #3: Professional Development, Naval Education and Training Command (NETC)/Naval Service Training Command (NSTC) – RADM Peter A. Garvin and RDML Milton J. "Jamie" Sands III

LOE #4: Innovation and Science, Technology, Engineering, and Mathematics (STEM), Office of Naval Research (ONR) – RADM Lorin C. Selby

In addition, TF1N leadership conducted numerous program reviews and deep dives in areas ranging from women's policy issues to naming of ships, buildings and streets to create a series of additional recommendations (known as LOE 5).

From July to December 2020, TF1N accomplished the following:

- Participated in the DOD Board on Diversity and Inclusion (DBDI) to address DOD-wide issues of diversity, equity, inclusion and belonging (*Appendix D, E*).
- Leveraged the experience of prior Navy leadership by operationalizing the retired Trusted Advisory Group (TAG) to include senior enlisted, civilians and officers who have had a strong influence on Navy culture. In addition to TAG members advising each LOE working group, CNO conducted three cohort sessions with the final one on 10 November 2020.
- Engaged the Flag Wardroom, Senior Executive Service (SES) Corps and the Master Chief Petty Officer of the Navy's (MCPON) Senior Enlisted Leadership Mess by delivering surveys following a Flag Officer and SES training seminar.
- Conducted multiple listening sessions with Sailors and civilians in the US and overseas, to include Japan, Bahrain and Europe, and special engagements with the National Naval Officers Association (NNOA), United States Naval Academy Minority Association (NAMA), Sea Service Leadership Association (SSLA) and Association of Naval Services Officers (ANSO).
- Conducted TF1N focus groups to solicit volunteer input from a diverse cross-section of Sailors (e.g., demographic, paygrade, community and location), supported by the Center for Naval Analyses (CNA). In total, more than 280 focus groups from around the Navy were conducted.
- Created a Necessary Conversations Guide (NCG) with messaging and tools for leaders to start productive dialogue around I&D topics. The first version of the NCG was released in July 2020. NCG 2.1 was released 06 November 2020 (*Appendix F*).
- In concert with the College of Leadership and Ethics at the Naval War College (NWC), TF1N presented a summary of actions, selected problem statements and key recommendations to the Intermediate Flag and Executive (IFLEX) Course in early November 2020. This class of 31 SES and Flag/General Officers utilized Navy Learning Organization Applications taught throughout the week to collectively provide a peer review of insights and inputs directly to the TF1N Director. A summary is provided at *Appendix G.*

Current State

In order to baseline where the Navy is today on I&D, TF1N gathered Navy demographic trends and compared these to United States (US) Census population data and benchmarked against other organizations (*Appendix I)*.

These statistics are important because diverse teams are 58 percent more likely than non-diverse teams to accurately assess a situation.[1] In addition, gender-diverse organizations are 15 percent more likely to outperform other organizations and diverse organizations are 35 percent more likely to outperform their non-diverse counterparts.[2] Currently, when compared to 2018 U.S. Census population data, our enlisted force has greater racial and ethnic diversity than our society, however, is under represented from a gender perspective (i.e., the U.S. is 51 percent female, the Navy enlisted force is 20 percent female). Our officer corps remains overwhelmingly white and male and, except for Asian representation, is not representative of the U.S. today.

On officer promotions, the percentage of officers selected for promotion suggests minority officers promote at approximately the same percentages as white officers. However, the number of eligible officers in all three control grades (O-4, O-5 and O-6) demonstrates minority groups are underrepresented

1 | "Ethnic Diversity Deflates Price Bubbles," December 30, 2014, Proceedings of the National Academy of Sciences of the United States of America.

2 | "Diversity Matters," McKinsey & Company, February 2, 2015.

when entering the control grade of O-4 and remain underrepresented at each subsequent paygrade, which affects Flag Officer opportunity.

On enlisted advancement, the data shows that minority advancement rates for junior Sailors are lower compared to their white peers except for meritorious advancements where minorities account for an overall higher percentage. Advancement rates within E-7 through E-9 vary by racial minority when compared to their white peers but tend to be higher at E-7 and E-9 while lower at E-8.

Minority junior officers (JOs) are retained better than majority JOs for the first twelve years of service and female officer retention is increasing. Active duty female service members are also increasing as a percentage of the total force. Over the past 20 years, Navy's active duty senior enlisted population has become 60 percent more racially diverse, 56 percent more gender diverse and over 300 percent more ethnically diverse.

Abstract of Recommendations

DOD-Wide Recommendations

As previously mentioned, TF1N participated in the DBDI to address DOD-wide issues of diversity, equity, inclusion and belonging within the DOD. Through the DBDI and associated efforts, TF1N and the broader MyNavy HR I&D team accomplished the following:

- Per the June 19, 2020 Secretary of Defense (SECDEF) memo, titled "Actions for Improving Diversity and Inclusion in the Department of Defense". (*Appendix F*):

  a. Conducted a review of all policies, programs and processes that may negatively affect equal opportunity, diversity, and inclusion, recommending changes for swift implementation.

  b. Nominated members to participate in the DBDI and provided logistical and administrative support.

  c. Assisted with developing a proposal establishing, and recommended potential members for an enduring Defense Advisory Committee on Diversity and Inclusion in the Armed Services.

- Per the July 14, 2020 SECDEF memo, titled "Immediate Actions to Address Diversity, Inclusion, and Equal Opportunity in the Military Services." (*Appendix K*):

  a. Removed photographs from consideration by promotion boards and selection processes. Issued NAVADMIN 247/20. (*Appendix L*).

  b. Reviewed hairstyle and grooming policies for racial bias. The review of NAVPERS 156651 disclosed the Navy's hairstyle and grooming policy statements and standards are not racially biased. However, several of the terms, definitions, and commonly used words are considered subjective, which may facilitate policy interpretation resulting in the perception of racial bias. Navy is updating NAVPERS 156651 to contain more concise and less subjective terms, definitions, and policy statements.

  c. Participated in a Naval Inspector General review assessing the effectiveness of military service equal opportunity offices.

  d. Implemented three service immediate actions identified pursuant to the June 19, 2020 memo discussed above. Those were:

    i. Expand diversity in Recorders and Assistant Recorders in Navy promotion selection boards and administrative boards. Issued BUPERSNOTE 1401 of September 9 2020. (*Appendix M*).

    ii. Fund and initiate virtual and in-person I&D conferences with NNOA and ANSO.

    iii. Establish TF1N.

- Complied with July 16, 2020 SECDEF memo, titled "Public Display of Flags in the Department of Defense" (*Appendix N*), through issuance of NAVADMIN 203/20. (*Appendix O*).

- Participated in a Working Group established per August 31, 2020 Under Secretary of Defense (Personnel and Readiness) (USD P&R) memo, titled "Immediate Actions to Address Diversity, Inclusion, and Equal Opportunity in the Military Services – Promotion and Selection Board Guidance". *(Appendix P*).

Navy-Specific Recommendations

This report contains problem statements and recommendations from each TF1N LOE. Additionally, TF1N leadership developed a series of additional recommendations and highlighted areas requiring further analysis. In total, 56 recommendations and further areas of proposed study were established for consideration. Below you will see a summary of recommendations from each of the LOEs. A detailed analysis of related problem statements and recommendations is provided in the body of the report.

SHORT-TITLE SUMMARY OF RECOMMENDATIONS



LOE 1

RECRUITING

1.1 Strengthen Outreach to Underrepresented Communities
1.2 Establish "Whole Person" Concept
1.3 Establish Unrestricted Line (URL) In-Service Procurement Program (ISPP)
1.4 Expand Student Loan Repayment Program
1.5 Offer Stipend for Delayed Entry Program (DEP)
1.6 Authorize Use of an Alternate College Board Exam in Puerto Rico
1.7 Remove OPT-IN Requirement for Minority Serving Institution Scholarship Reservation (MSISR) Applications
1.8 Eliminate Officer Aptitude Rating (OAR) Test Requirement
1.9 Evaluate Possible Redistribution or Establishment of Additional Naval Reserve Officer Training Corps (NROTC) Units
1.10 Reinstate Baccalaureate Degree Completion Program (BDCP) 2-year Degree Program
1.11 Establish Our Navy Oversight Program



LOE 2

TALENT MANAGEMENT/RETENTION

2.1 Strive for Ensuring the NPC Staff Reflects the Diversity of the Navy Population
2.2 Assign Special Assistant for Diversity at NPC
2.3 Include Diversity in All Formal Nomination Packages
2.4 Develop Single PERS-4 Precept for All Non-statutory Boards
2.5 Expand Use of Diversity Data in Record of Proceedings (ROP)
2.6 Expand Post-board Statistics
2.7 Formally Track Diverse Board Membership Statistics
2.8 Develop Fleet-Wide Training Regarding Objective Based Performance Assessments
2.9 Transition to MyNavy Coaching
2.10 Continue Performance Evaluation Transformation (PET)
2.11 Implement Navy Command Leadership Assessment and Selection Program (NCLASP)
2.12 Review Recourse Procedures for Performance Evaluations
2.13 Review Career Path and Development Frameworks
2.14 Review Screening and Conversion Requirements for Community and Assignment Managers

LOE 3

PROFESSIONAL DEVELOPMENT



3.1 Develop Subjectivity Mitigation Capabilities
3.2 Re-Establish Broadened Opportunity for Officer Selection and Training (BOOST) 2.0
3.3 Increase NROTC Side-Load Scholarships
3.4 Source NROTC Consortium Deputy Commander Position at Selected Minority Serving Institutions (MSIs)
3.5 Update Functions and Incentivize Retention of Retail Specialists (RS) Tasked to Style the Hair of Sailors Afloat

LOE 4

INNOVATION AND SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)



4.1 Determine the Navy's Military/Civilian Population Associated with Fraternities, Sororities and Affinity Groups
4.2 Review and Clarify Guidance for Outreach to Affiliated Professional Groups
4.3 Incentivize Inclusive Participation and Leadership
4.4 Develop Public Affairs (PA) Campaign to Increase Visibility of Minority Affinity Groups
4.5 Construct Diverse Military and Civilian Network to Increase the Awareness of Navy STEM
4.6 Enhance and Develop STEM Outreach Programs

LOE 5

ADDITIONAL

5.1 Add "And Respect" to Navy Core Values
5.2 Continue Listening Sessions
5.3 Restart Navy Leader Development Framework (NLDF) Briefs
5.4 Counter Hate Speech
5.5 Pilot Mentoring Program
5.6 Establish Student Exchange Program US Naval Academy (USNA)/Historically Black Colleges and Universities (HBCU) and MSIs



5.7 Modernize Process to Name Ships, Buildings and Streets in Honor of National Historic Naval Figures
5.8 Form Management Advisory Groups (MAGs)
5.9 Take Deliberate Action to Showcase and Recognize the Navy's Diverse Culture and History
5.10 Monitor Disproportionate Impacts to Non-Judicial Punishment (NJP)
5.11 Evaluate Changes to Naval Military Personnel Manual (MILPERSMAN) 1910-138 and 1910-140 on Pattern of Misconduct
5.12 Develop Adjunct Recruiter Program
5.13 Leverage Flag Management Tracker
5.14 Leverage Artificial Intelligence (AI) to Minimize Bias in Selection Board Processes
5.15 Improve Diversity At Naval Professional Military Education (PME) Institutions
5.16 Establish COE Award
5.17 Designate an Advisor in OPNAV N17 for Women's Policy Issues Informed by a MAG
5.18 Review Health Disparities
5.19 Institutionalize Naval Junior Officer Council (NJOC)
5.20 Establish Partnership with Civilian Counterparts on I&D

Way Forward

TF1N was founded during a time of national crisis and has emphasized the Navy's expanding efforts to invest in I&D-related efforts. In doing so, we increase the propensity of members of diverse ages, genders, and ethnicities entering and continuing service as members of our One Navy Team. TF1N provided an opportunity to focus organized resources and amplify diverse perspectives to develop strategies to address systemic inequities within the Navy. To ensure TF1N recommendations are executed and enduring initiatives are reassessed and updated continuously, stakeholders who led the development of the TF1N LOEs must continue to lead with accountability and measure the success of selected TF1N recommendations from this report.

As we transition to sustain the TF1N framework, leaders will continuously analyze our Navy systems, climate and culture to ensure differences are valued and that diversity of thought within the organization is promoted. The newly embedded relationship between TF1N and the COE Campaign Plan will support the organization in institutionalizing I&D and further accelerating COE efforts.

The recommendations below are being developed in support of this ongoing effort:

- Transition TF1N LOEs as supporting Lines of Operation (LOOs) under COE LOE #4 (I&D)
- Research models, approaches and best practices to potentially link TF1N findings and current I&D Navy initiatives to identify data-driven solutions to command climate issues
- Explore transition of Sailor 2025 into an enduring People and Culture Strategy which will serve as an umbrella for all I&D-related efforts within the Navy

Closing

Early in our nation's history we adopted the motto, "E Pluribus Unum" or "Out of Many, One." It was fitting then, and the sentiment still rings true today. Our nation of over 330 million individuals is made up of a multitude of races, ethnicities, genders, religions, sexual orientations and more. And we value them all. Why? Because that's what right looks like, and that's what we teach our young people.

In our Navy, like society, I&D must never become an afterthought. It's true to who we are. With all of our ills, injustices, and sometimes broken promises. We will still rise and stand shoulder-to-shoulder against any foe, knowing we will win. We will win because of our shared beliefs and common ideas – an oath to protect and defend the constitution of the United States of America against all enemies foreign and domestic. A shared belief that we are all created equal and that we are better together. A shared belief in innovation,

TF1N PLEDGE

As a key member of Task Force One Navy I will invest the time, attention and empathy required to analyze and evaluate Navywide issues related to racism, sexism, ableism and other structural and interpersonal biases.

I pledge to be actively inclusive in the public and private spheres where I live and work, and proactively encourage others to do the same.

I pledge to advocate for and acknowledge all lived experiences and intersectional identities of every Sailor in the Navy.

I pledge to engage in ongoing self-reflection, education and knowledge sharing to better myself and my communities.

I pledge to be an example in establishing healthy, inclusive and team-oriented environments.

I pledge to constructively share all experiences and information gained from activities above to inform the development of Navywide reforms.

toughness and adaptability. A shared belief so strong that we are willing to give our lives for the freedoms and rights of future generations.

This TF1N journey has been one of discovery, self-reflection and sometimes unspoken truths. Though humbling and disappointing at times, it has been a genuine and determined effort to make our Navy Team better. In our listening sessions, the conversations always centered on six key themes: respect, empathy, skepticism, training, accountability and the silence of leadership. In those sessions, we found pain, truth, unity, friends and our shipmates. We also found who we could ultimately become for the good of our Navy and our nation.

Our recommendations have been well vetted, key initiatives red-teamed and the temporal aspect of when to act considered. We concluded that to do nothing is unacceptable. The recommendations might not all be right, but they are recommendations, nonetheless. Recommendations were developed that recognize some systemic inequalities and offer solutions to help our Navy become a more lethal and well-connected warfighting force. Well-connected in a sense that we know who we are and who is standing next to us in war and in peace. Yes, we know our shipmates… we see them, we hear them, we trust them and we respect them.



Accountability for the TF1N effort will be key and rest with all of us, from E-1 through O-10 and contractor through SES. Ultimately, the specific actions, metrics and outcomes will be tracked and monitored via the COE Campaign Plan and briefed to the COE Governance Board to ensure enduring support for years to come. The inclusion in the COE campaign plan is truly the key to effecting enduring change and long-term sustainability.

As the Director and Senior Enlisted Advisor of TF1N, we envision three things for our Navy Team going forward:

1) A renewed sense of who we are as a people, as shipmates and as a Navy.

2) A profound understanding of the word “respect.” Respect for self, for service and our fellow shipmates.

3) Action that improves readiness across the force while unleashing the full potential, talents and skills of all who serve. We owe that to the scores of young people raising their hands each day, making a choice and following a call to serve.

Finally, when it comes to inclusion and diversity we can be committed or involved. We choose commitment.

H.L. PHILLIPS **A. HOLSEY**

INTRODUCTION

Overview
Ensuring inclusion and connectedness among every Sailor, family member and Navy civilian promotes organizational trust and transparency throughout their Navy journey. Every active and reserve Sailor and civilian brings a unique set of skills to our team. Actively seeking out and leveraging these skills is key to reaching our maximum warfighting potential.

Without inclusion and connectedness, diverse perspectives can lead to friction and conflict in thoughts and opinions. Military and civilian perspectives must be actively included to harness the creative power of diversity, accelerating our Navy's warfighting advantage.

Per NAVADMIN 051/20 (*Appendix Q*), Navy's I&D Goals are:

- Goal 1: Institutionalize I&D across our Navy.
- Goal 2: Attract and recruit the best talent from our diverse nation to cultivate a high-performing and innovative workforce.
- Goal 3: Develop and retain Sailors and Navy civilians by ensuring an inclusive culture across our workforce.

As such, on 1 July 2020, the CNO stood up TF1N with membership reflecting the diversity of race, ethnicity, gender, age, religion and ranks from across our Navy to identify barriers and corrective actions to eliminate inequalities between groups of people. TF1N leveraged outreach focus groups representing diversity of race, ethnicity, gender, age, religion and rank to ensure a range of experience and perspectives. TF1N leadership also participated in SECDEF's DBDI to address DOD-wide issues of diversity, equity, inclusion and belonging within the DOD. While we have been focused on I&D for many years, current events shine a light on the need for us to do more in a deliberate fashion.
TF1N was organized around four different LOEs, each working group led by a Flag Officer with specific focus areas. Those LOEs and leaders were:

LOE #1

Recruiting, NRC – RDML Dennis Velez

- "Whole person" concept in all recruiting and accessions
- Reshape recruiting efforts to better address minorities
- Recruiting strategies drill down to generational interest
- Consistent data and evaluation strategy in support of Navy I&D
- Explore junior enlisted with 4-year college degree for officer programs

LOE #2

Talent Management/Retention, NPC – RADM Jeffrey W. Hughes

- Detailing/milestone job opportunities
- Fitness reporting/evaluation systems
- Promotion/advancement processes
- Diversity of talent by community

LOE #3

Professional Development, NETC/NSTC – RADM Peter A. Garvin and RDML Milton J. "Jamie" Sands III

- Overhaul I&D training - "right" self-awareness and coaching tools
- Redefine and reinvent BOOST (2.0) Program

LOE #4

Innovation and STEM, ONR – RADM Lorin C. Selby

- Navy STEM partnership with K-12 (primary/secondary schools)
- Innovation/STEM HBCU & MSI partnerships with affinity groups

FROM JULY TO DECEMBER 2020, TF1N, IN CONCERT WITH THE LOE WORKING GROUPS, DID THE FOLLOWING:

- Participated in the DBDI to address DOD-wide issues of diversity, equity, inclusion and belonging.
- Leveraged the experience of prior Navy leadership by operationalizing the retired TAG to include senior enlisted, civilians and officers who have had a strong influence on Navy culture. In addition to TAG members advising each LOE working group, CNO conducted three cohort sessions with the final one on 10 November 2020.
- Engaged the Flag Wardroom, SES Corps and MCPON's Senior Enlisted Leadership Mess by delivering surveys following a Flag Officer and SES training seminar.
- Conducted over 20 listening sessions with Sailors and civilians in the US and overseas, to include Japan, Bahrain and Europe, and special engagements with NNOA, NAMA, SSLA and ANSO.
- Conducted TF1N focus groups to solicit volunteer input from a diverse cross section of Sailors (e.g., demographic, paygrade, community and location), supported by CNA. In total, 280+ focus groups from around the Navy. Currently planning follow up focus groups in partnership with CNA that are planned for January to March 2021.
- Created a NCG with messaging and tools for leaders to start productive dialogue. The initial NCG was released in July 2020. NCG 2.1 was released in early November 2020.
- Presented a summary of actions, selected problem statements and key recommendations to the IFLEX Course in early November 2020, in concert with the College of Leadership and Ethics at NWC and IFLEX Leadership Course. This class of 31 SES and Flag/General Officers utilized Navy Learning Organization Applications taught throughout the week to collectively provide a peer review of insights and inputs directly to the TF1N Director. A summary is provided at (*Appendix G).*

Moving forward, as Sailors and civilians, Navy cannot tolerate racism or discrimination of any kind. To build a more inclusive and effective force, we all must listen to each other, understand the perspectives of others, identify and eliminate individual and systemic racism and eradicate discrimination. Our Navy Team must live the Navy's Signature Behaviors as reflected in our COE Campaign Plan.

TF1N leadership conducted numerous program reviews and deep dives to create a series of additional recommendations related to:

- Matters surrounding gender minorities
- Updating naming ships, buildings and streets
- Updating Navy Core Values/the CNO's professional reading list
- Countering hate speech
- Health disparities among minorities including nutrition
- CNO/Vice Chief of Naval Operations (VCNO) flag matters quarterly tracking of all demographically underrepresented Flag Officers
- Formalize CNO/VCNO NLDF briefs from Type Commanders (TYCOMs) for officers and enlisted
- Judge Advocate General (JAG) Review of the following:
  - Increase Diversity of Candidates for Nominative Positions (SECDEF Board item)
  - Updates to MILPERSMAN 1910-138 and 1910-140 regarding separations due to misconduct
  - Create an electronic Navy-wide database to monitor NJP disparities

TF1N Observations

TF1N uncovered information about challenges and experiences within the Fleet and the impact these incidences have on individuals throughout the Navy. Specifically, focus groups and listening sessions were conducted to gather Sailors' input and experiences related to five topic areas: recruiting/accession; promotion and advancement, mentoring and professional development; retention; military justice; and recommendations the Sailors could offer to their leadership to address inequities with respect to I&D.

Within these topic areas, TF1N focused on identifying barriers and/or inequalities specific to race/ethnicity, gender and sexual orientation. Other areas of concern were identified but not specifically addressed by TF1N related to identity, language, age and religious beliefs.

Currently, there are roughly 347,800 Active (56,250 Officers and 287,200 Enlisted), 58,800 Reserves and 220,000 Department of the Navy (DON) civilians to support Navy readiness. Civilians work across the DON in warfare centers, research labs, shipyards, installations, ship/air operations, depots, training, quality of life, engineering, acquisition, supply, distribution, logistics, program offices, transportation, cyber, human resources (HR), finance and as civil service mariners in Military Sealift Command (MSC).

For both military and civilian I&D efforts in the Navy, it is crucial to maintain 3 important tenets:

1. **I&D cannot be a one-and-done.**

Growing diverse teams and building inclusive workplaces takes an intentional and sustained leadership focus. It takes decades to fully realize the benefits from sustained actions taken today. Elevating I&D as a leadership competency that permeates all other leadership competencies, and not as a one-and-done stand-alone HR training, will help ensure that implemented TF1N recommendations and follow on civilian-led efforts are able to gain traction and transform Navy culture.

2. **Ensure clear, balanced and consistent I&D messaging focused on strategic Navy outcomes.**

Future I&D efforts should first and foremost, support and reinforce the goals set forth by NAVADMIN 051/20 (*Appendix Q*), Navy's I&D Goals, to ensure I&D efforts do not become an end unto themselves but are implemented to the extent that makes the Navy stronger.

3. **Ensure ownership and accountability to reinforce words with tangible actions.**

All members up and down the chain of command need to own I&D to both hold themselves and others accountable. Many think that this issue is often about "what others are doing" not what "you are doing." No one is exempt, as this is a top down issue. We need to leverage data-driven assessments of performance related to I&D and monitor and regularly evaluate the effectiveness and progress of the implementation of I&D initiatives.

The following TF1N recommendations will enhance culture and directly impact our civilian teammates:

- Updating Core Values by adding "and Respect"
- Continuing listening sessions
- Designate an advisor in OPNAV N17 for Women's Policy issues informed by a MAG
- Restarting NLDF briefs
- Formalizing I&D training throughout a Sailor's career
- Mentoring Pilot Program with SES/General Schedule (GS) civilians
- Enhancing STEM Outreach in K-12
- Developing partnerships with HBCUs/MSIs
- Countering hate speech
- Updating CNO's professional reading list
- Sourcing a Special Assistant for Diversity at NPC
- Establishing MAGs
- Improving Faculty Diversity at Naval PME Institutions

CURRENT STATE

Force Demographics

The current total race breakdown for the Navy is: American Indian or Alaska Native (6,594/2 percent), Asian (19,178/6 percent) Black or African American (58,363/18 percent), Declined to Respond (16,205/5 percent), Multiple Races (22,304/7 percent), Native Hawaiian or other Pacific Islander (3,940/1 percent), White (206,406/62 percent), Total Active Force (332,990/100 percent).

2018 US Census Population Data, Navy Officer/Enlisted Percentages and Trending by Race/Ethnicity & Gender

DEMOGRAPHICS (2018 CENSUS)	OFFICER / ENLISTED	TRENDING
White: 76%	77% / 59%	↓ / ↔
Black: 13%	8% / 19%	↔ / ↔
Asian: 6%	6% / 6%	↔ / ↔
Hispanic Ethnicity: 18%	9% / 18%	↑ / ↔
Female: 51%	20% / 20%	↑ / ↔

Accession Demographic Data

FY19 TOTAL FORCE OFFICER RECRUITS	26% female, 12% Hispanic, 25% racial minorities
FY19 TOTAL FORCE ENLISTED RECRUITS	24% female, 18% Hispanic, 32% racial minorities
USNA CLASS OF 2019 GRADUATES	28% female, 12% Hispanic, 23% racial minorities
USNA CLASS OF 2023	26% female, 13% Hispanic, 27% racial minorities
NROTC FY19 COMMISSIONS	19% female, 10% Hispanic, 17% racial minorities

Diversity in Officer Career Progression

Initial officer accessions demonstrate the underrepresentation of Black, Hispanic Americans and females as compared to 2018 US Census Population Data:

DEMOGRAPHICS (2018 CENSUS)	OFFICER ACCESSIONS (%)
White: 76%	75%
Black: 13%	7%
Asian: 6%	7%
Hispanic Ethnicity: 18%	11%
Female: 51%	22%

Underrepresentation in accessions affects racial diversity across the Navy, but is amplified in the following communities:

- Naval Special Warfare's (NSW) under-representation of racial diversity begins at accessions with NSW O-1 diversity comprising 10 percent compared to 22 percent of all URL O-1s.
- Submarine Warfare accession diversity (19.5 percent at O-1) is slightly less than total URL O-1 diversity (22 percent). Black officers account for only 2 percent of total submarine officers.
- Naval Aviation's underrepresentation of racial diversity begins at accessions with Aviation diversity comprising 16 percent of the O-1 paygrade compared to 22 percent of all URL O-1. Black officers account for only 2.2 percent of total aviation officers.

Retention is an issue for Hispanics, Asians and females throughout their career as demonstrated in the table below showing a progressive drop in percentage of officers at higher ranks.

ALL COMMUNITIES										
COMMISSIONED	TOTAL	WHITE	BLACK	ASIAN	HISPANIC	NON HISPANIC	OTHER	UNKNOWN	MALE	FEMALE
O-1	6,825	74.77%	7.50%	6.86%	11.40%	88.60%	8.72%	2.12%	77.40%	22.60%
O-2	6,897	75.08%	7.10%	6.95%	10.50%	89.50%	8.10%	2.78%	76.60%	23.40%
O-3	20,037	76.06%	7.40%	5.71%	8.90%	91.10%	7.49%	3.34%	77.60%	22.40%
O-4	10,298	78.79%	7.60%	5.35%	7.20%	92.80%	4.45%	3.75%	81.00%	19.00%
O-5	6,657	81.10%	7.20%	4.31%	6.40%	93.60%	3.17%	4.40%	86.10%	13.90%
O-6	3,143	84.66%	6.30%	3.66%	5.75%	94.25%	1.81%	3.60%	88.14%	11.86%
O-7	107	89.72%	2.80%	0.00%	2.80%	97.20%	0.00%	3.73%	93.46%	6.54%
O-8	62	93.55%	3.20%	0.00%	1.61%	98.39%	1.61%	1.61%	90.32%	9.68%
O-9	39	94.87%	0.00%	0.00%	0.00%	100.00%	5.13%	0.00%	92.30%	7.69%
O-10	10	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100.00%	0.00%
Total Officer	54,075	77.48%	7.30%	5.63%	8.61%	91.39%	6.26%	3.34%	79.83%	20.17%

Other data sources indicate problems in officer diversity for a variety of reasons. The URL is challenged to retain minorities who demonstrate the propensity to continue to serve in the military but shift out of the core warfighting communities at a higher rate than their white peers. OPNAV N1 has contracted with CNA to further analyze this shift. This study, which involves one-on-one interviews, should be completed by Spring 2021.

The 31 May 2020 snapshot of the URL shows 17.7 percent racial minorities, 8 percent Hispanic ethnicity, and 13.8 percent female representation. Officers re-designating from the URL into Restricted Line (RL) and Staff showed a higher percentage of diverse cohorts than URL representation:

- FY18 re-designations were 25 percent racial minorities, 11 percent Hispanic ethnicity and 22 percent female.
- FY19 re-designations were 26 percent racial minorities, 11 percent Hispanic ethnicity and 23 percent female.

Warfare communities are overall affected by the lack of racial minority inventory at accession.

- NSW racial minorities at all ranks is 8 percent compared to total URL at 17.7 percent.
- Explosive Ordnance Disposal (EOD) racial minorities at all ranks is 11 percent compared to total URL at 17.7 percent.
- Submarine Warfare racial minorities at all ranks is 14.5 percent compared to total URL at 17.7 percent.
- Naval Aviation racial minorities at all ranks is 12.8 percent compared to total URL at 17.7 percent.
- Surface Warfare racial minorities at all ranks is 27.3 percent compared to total URL at 17.7 percent.

Diversity Progress

Currently, Navy is able to track demographic data, such as gender, race and ethnicity by rank, rate, community, designator and rating. For example, nearly 20 years ago, the Navy's total female force was 16 percent; today, that percentage has increased to 21 percent. Furthermore, nearly two decades ago, the minority race (non-White) percentage across the Navy was 31 percent, but today, that percentage has increased to 38 percent. For ethnicity, the total force percentage of Hispanic Americans has increased from nine percent nearly 20 years ago to 16 percent today.

Based on the most recent five years of data, minority JOs retain better than majority JOs for the first 12 years of service. Female officer retention is increasing, most recent 1-year retention average for female officers is higher than the previous 5-year and 3-year averages. Active duty female service members increased from 14.7 percent (2004) to 19.6 percent (2018) of the total force. Over the past 20 years, Navy's active duty senior enlisted population has become 60 percent more racially diverse, 56 percent more gender diverse and over 300 percent more ethnically diverse.

Today's active duty O-1 and O-3 population is 21 percent racial minorities, 23 percent female and 10 percent Hispanic. This is an encouraging indicator that the Navy's senior leadership will be even more diverse in 20 years. However, if minorities/females aren't promoted and retained beyond twelve years of service, the pool of talent to compete for senior leadership positions will not appreciably change. Over nearly the past 20 years, the active duty enlisted population has become five percent more racially diverse and eight percent more ethnically diverse. Finally, URL numbers have increased for minorities.

These statistics are important because diverse teams are 58 percent more likely than non-diverse teams to accurately assess a situation. In addition, gender-diverse organizations are 15 percent more likely to outperform other organizations and broader diverse organizations are 35 percent more likely to outperform their non-diverse counterparts.

Although the Navy has improved the diversity of its force and is currently more diverse than the US population (see Figure 1), it is still striving to develop a more inclusive organization. This year, the Navy has taken steps to move forward to achieve a more inclusive, diverse and equitable organization. As an organization, we must actively leverage inclusion and diversity to develop leaders, increase performance and sustain our asymmetric advantage over would-be adversaries.

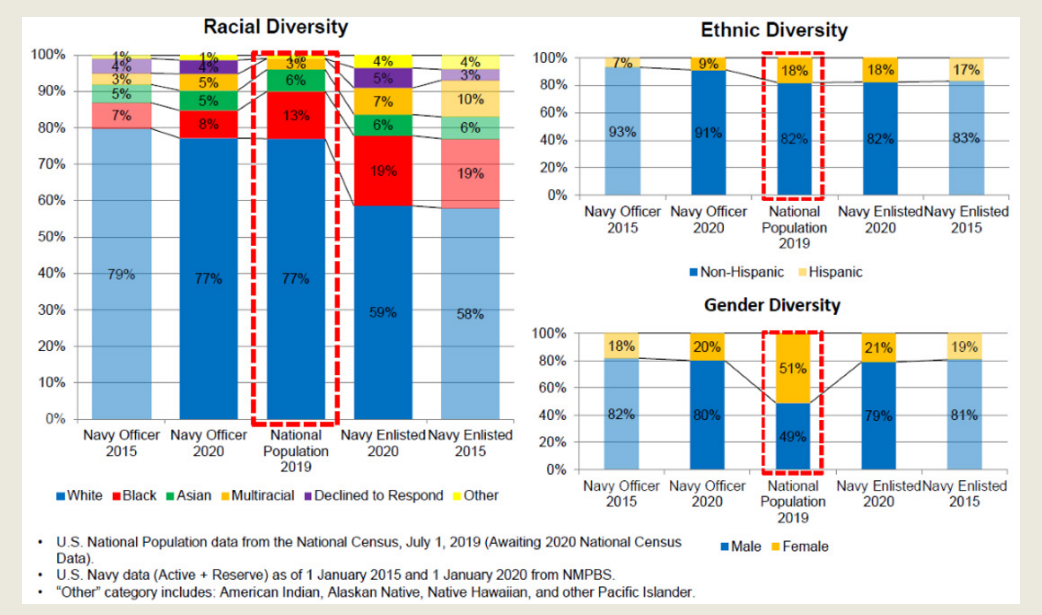
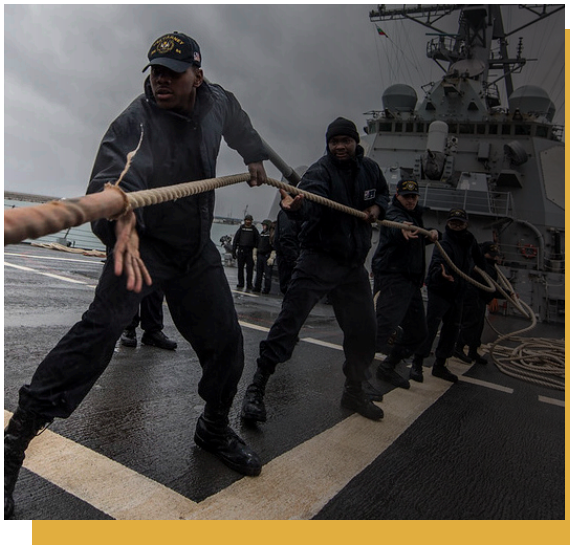


Figure 1 - Navy Gender, Race and Ethnic Demographics versus the US Population

STRUCTURE AND PROCESS



TF1N Governance Structure

The purpose of TF1N was to analyze and evaluate issues in American society and military that detract from Navy readiness, such as racism, sexism and other structural and interpersonal biases. In alignment with DOD-related efforts, TF1N primarily focused on active uniformed Sailors with an ancillary focus on the civilian workforce as it pertains to recruiting, leadership training and past/current experiences within the overall Navy command climate and our Navy culture in support of readiness (*Appendix B*). TF1N established transparent approaches to addressing disparities. Achieving the desired outcome of significant, sustainable changes required a focus on ongoing education and accountability of I&D combined core competencies, such as inclusion in the schoolhouses and on the deckplates. TF1N leveraged Navy's COE governance structure and aligned with efforts to identify and dismantle barriers of inequality while creating sustainable opportunities, ultimately serving to help the Navy community achieve the desired end-state of warfighting excellence.

RADM Alvin Holsey was designated as Director, TF1N and reported to the CNO via VADM John B. Nowell, Jr., as the Navy's Chief I&D Officer. RDML Putnam Browne, Director, 21st Century Sailor Office (OPNAV N17) served as Deputy Director and Executive Secretary of TF1N (see figure 2). The following individuals supported the leadership of TF1N:

1. CAPT Thomas "T.J." Dixon, Chief of Staff
2. FORCM Huben Phillips, Senior Enlisted Advisor
3. Ms. Jane Roberts, Civilian Advisor

The following commanders and leaders (i.e., supporting commanders) supported TF1N:

1. Commander, United States Fleet Forces Command
2. Commander, United States Pacific Fleet
3. Commander, United States Naval Forces Europe/ Africa
4. Director, Naval Nuclear Propulsion
5. Commander, Navy Installations Command
6. Deputy Chief of Naval Operations for Warfighting Development (OPNAV N7)
7. Naval Inspector General
8. Superintendent, United States Naval Academy
9. Chief of Navy Reserve
10. Judge Advocate General of the Navy
11. Surgeon General of the Navy
12. President, Naval War College
13. Chief of Information
14. Chief of Legislative Affairs
15. Chief of Chaplains
16. Director, Naval Criminal Investigative Service
17. Commander, Navy Personnel Command
18. Commander, Navy Recruiting Command
19. Commander, Naval Education and Training Command
20. Commander, Naval Service Training Command
21. Master Chief Petty Officer of the Navy (MCPON)
22. Office of Naval Intelligence

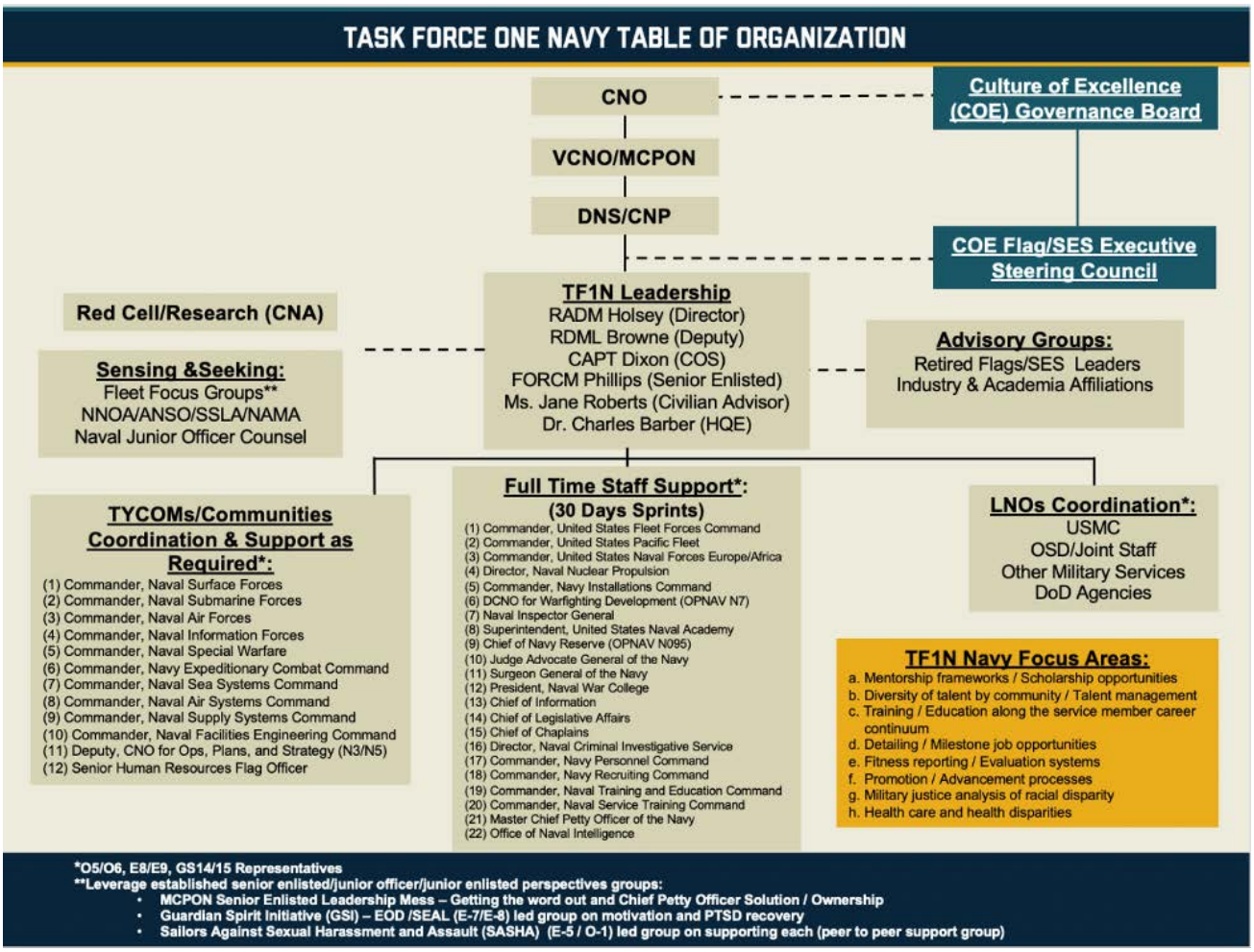


Figure 2 - TF1N Table of Organization

GOVERNANCE CHECKPOINTS

TF1N consulted with organizations across DON and leveraged the advice and counsel of appropriate internal and external organizations, consistent with all applicable laws and regulations.

TF1N utilized the COE governance structure, as needed, to execute the tasks outlined in the TF1N charter. Reports to the CNO via the Navy's Chief I&D Officer were provided to document progress. Key presentations occurred at the I&D Council in September 2020 (*Appendix H*) and will occur at the COE Governance Board scheduled for January 2021.

RECOMMENDATIONS

Complete List of Recommendations

Where applicable, this report has noted TF1N recommendations that directly support and/or align with the DBDI 2020 Final Report's broader recommendations.

The following table showcases the complete list of I&D-reform related recommendations from each LOE team. Each recommendation has been formatted with relevant context and proposed evaluation measures and/or outcomes. Please refer to the specific LOE team sub-sections for additional information regarding recommendations.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
	LOE #1: RECRUITING (NRC)		
1.1	Implement research-based Marketing & Advertising (M&A) and deliberate, sustained and relevant community outreach within underrepresented communities that appeal to Generation Z minorities. Aligns with DBDI 2020 Report Recommendation (Rec) 1.1.	Research shows that aggregate youth propensity has declined from roughly 18 percent in the mid-1980's to 11 percent today. This suggests that current recruiting strategies do not fully appeal to diverse populations. Diverse candidates require diverse outreach. Thus, our efforts to reach future Sailors and officers should use a concerted M&A and strategic outreach plan, which highlights the many existing voices within Navy ranks.	Improvement in the number of minority applications, selections and commissioning to reflect relevant national demographic percentages. Improvement in minority representation in underrepresented ratings to reflect relevant national demographic percentages.
1.2	Establish a "whole person" evaluation framework that deemphasizes the use of standardized academic tests. Aligns with DBDI 2020 Report Rec 3.	1. The NLDF 3.0 outlines "how Navy will develop leaders who demonstrate operational excellence, strong character and resilience through community." The Navy should leverage a "whole person" concept in officer accessions that assesses Competency (measurable academic performance that is error and bias resistant), Character (acts of service that are culturally objective) and Connections (observable leadership in motion that is error and bias proof) to provide a more accurate evaluation of diverse candidates' potential to succeed in the Navy. 2. Armed Services Vocational Aptitude Battery (ASVAB) Validation Review Committee (AVRC) has implemented 15 optimized rating changes in the last year resulting in an 18 percent increase in Navy applicants qualified for those ratings, with larger increases for female (40 percent), African American (37 percent) and Hispanic (27 percent) applicants. The first real data from those changes show that on average student enrollment in nine of those technical ratings has increased 13 percent for African Americans and 23 percent for Hispanic Americans. Leverage AVRC initiatives to optimize rating entry standards and explore the use of a "whole person" concept in the rating assignment process. This, paired with an enhanced emphasis in penetrating minority communities with Navy recruiters, will increase minority representation in technical ratings.	Improvement in the number of minority applications, selections and commissioning to reflect relevant national demographic percentages. Improvement in minority representation in underrepresented ratings to reflect relevant national demographic percentages.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
		LOE #1: RECRUITING (NRC)	
1.3	Establish an URL ISPP 3-year pilot. Aligns with DBDI 2020 Report Rec 1.2.	Recruiting efforts have not achieved equitable demographic representation of officers despite the influx of educated, enlisted Sailors across all racial and ethnic groups. Historical enlisted accession data suggest that given the success and consistency with which Navy recruits diverse representation among enlisted personnel, particularly with diverse Sailors with undergraduate degrees, sufficient access to potential officer recruits within minority communities exist. Pilot an URL ISPP (under NRC/NSTC oversight) where Commanding Officers (with first Flag-level approval) are authorized to conduct a board and select applicants who meet officer program authorization requirements for a commissioning program based on information already contained in their service record.	Improvement in minority officer program applications, selections and commissioning to reflect relevant national demographic percentages.
1.4	Explore expanding the Student Loan Repayment Program to all personnel who are final selected for an unrestricted line community and complete Officer Candidate School (OCS). Aligns with DBDI 2020 Report Rec 1.	The Student Loan Repayment Program is one of several Navy enlistment education incentive programs designed to pay federally guaranteed student loans (up to $65,000) through three annual payments during a Sailor's first three years of service. This program is currently only available to eligible personnel in the DEP who will enlist as active duty Sailors. Explore expanding the Student Loan Repayment Program to all personnel (or perhaps certain communities like nuclear or cyber) who are selected for and complete OCS or Officer Development School (ODS).	Improvement in minority officer program applications, selections and commissioning to reflect relevant national demographic percentages.
1.5	Explore offering a stipend (E-5 pay) to all qualified Future Sailors in the DEP who have a 4-year college degree, meet program authorization requirements and have an officer application pending, for up to one year while awaiting a board decision. If not selected, individual will serve in an enlisted capacity. Aligns with DBDI 2020 Report Rec 1.3.	The officer application process, depending upon the community, can take up to 12 months to complete. Future Sailors reaching the 365-day limit must be discharged from the DEP and are barred from further enlistment processing until a decision is rendered on their officer package. Explore offering a stipend (E-5 pay) to all officer applicants in the DEP, who meet program authorization requirements, for up to one year while awaiting a board decision.	Improvement in minority officer program applications, selections and commissioning to reflect relevant national demographic percentages.
1.6	Explore the authorization of an alternate College Board exam in Puerto Rico as equivalent to the Scholastic Aptitude Test (SAT). Aligns with DBDI 2020 Report Rec 3.	To remove barriers for program participation, authorize the use of an existing College Board exam (Spanish language SAT equivalent) in Puerto Rico as an equivalent to the SAT for applications to NROTC and USNA. Alternatively, allow it to be considered for the MSISR option or to enroll in the NROTC Prep Program. Longer term, explore the continued applicability of using standardized exams like the SAT and ACT as part of the officer program selection and commissioning process.	Improvement in minority officer program applications, selections and commissioning to reflect relevant national demographic percentages.
1.7	Explore the removal of the "OPT-IN" requirement for MSISR applications. Aligns with DBDI 2020 Report Rec 1.3.	Explore the removal of the "OPT-IN" requirement for MSISR applications and automatically submit national scholarship applicants into the MSISR application pool. By default, applicants would be considered for the five nearest MSIs to the Navy Talent Acquisition Group's (NTAG) headquarters and can be modified by the applicant at any point prior to application deadline.	Improvement in minority officer program applications, selections and commissioning to reflect relevant national demographic percentages.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
		LOE #1: RECRUITING (NRC)	
1.8	Explore the elimination of OAR test requirement. Aligns with DBDI 2020 Report Rec 3.	To remove barriers due to standardized testing, explore the elimination of OAR test requirements for certain officer communities.	Improvement in minority officer program applications, selections and commissioning to reflect relevant national demographic percentages.
1.9	Evaluate possible redistribution or establishment of additional NROTC units and/ or cross-town affiliates at MSIs. In order to do so, explore changes to NROTC task organization restrictions under the 2017 National Defense Authorization Act (NDAA). Aligns with DBDI 2020 Report Rec 1.3.	Evaluate current list of schools with applications on file for the establishment of additional NROTC units and/or cross-town affiliates at MSIs in communities with large populations of minorities and consider the redistribution of NROTC units accepting MSISRs based on historical enrollment numbers. Additional NROTC units will require additional resources (manpower and funding) to execute or the ability to modify current NROTC task organization across the NROTC enterprise.	Improvement in the number of minority NROTC applications, selections and commissioning to reflect relevant national demographic percentages.
1.10	Explore reinstating the BDCP – 2-year degree completion program. Directly supports DBDI 2020 Report Rec 1.3.	BDCP was identified as a program that produced opportunities for minorities seeking a commission. Explore the reestablishment of the BDCP to provide financial assistance to college students to complete baccalaureate degree requirements (Junior/Senior year) as applicable. Candidates will attain all pay and allowance at the E-6 level while in college and attend OCS upon graduation.	Improvement in minority officer program applications, selections, commissioning to reflect relevant national demographic percentages.
1.11	Establish Our Navy Oversight Program. Aligns with DBDI 2020 Report Rec 1.2.	The Navy does not have a central authoritative data environment (ADE) for accessions data for officer and enlisted missions that contains all Navy data from application (officer) or projection (enlisted). Additionally, there is no entity entrusted with strategy and process to evaluate Navy I&D impacts evident in the data and business processes that look across entrance requirements, selection criteria and board selection processes that influence the accession pipeline. With the ADE in place, both descriptive and predictive two-level analysis, can be performed to improve Navy I&D. The Our Navy Oversight Program can expand upon AVRC efforts to improve I&D within the Navy and across the accession pipeline.	Centralized team stood up with policies and procedures to collect data from accession sources and disseminate I&D data and recommendations across MyNavy HR. Improvement in minority representation in underrepresented ratings and designators to reflect relevant national demographic percentages.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
LOE #2: TALENT MANAGEMENT / RETENTION (NPC)			
2.1	Strive for ensuring the NPC staff reflects the diversity of the Navy population. Aligns with DBDI 2020 Report Rec 5.4.	Detailers, placement coordinators and board support personnel are the Sailor representatives/advocates for the majority of Navy talent management processes. The NPC organization should represent and reflect the composition of the Navy accordingly.	Increased confidence and transparency in the talent management process. Improved retention rates. Track data and highlight in TYCOM NLDF briefs.
2.2	Assign a Special Assistant to the Commander for I&D at NPC and assign a trained Command Climate Specialist. Aligns with DBDI 2020 Report Rec 5.1.	These selected professionals would be responsible to assist the Commander in compliance and refinement of all LOE #2-related I&D policy formulation, process enhancement and Quality Assurance (QA) measures. Lead for performance-to-plan (P2P) management.	Improved promotion, advancement rates and retention among diverse officers and enlisted personnel. Indications of equity in selection processes. (Sourcing in progress)
2.3	Continue to include diversity information in all formal nominative job packages. Directly supports DBDI 2020 Report Rec 4.2 as highlighted in Department of Defense Instruction (DODI) 1020.05 dated September 09, 2020.	Nominative jobs provide professional development experience that is often not replicated in other jobs. These jobs also lead to greater potential for promotion. Debunks a misconception about the ability to compete for nominative jobs.	Increased pool of diverse personnel for nominative jobs. Greater promotion/ advancement to senior positions. Improved retention rates.
2.4	Develop a single PERS-4 and BUPERS-3 precept (and convening orders as applicable) for “internal” talent management processes. Directly supports DBDI 2020 Report Rec 4.2.	Internal PERS-4 and BUPERS-3 selection boards, such as competitive graduate education program selection, community production tours, pipeline selections, Probationary Officer Continuation and Redesignation (POCR) boards, etc., should have a common base order similar to formal board precepts to ensure standardization and consistency, thus increasing fairness among all eligible applicants/candidates.	Indications of equity in selection processes. Improved retention rates.
2.5	Expand the diversity data submitted in selection board ROP reports. Aligns with DBDI 2020 Report Rec 5.4.	Increase transparency and reduce perceptions of favoritism or bias in the selection board process.	Indications of equity in selection processes. Improved retention rates.
2.6	Expand post-board statistics to include gender and ethnicity/race information in post board reports, similar to the additional statistics provided in Commissioned Officer Promotion Reports (COPR), for all selection boards. Evaluate and deliver means for board sponsors to provide clearly defined post-board information to broad audiences to better enable developmental conversations/counseling of non-selects. Aligns with DBDI 2020 Report Rec 5.4.	Increase transparency and reduce perceptions of favoritism or bias in the selection board process. Sailors’ career timing and space limitations prevent NPC from inviting all Sailors to attend and witness a selection board first-hand.	Indications of equity in selection processes. Improved retention rates.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
LOE #2: TALENT MANAGEMENT / RETENTION (NPC)			
2.7	Formally track statistics regarding diverse board membership to include support participants. Aligns with DBDI 2020 Report Rec 5.4.	Board membership is carefully managed to meet statute and policy requirements; however, policy was recently released to ensure increased opportunity for diverse officers and enlisted members to participate in support roles (e.g., recorders). Increase transparency and reduce perceptions of favoritism or bias in the selection board process. Sailors' career timing and space limitations prevent NPC from inviting all Sailors to attend and witness a selection board first-hand.	Indications of equity in selection processes. Improved retention rates.
2.8	Develop a Fleet-wide training product that highlights key areas of the existing policy regarding objective-based performance assessment and subjectivity awareness in the performance evaluation and selection processes. Aligns with DBDI 2020 Report Rec 5.3 and 5.4.	NPC plans to film short videos to improve knowledge and awareness of subjectivity in the performance evaluation and selection board processes. A short video by a leading expert on bias will assist board members in combating the potential of subjectivity that may affect their decision-making during a selection board. Additionally, to inform the Fleet and increase transparency on existing statutory and administrative board processes, a short video will be filmed in Wood Hall to provide an overview to those that have never participated in a Millington-sponsored selection board.	Increased confidence and transparency in the talent management process.
2.9	Transition counseling to MyNavy Coaching per the Sailor 2025/Transformation timeline. Aligns with DBDI 2020 Report Rec 4.3.	This will provide the Navy with a process founded by evidence-based coaching best practices and a modern scientific approach to more effective formal Sailor development. Leveraging an evidence-based approach allows the platform to highlight active listening, empathy, asking powerful questions and promotion of self-awareness through developmental conversations and goal setting using an Individual Development Plan (IDP).	Improved performance and a higher probability for Sailors to reach their potential. Improved promotion and advancement rates among officers and enlisted personnel. Improved retention rates.
2.10	Continue the PET design concept development. Aligns with DBDI 2020 Report Rec 2.	The proposed future performance evaluation process will place greater emphasis on eliminating bias and misleading subjectivity from true objective-based performance evaluation. Reducing hyper-inflated assessment and the means to "game" the system are key design objectives. This will require a significant Navy culture change to counter decades of old habits that may not yield the most accurate information to talent management processes.	Improved performance and a higher probability for Sailors to reach their potential. Increased confidence in the talent management process. Improved retention rates.
2.11	Incorporate I&D considerations into the data requirements and process interfaces for all talent management processes. This includes new approaches, such as a Navy Command Leadership Assessment and Selection Program (NCLASP), similar to the Army's Battalion Commander Assessment Program (BCAP). Aligns with DBDI 2020 Report Rec 4.3.	I&D considerations will be accounted for in all aspects of the Navy's holistic talent management program, recently codified in a Talent Management (TM) Campaign Plan. For example, the current model used to select officers for command could benefit from a greater ability to assess the full potential of eligible officers. NCLASP will provide additional information not included in the official military personnel file to enhance the assessment and selection process to identify and select the best and fully qualified officers for command.	Improved promotion and advancement rates among officers and enlisted personnel. Increased pool of diverse personnel in command assignments. Improved retention rates.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
LOE #2: TALENT MANAGEMENT / RETENTION (NPC)			
2.12	Review and develop a timelier (and potentially local) recourse for Sailors who believe they have received an unjustified or biased performance evaluation. Aligns with DBDI 2020 Report Rec 2.	If a Sailor believes they have received an unjustified evaluation, the only recourse the Sailor has is to provide a statement that does not trigger a reporting senior's Immediate Superior in Command (ISIC) review or investigation. The only other option the Sailor has is to submit it for a Board for the Correction of Naval Records (BCNR) review, which is a lengthy process.	Improved promotion and advancement rates among officers and enlisted personnel. Improved retention rates.
2.13	Review and update as necessary officer community and enlisted rating career path/leadership and development requirements to ensure all have been reviewed to account for appropriate I&D considerations. Aligns with DBDI 2020 Report Rec 1.2.	Sailors have expressed not fully understanding career expectations, such as qualifications or assignments. There is no defined "golden path" and every Sailor's career differs based on personal and professional goals, family considerations and timing. We intend to provide better education/information to Sailors on how to best meet their personal and professional goals throughout their careers. I&D considerations will be prominently covered.	Increase faith and transparency in the talent management process. Improved knowledge of opportunities and requirements to remain competitive. Improved retention rates.
2.14	Review screening and conversion requirements for potential biases by Community Managers and Detailers (MILPERSMAN 1301-114 and MILPERSMAN 1306-966). Aligns with DBDI 2020 Report Rec 1.2.	Review of instructions should be periodic to ensure that unintended exclusive language is eliminated.	Improved promotion and advancement rates among officers and enlisted personnel. Improved retention rates.
LOE #3: PROFESSIONAL DEVELOPMENT (NETC / NSTC)			
3.1	Develop a subjectivity mitigation tool or suite of tools to assist leaders at all levels with considering various fallacies and forms of subjectivity that can influence decisions. Aligns with DBDI 2020 Report Rec 4.1 and 5.3.	NLDF 3.0 includes a CNO-signed memo dated 27 Sep 2016 titled "One Navy Team" stating: "We all have built-in biases that unconsciously influence our choices and decisions. Putting measures in place to help us overcome these biases will help us first to form a diverse team and then to include that team to achieve the fullest advantage." A subjectivity mitigation tool or framework is one such measure. When addressing a complex (or adaptive) challenge like I&D, an effective strategy must start with and be built on changing mindsets. Any tool can be misused or discarded if a willingness to employ that tool effectively does not exist. Accordingly, a TF1N LOE #3 recommendation is to improve I&D awareness and education by ensuring I&D Core Competencies are addressed and developed across the officer and enlisted career continuums. The education efforts effectively "plant the seeds" while the mitigation tool helps leaders to "harvest the fruit." The development of a subjectivity mitigation tool (or suite of tools) would be a high-impact first step and potentially part of a larger and longer-term Navy-wide focus on the decision science implementation. ONR contracted out a decision science gap analysis in October 2020 to: (1) identify decision-making requirements from a variety of echelon and stakeholder perspectives; (2) identify gaps between current curricula and knowledge requirements; and (3) improve decision science curricula including instructional methods, materials and metrics. The two-year project is funded through the fourth quarter of FY21.	Student course surveys would allow for determining whether students felt better equipped to counter and mitigate subjectivity. In a general sense, I&D efforts should contribute to a COE. Assessment tools that measure COE effectiveness and assess I&D Core Competencies as well as the existence and impacts of subjectivity at the command should be adopted.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
LOE #3: PROFESSIONAL DEVELOPMENT (NETC / NSTC)			
3.2	Re-establish BOOST 2.0. Aligns with DBDI 2020 Report Rec 1.3.	To prepare highly desirable midshipman (MIDN) candidates whose initial test scores do not meet the standard for NROTC admission, the re-establishment of BOOST at the Naval Academy Preparatory School (NAPS) is a significant win for the Navy's desire to find talent. BOOST 2.0 pilot program will start with ten MIDN candidates eventually expanding to 50 MIDN over five years. Similar to USNA MIDN candidates, MIDN will attend NAPS for a year and be subject to the same exit criteria. MIDN candidates who successfully complete NAPS will receive a four-year NROTC scholarship without board action. MIDN can then attend any school in which a NROTC program exists. MIDN candidates who attrite will incur no obligation or payback, similar to the arrangement that USNA MIDN candidates enjoy. This is in addition to the NROTC Preparatory Program and recent action taken by NSTC pursuant to the NROTC Application Optimization Operational Planning Team (OPT) to adjust minimum Required SAT Score and Selection Criteria algorithm.	BOOST 2.0 graduate NROTC four-year attrition rate is equal to or less than direct entry MIDN. BOOST 2.0 graduate first year attrition rate as compared to direct entry in the following categories: overall attrition, academic attrition, fitness attrition and Drop on Request (DOR) attrition. BOOST 2.0 MIDN major selection (percent Tier 1, 2 and 3). BOOST 2.0 First Year Grade Point Average (GPA) percentage >2.5 and > 3.0 as compared to direct entry 1st year GPA percentage > 2.5 and > 3.0.
3.3	Increase NROTC side-load scholarships specifically targeting underrepresented communities. Aligns with DBDI 2020 Report Rec 1.3.	As part of a system of programs to harness talent, side-load scholarships target students who are already matriculating through college and may be unaware of opportunities available through enrollment in NROTC. NROTC units must be proactive in telling the Navy story and attracting talent. As scholarship MIDN attrite, the Navy uses side-loads through the College Program as an avenue to replace attrition (and as a cheaper alternative) through 2, 2.5, and 3-year scholarships versus 4-year scholarships. This attrition varies with each academic year. NROTC will use these opportunities to identify qualified minority College Program MIDN and non-affiliated students to compete for these 2-3-year scholarship.	Increase talent pool and diversity.
3.4	Source a NROTC Consortium Deputy Commander position at approximately five HBCUs/ MSIs. Aligns with DBDI 2020 Report Rec 1.3.	This Deputy Commander would be full-time at the assigned HBCU/MSI to build relationships, restore trust and facilitate an increase in diversity participation in the side-load scholarship process.	Increase retention and commissioning rates at HBCU/ MSIs.
3.5	Update functions and incentivize retention of RSs tasked to style the hair of Sailors afloat. Aligns with DBDI 2020 Report Rec 1.2.	Although the Navy provides haircut training/services to RSs serving in afloat barbershops, the current training does not address the "approved" diverse styling preferences that many female Sailors desire. As a result, many women have resorted to styling their own hair in berthing areas or waiting until they return from sea. To afford the opportunity for women to groom their hair in the shipboard barbershop, vice in their afloat berthing areas, US Fleet Forces Command (USFFC) re-emphasized guidance via message (DTG 051941Z OCT 20, *Appendix R*) that provide ships with barbershops the approved procedures to afford female Sailors the opportunity to groom their hair underway in the barbershop. However, that alone does not address the current training gap in the RS rating with those who have the current task of being shipboard barbers. Additional issues on this subject would be subject to further analysis under an Office of Women's Policy (see rec. 5.3).	Utilization of shipboard-provided grooming services across all demographics of Sailors Improved retention rate for RS Sailors.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
		LOE #4: INNOVATION AND STEM (ONR)	
4.1	Determine and then leverage the Navy's military/civilian population associated with minority fraternities, sororities and other affinity groups. Aligns with DBDI 2020 Report Rec 4.3.	Utilize headquarters' formal tasking systems where possible, as well as social media and other mass distribution methods. Query other minority-focused groups (i.e., NNOA) to determine if affinity group affiliation is captured and leverage these groups to encourage participation. Query the Navy's Reserve Component (RC) on self-identified members within STEM (either military or civilian occupation) and request volunteering information on affiliation with minority fraternities, sororities and other affinity groups. Utilize relationships with minority fraternities, sororities and other affinity groups to query military/civilian population.	Increased number of high-quality officer leads provided to NRC.
4.2	Review and clarify guidance and ensure clear communication authorizing and encouraging military/civilian outreach opportunities with affiliated professional groups. Aligns with DBDI 2020 Report Rec 1.2.	Active duty and civilians who desire to teach, speak or write are left to navigate 5 Code of Federal Regulations (CFR) Section 2635.807 and Joint Ethics Regulations (JER) paragraph 3-305, as well as seek out the individual advice of their command or ISIC ethics counselor. The quality of that advice is often directly related to the experience of the given ethics counselor.	Increased number of high-quality officer leads provided to NRC.
4.3	Incentivize participation through the establishment of recognition programs inclusive of military and civilian personnel. Aligns with DBDI 2020 Report Rec 4.1.	Recognize service members by creating an outreach award similar to the ONR VADM Samuel L. Gravely Jr. "STEM Education and Diversity Champion of the Year" Award, granted to individuals quarterly by the Chief of the Navy Reserve (CNR), Chief of Naval Personnel (CNP) or CNO who have distinguished themselves by fostering STEM education and mentoring to underrepresented and underserved groups.	Increased visibility and recognition diverse members serving in the Navy. Increased number of high-quality officer leads provided to NRC.
4.4	Develop a PA campaign to increase visibility in the program and any associated memberships within minority affinity groups with STEM connections. Aligns with DBDI 2020 Report Rec 1.2.	Leverage public announcement/messaging military/civilian STEM outreach within an affiliated minority fraternity, sorority and other affinity groups. Look for opportunities to speak at undergraduate and graduate chapter events promoting STEM fields and associating it with their career fields. Capitalize on existing relationships within these affinity groups to encourage use of online (i.e., social media, web presence) and print media to highlight/spotlight an affiliated military/civilian member in STEM occupation within the group's publications.	Increased visibility and recognition diverse members serving in our Navy. Increased awareness of opportunities to serve in the Navy. Increased number of high-quality officer leads provided to NRC.
4.5	Construct a diverse military and civilian network within the Navy to increase the awareness of Navy STEM professional opportunities at HBCUs/MSIs that will mentor/inspire underrepresented and underserved students majoring in STEM disciplines. Aligns with DBDI 2020 Report Rec 1.2.	Create a Diversity Affinity Office to coordinate sponsorships and outreach on behalf of all lower echelons. Evaluate partnerships with specific African American and Hispanic STEM organizations, such as National Association of Black Chemists and Chemical Engineers, NNOA, ANSO, etc. Create and maintain a mentorship program where senior officers and senior civilians are linked as mentors to junior officers or new Navy civilians in their organizations to provide mentorship from the moment they are commissioned or arrive to their new command. Establish the Junior Officer Diversity Outreach initiative under DON to send junior officers on Temporary Assigned Duty/Temporary Duty (TAD/TDY) to strategic universities to assist and guide outreach.	Opportunities to serve in our Navy. Increased number of minorities with STEM backgrounds in military and government organizations. Increased number of high-quality officer leads provided to NRC.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
LOE #4: INNOVATION AND STEM (ONR)			
4.6	Enhance and develop where necessary STEM outreach programs to effectively attract K-12 students with diverse backgrounds. Aligns with DBDI 2020 Report Rec 4.4.	Identify a Diversity STEM program sponsor (e.g., OPNAV N7, OPNAV N17, ONR) for command and control structure, funding and relationships with other Navy outreach communities. The program sponsor will: • Manage and distribute funds to all Diversity STEM stakeholders. Diversity STEM stakeholders will execute local activities and engagements and provide reports to the program sponsor, as deemed appropriate. • Maintain any Memorandums of Understanding (MOU)/ Memorandums of Agreement (MOA) with strategic outreach partners. • Develop a Diversity STEM instruction. • Tailor messaging on social media platforms (e.g., Facebook, Instagram, YouTube) to the targeted audience (e.g., a specific underrepresented group in STEM). • Implement a mentorship program to help diverse middle and high school students navigate courses and activities that could benefit the Navy and individual long term. Live virtual sessions (via platforms such as Microsoft Teams, Zoom and Google Meet) could be utilized for regular interaction, STEM engagements and free mentoring events.	Increased STEM outreach program participation to effectively attract K-12 students specifically from underrepresented and/or underserved backgrounds. Increased number of high-quality officer leads provided to NRC.
LOE #5: ADDITIONAL RECOMMENDATIONS			
5.1	Add “and Respect” to Navy Core Values. Aligns with DBDI 2020 Report Rec 4.1.	Based on TF1N discussion and Fleet engagements, it is recommended that the Navy pursue the addition of “and Respect” to the Core Values of Honor, Courage, Commitment. This recommendation has been socialized (with concurrence) with Senior Navy Flag Officers and the MCPON’s Senior Enlisted Leadership Mess.	Observe a significant increase in adoption and embodiment of the Core Value “and Respect” as reported in survey responses.
5.2	Continued leadership support for listening sessions. Aligns with DBDI 2020 Report Rec 5.1.	TF1N conducted multiple Continental US (CONUS) and Outside Continental US (OCONUS) listening sessions. Key themes taken from sessions include: respect, skepticism, empathy, training, accountability and silence of leadership. Recommend continued monthly/quarterly/as required listening sessions. Each Navy leader is encouraged to sustain a dialogue on diversity of race, gender and ethnic relations and have open, honest conversations at their command. These conversations will help remove barriers, improve readiness, equality and I&D in our ranks. In order for our teams to heal and build trust, leaders must lead, listen and advocate for change. The focus should be on listening to hear, to understand, to empathize and to show respect vice listening to respond.	Improvement in climate data found in survey results—perceptions of inclusion, increased communication, sense of belonging, etc. Improved retention rates.
5.3	Restart NLDF briefs to CNO/ VCNO/MCPON. Aligns with DBDI 2020 Report Rec 1.2 and 5.1.	Formalize TYCOM NLDF briefs for CNO, VCNO and MCPON in accordance with NAVADMIN 025/20 (*Appendix C*) to include enlisted and officer I&D accountability data such as inventory, key milestones, nominative positions, command and major command, Command Master Chief (CMC), Chief of the Boat (COB), Maintenance Master Chief, etc., and the member’s competitiveness for future positions of increasing responsibility. Brief should also highlight community outreach and efforts to increase the number of underrepresented officers and senior enlisted.	NLDF briefings will facilitate frank conversations between community leads and Navy leadership to demonstrate progress in achieving both a COE and leaders development outcomes in Competence, Character and Connections as laid out in NAVADMIN 025/20.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
		LOE #5: ADDITIONAL RECOMMENDATIONS	
5.4	Counter hate speech. Aligns with DBDI 2020 Report Rec 6.1.	Draft page-13 language for the Fleet and follow-on to the Equal Opportunity (EO) instruction to close gaps in terminology, leveraging best practices from the US Coast Guard (USCG) civil rights instruction. EO review USCG civil rights instruction and make recommendations to adopt applicable portions to Navy EO instruction.	Increased accountability and awareness of derogatory language. Reduced number of incidents regarding hate speech.
5.5	Establish pilot mentoring program (officer/enlisted/ SES). Aligns with DBDI 2020 Report Rec 5.1 and 5.4.	Establish a mentoring pilot designed to remove barriers, increase communication and gain a better understanding. Concept: 10 Flag Officers (O-7/O-8), 10 SES and 20 Master Chief Petty Officers (MCPOs) volunteer to serve as mentors to service members from different backgrounds. The Flag Officer will be connected with a MIDN, senior SES would be paired with newly appointed SES or identified high-performing GS-15s interested in future assignments as executives, and the MCPOs will be connected with a new graduate from Recruit Training Command Great Lakes (RTC). After one year, all participants will provide feedback via surveys and written responses to see if expansion of the program is warranted.	Improved retention rates. Increased advancement opportunities for underrepresented communities. Increased perception of inclusion from underrepresented groups. Increased recognition of meritocracy.
5.6	Establish a student exchange program between USNA, HBCUs and MSIs. Aligns with DBDI 2020 Report Rec 5.1 and 5.3.	Establish a framework to manage an exchange program between USNA and various HBCUs/MSIs. The Service Academies have conducted exchange of MIDN and Cadets for several decades, to include foreign students, and this framework could be replicated with HBCUs and MSIs to build a more cohesive team, remove barriers and increase understanding in leading a diverse force.	Increased perception of inclusion from underrepresented groups. Increased communication. Increased recognition of meritocracy. Increased interaction with students from underrepresented communities. Reduction of barriers to communications and improved networking opportunities.
5.7	Modernize process to name ships, buildings and streets in honor of national and historic Naval figures. Aligns with DBDI 2020 Report Rec 4.1.	Form a standing committee of Naval Facilities Engineering Systems Command (NAVFAC), Naval History and Heritage Command (NHHC), Commander, Navy Installations Command (CNIC) and possibly Naval Sea Systems Command (NAVSEA)/Naval Air Systems Command (NAVAIR) (stakeholders with ownership over Navy assets) to consolidate the names of all current DOD assets. Assess problematic names and identify suggestions for renaming (or naming assets not previously named). The current OPNAVINST naming process allows local commanders to propose names for streets and buildings and route them through the respective Region and CNIC up to CNO. The intent is not to necessarily change that process, but rather to increase transparency and add an element of oversight that could later be codified in the instruction.	Increased perceptions of inclusion. Increased exposure to diverse role models through base awareness of exemplar figures after whom ships, streets, buildings, etc. are named.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
		LOE #5: ADDITIONAL RECOMMENDATIONS	
5.8	Form Management Advisory Groups (MAGs). Aligns with DBDI 2020 Report Rec 5.1.	MAGs are informal entities that provide non-binding strategic advice to management. The intent is for MAGs to serve as an information resource and feedback capability to the Chief I&D Officer or designated representative. MAGs will function similar to employee resource groups. The recommendations and inputs provided by the various MAGs will be used to bolster I&D efforts, improve culture and better advise leadership from multiple perspectives.	Increased involvement. Increased information sharing. Leverage trending data.
5.9	Echelon 2 Commanders take deliberate action to showcase and recognize the Navy's diverse culture and history. In addition, NHHC will coordinate with non-Navy-run Naval Museums to highlight the importance of showcasing and recognizing Navy's diverse culture and history. Aligns with DBDI 2020 Report Rec 5.1 and 4.1.	Many Navy buildings, such as Navy museums, headquarters (HQ) buildings, NETC Learning Centers, etc., have very few images or heritage displays showcasing accomplishments and contributions of underrepresented groups, despite the gains in diversity and notable achievements in the 20th and 21st centuries. As an additional part of this recommendation, Navy should review the feasibility to produce a documentary on the career and contributions of Chaplain Thomas David Parham Jr., who served from World War II to 1964 and was the first African American promoted to the rank of Navy Captain. Both the Chaplain Corps and the Navy will benefit from a well-done documentary on his groundbreaking service. It could be a powerful tool for recruiting and retention, not just among chaplains but for all Navy communities.	True value of diversity is highlighted through increased knowledge of Naval history. Public's awareness of Navy's support and recognition of diversity is increased as measured through Joint Advertising Marketing Research and Studies (JAMRS) surveys.
5.10	Ensure capability to monitor race, ethnicity and gender of service members subject to NJP actions. Aligns with DBDI 2020 Report Rec 4.3.	Recommend Office of the Judge Advocate General (OJAG) track and publish statistics to ensure there are no disproportionate impacts to underrepresented communities regarding similar offenses. Purchase system to ensure proper tracking. All Navy Message (ALNAV) 090/20 actions are an interim step in this process.	Analyze applicable data to assess to what extent racial, ethnic or gender disparities exist. Increased transparency and improved awareness of leadership.
5.11	Evaluate changes to MILPERSMAN 1910-138 (Minor Disciplinary Infractions) and MILPERSMAN 1910-140 (Pattern of Misconduct) to improve the policy to enhance retention and reduce the potential for the disparate treatment of Sailors from suspect classes and diverse backgrounds.	The 2019 Government Accountability Office (GAO) report found that the military services do not collect and maintain consistent data about race and ethnicity in their investigations, military justice, and personnel databases, which limits the ability to analyze the military justice system for racial and gender disparities. The report also noted that minority service members were more likely to be the subject of a recorded investigation and were more likely to be tried at court-martial. Increasing the number of qualifying infractions and NJPs allowed under the current policies, formally addressing rehabilitation, considering the length of time between counseling, and allowing inter-unit transfer of individuals may provide safeguards against personal bias and disparate outcomes at the individual command level.	Increased retention, readiness and productivity.
5.12	TYCOMs develop an Adjunct Recruiter program to support outreach and awareness in underrepresented communities in direct support of NRC. Aligns with DBDI 2020 Report Rec 1.3.	Develop adjunct recruiter capability to increase number of recruits for respective communities. Selected members should be an exceptional warfare qualified officer or enlisted. The member will be required to complete a tailored NRC training program and support recruiting efforts while on shore duty. Consideration should be given for member to receive a stipend per engagement. Upon successful completion of the program (approx. two years), a service record entry will be made, and we will explore members receiving a board stamp indicating "DIVERSITY ADJUNCT RECRUITER" for all future boards.	Increased recruitment numbers. Improved retention rates. Increased Navy engagement and visibility in diverse communities across the nation.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
		LOE #5: ADDITIONAL RECOMMENDATIONS	
5.13	Leverage Flag Management Tracker. Aligns with DBDI 2020 Report Rec 4.2.	Flag Matters provide periodic updates to CNO and VCNO during Flag Management discussions noting demographically underrepresented Flag Officers career progression including current billet, promotion status and mandatory retirement date in current rank.	Increased awareness in the talent management process. Provides a future look at possible career paths and timing concerns.
5.14	Leverage AI to minimize bias in selection board processes. Aligns with DBDI 2020 Report Rec 5.4.	Pilot the use of AI capability for centralized selection boards to support the selection process and minimize bias in the selection process. AI would not replace the human intervention for this process, but rather support processes and potentially serve as a bias mitigation capability.	Measure demographics for selection board results using AI and traditional support for differences.
5.15	Improve faculty diversity within graduate and PME institutions (NWC and Naval Post-Graduate School NPS). Aligns with DBDI 2020 Report Rec 4.1.	Take deliberate steps to recruit, retain and promote diverse faculty and senior administrators at our graduate and PME institutions. Graduate and PME must provide the best environment for all students to learn. The educational experience for military officers is critical to building effective leaders and a smart, innovative and cohesive force. An educated officer corps is critical in the volatile, uncertain, complex and ambiguous environment of the future. These institutions build their faculty primarily through traditional hiring practices. College officials develop a position description and post the job announcement on standard DOD employment networks (e.g., USA Jobs) and in a select few academic journals (e.g., the Chronicle of Higher Education). College officials generally judge the availability of diverse talent only through those that apply to a job announcement. Universities that have successfully grown the diversity of their faculty have a formally established recruiting function. The institutions must reexamine and update hiring practices as well as expand their reach for talent.	Faculty demographics better reflect the diversity of the nation. A more diverse faculty provides additional role models and creates a more engaging environment for students. Deliberate recruiting actions open the aperture and increase awareness of opportunities for those in academia to serve our nation and build future leaders.
5.16	Establish unit-level COE award to incentivize excellence in COE initiatives and programs. Aligns with DBDI 2020 Report Rec 5.1.	Develop a unit-level award (either stand-alone, or as part of Retention Golden Anchor Award or Battle E Award) to incentivize units adopting and excelling in COE programs.	Increased manning and performance due to increased feelings of inclusion, increased morale and decreased unplanned loss rates.
5.17	Designate an advisor in OPNAV N17 for Women's Policy issues informed by a MAG. Aligns with DBDI 2020 Report Rec 5.1.	Given the previous disestablishment of the Office of Women's Policy, there was significant feedback during focus groups and listening sessions that Navy lacked an identifiable focus point for issues affecting the service of women in the Navy. Recommend designating an advisor in OPNAV N17 for Women's Policy issues as part of the I&D branch. That advisor would receive input from a MAG ideally reflecting the diversity present in our Navy to ensure proper representation. Develop a draft charter for the MAG within 90 days to CNP. Once designated, the MAG could look at issues such as uniform apparel, footwear, grooming standards, parenting policy and other miscellaneous recommendations.	Increased accession and representation of women at all levels. Improvement in climate data found in survey results. Decreased retention gaps between men and women. Increased engagement. Progress toward Navy as an employer of choice.

ITEM #	RECOMMENDATION	CONTEXT	MEASURE / OUTCOMES
LOE #5: ADDITIONAL RECOMMENDATIONS			
5.18	Review health and healthcare disparities.	Much like the civilian sector, healthcare disparities in the military can be attributed to the convergence of patient, provider and system-level factors; however, a full understanding of the antecedents of disparities impacting military personnel in a universal healthcare system such as the Military Health System (MHS) is not well known. In other words, having equal access to affordable, quality healthcare equates to equitable care and treatment for all cannot be assumed. Additionally, "the professional socialization of healthcare providers as physicians may engage them more in the medical culture at the expense of the military culture where they may become disconnected from the people they serve." Therefore, more data collection and empirical research is needed to understand the racial, ethnic and gender health disparities that exist in the MHS as well as the impact of provider bias, policy, racism and sexism has on our diverse warfighters. Additional key recommendations to consider: • Partner I&D Practitioners with the current clinical and health research communities to develop a multidisciplinary health disparity workgroup or board. • Improve strategies to recruit, promote and retain a diverse healthcare staff. • Consider conducting additional research on the impact of health disparities in other areas. • Evaluate diet/obesity related disparities in the Navy.	Increased diversity in healthcare staff. Updated medical policies.
5.19	Institutionalize NJOC as a MAG for CNP. Aligns with DBDI 2020 Report Rec 5.1.	Build on the excellent work already performed by NJOC by establishing an MOU and formal link to CNP to function as a JO feedback loop.	Increased manning and performance due to increased feelings of inclusion increased morale. Increased JO retention and decreased unplanned loss rates.
5.20	Establish ongoing partnership with civilian counterparts to ensure integrated and sustained Navy I&D approach.	Maintain open communication channels with Assistant Secretary of the Navy (Manpower and Reserve Affairs) (ASN (M&RA)) via Office of Civilian Human Resources (OCHR), CNO's Civilian Advisory Board (CAB), and Executive Diversity Advisory Council (EDAC) to support sustained alignment and consistency with the Navy COE GB in support of NAVADMIN 051/20, Navy's I&D Goals.	By reviewing and meeting at least bi-annually, opportunities to partner on strategic communications, annual surveys, assessment tools, leadership development and training will be identified.

In addition to the recommendations above, there are areas requiring further analysis that TF1N did not have time to dive deeply into. They include:

- Drafting Civil Rights Manual similar to the USCG.
- On selection boards, re-establish a two-person record review.
- Allow First Class Petty Officers to function as assistant recorders.
- Explore implementation of a QA process for selection boards independent of board members that confirms the Navy is selecting Sailors with desired attributes. This will help Enlisted Community Managers (ECMs) develop hard metrics/milestones for every rating and will also lead to standardization of enlisted board briefs (to avoid the panel scoring the briefer versus the record). This also will help ensure that Board Member Quality of Life (QOL) is not a factor in selections (i.e., ensuring a Sailor graded at 0900 is not given a higher level of attention than a Sailor graded at 1800 due to board member fatigue).

LOE 1

RECRUITING, NRC

PROBLEM STATEMENT

Diversity broadens the Navy's ability to solve complex challenges facing our nation. The Navy is stronger and more capable due to Sailors' diverse backgrounds. As such, Navy recruiting and accession efforts must adapt to the ever-changing recruiting market to ensure success in attracting diverse, high-quality talent. The Navy must ensure future Sailors entering the naval service reflect our nation's diverse make-up by:

1. Developing recruiting, accession and commissioning reforms designed to leverage a "whole person" concept
2. Realigning recruiting efforts to better inform underrepresented communities on the opportunities for education and careers in the military
3. Refining recruiting strategies to include all diverse groups equally while driving generational interests and behaviors
4. Creating a consistent data and evaluation strategy that supports the accessions pipeline

Collectively, these issues have a direct impact on how the Navy recruits, trains and develops available talent. The Navy understands the need for varied backgrounds, life experiences and viewpoints at every level of the organization to not only attract, retain and maximize Sailors' abilities, but also to compete in the national labor market and defeat global adversaries. A general theme among these issues is an overall lack of connection with the general public, which leads to a lack of understanding of Navy programs, a limited pool of qualified candidates and numerous barriers to entry for those who are qualified. The Navy's major commissioning sources; NRC, NSTC and USNA all have a leading role in identifying and removing potential biases and/or barriers in recruiting, screening and accessing candidates that may be ignoring, turning off or unknowingly discriminating against qualified and diverse candidates.

RECOMMENDATIONS

Implement Research-based M&A and Deliberate, Sustained and Relevant Community Outreach within Underrepresented Communities that Appeal to Generation Z Minorities. (1.1)

1. Continue to evaluate M&A outreach strategies to ensure a concerted strategic outreach plan, which highlights the many existing voices within our ranks.

Establish a "whole person" Evaluation Framework that Deemphasizes the Use of Standardized Academic Tests. (1.2)

1. Complete analysis of new accession models by utilizing the records of current successful officers from various ethnic, racial, gender and socioeconomic backgrounds.
2. Determine the best models to balance academic competency, individual character and personal connections.
3. Revise essay, letter of recommendation and interview processes at NROTC and USNA to be more in line with evaluating a candidate's demonstration of the Navy's Core Values. Include a cultural framework questionnaire that is tailored to the candidate as appropriate.
4. Obtain Subject Matter Expert (SME) participation by Officer Community Managers (OCMs) and NRC personnel to better evaluate and revise OCS accessions models and program authorizations.
5. Investigate the integration of an algorithmic driven interest inventory (Jobs in the Navy (JOIN) is one potential example) with Salesforce.
6. Complete a review by the AVRC to ensure all enlisted Navy selection and rating entry standards are updated with stakeholder feedback from OPNAV N132, BUPERS-32, NRC and NETC N3.

Develop an URL ISPP (3-year pilot), where Sailors Screened by Commands as Eligible for Officer

Programs are Nominated and Selected for a Commissioning Program. (1.3)

1. Pilot an URL ISPP (under NRC/NSTC oversight) where Commanding Officers (with first Flag-level approval) are authorized to conduct a board and select applicants who meet officer program authorization requirements for a commissioning program based on information already contained in their service record.

Explore Expanding the Student Loan Repayment Program to all Personnel who are Final Selected for a URL Community and Complete OCS. (1.4)

1. The Student Loan Repayment Program is one of several enlistment education incentive programs designed to pay federally guaranteed student loans (up to $65,000) through three annual payments during a Sailor's first three years of service. This program is currently only available to eligible personnel in the DEP who will enlist as active duty Sailors. Explore expanding the program to all personnel or perhaps certain communities, like nuclear or cyber, who are selected for and complete OCS or ODS.



THE STUDENT LOAN REPAYMENT PROGRAM IS CURRENTLY ONLY AVAILABLE TO ELIGIBLE PERSONNEL IN THE DEP WHO ENLIST AS ACTIVE DUTY.



Explore Offering a Stipend (E-5 pay) to all Qualified Future Sailors in the DEP who Have a 4-year College Degree, meet Program Authorization Requirements and Have an Officer Application Pending, for up to One Year while Awaiting a Board Decision. If not selected, individual will serve in an enlisted capacity. (1.5)

1. The officer application process, depending upon the community, can take up to 12 months to complete future Sailors reaching the 365-day limit must be discharged from the DEP and are barred from further enlistment processing until a decision is rendered on their officer package. Explore offering a stipend (E-5 pay) to all officer applicants in the DEP, who meet program authorization requirements for up to one year while awaiting a board decision.

Explore the Authorization of the use of an alternate College Board Exam in Puerto Rico as Equivalent to the SAT. (1.6)

1. Authorize the use of an alternate College Board exam (Spanish language SAT equivalent) in Puerto Rico as equivalent to the SAT for applications to NROTC and USNA.
2. Alternatively, allow it to be considered for the MSISR option or to enroll in the NROTC Prep Program.
3. Explore the continued applicability of using standardized exams like the SAT and ACT as part of the officer program selection and commissioning process.

Explore the Removal of the "OPT-IN" Requirement for MSISR Applications. (1.7)

1. Automatically submit national scholarship applicants into the MSISR application pool.

Explore the Elimination of OAR Test Requirement for Certain Officer Communities. (1.8)

Evaluate Possible Redistribution or Establishment of Additional NROTC Units and or Cross-town Affiliates at MSIs (1.9)

1. Explore changes to NROTC task organization restrictions under the 2017 NDAA.
2. Evaluate current list of schools with applications on file for the establishment of additional NROTC units/cross-town affiliates at MSIs in communities with large populations of minorities and consider the redistribution of NROTC units accepting MSISRs based on historical enrollment numbers.
3. Allocate additional resources (manpower and

funding) to execute or modify current NROTC task organization across the NROTC enterprise.

Explore Reinstating the Baccalaureate Degree Completion Program (BDCP) with 2-year Degree Completion. (1.10)

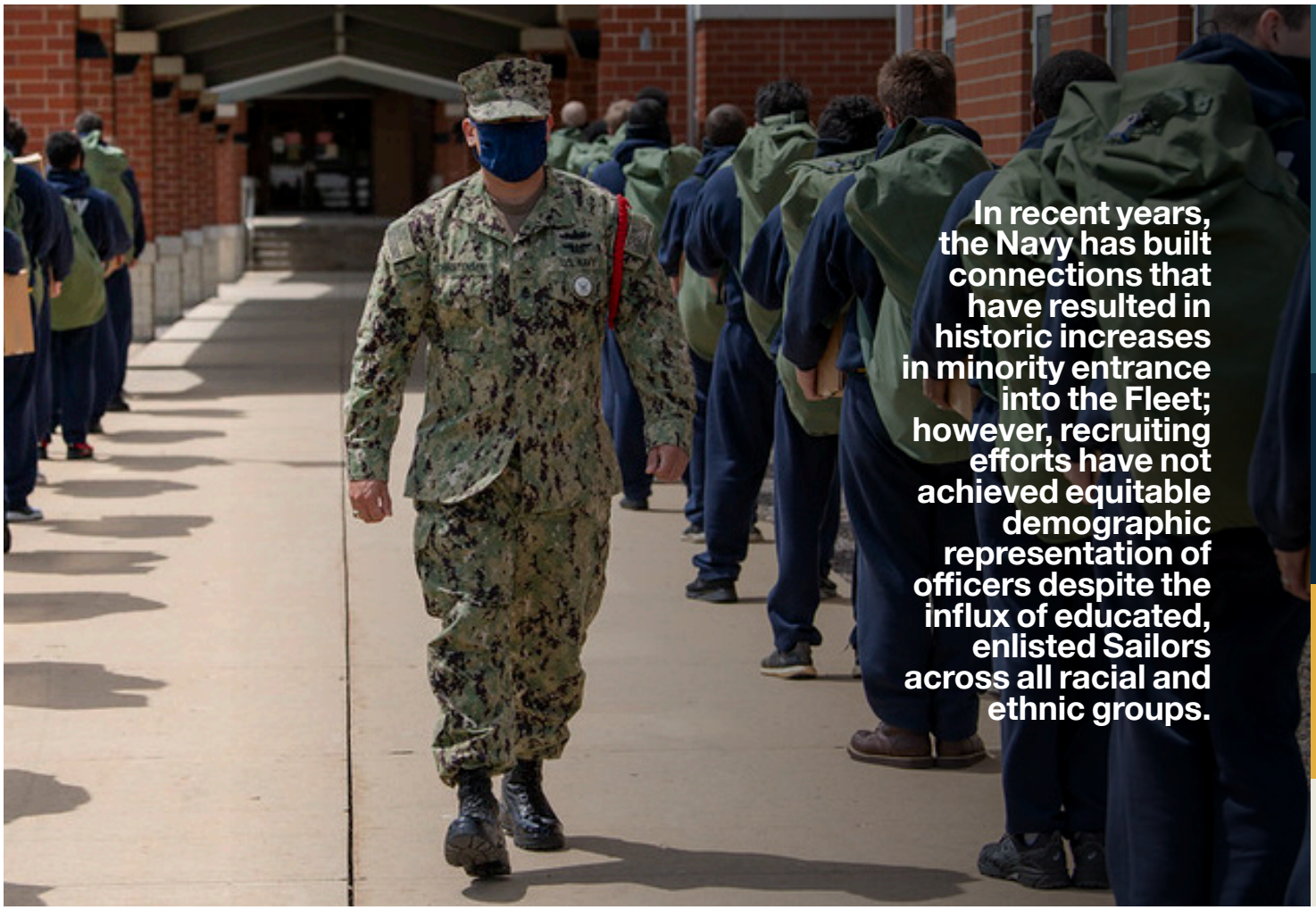
1. Explore the reestablishment of the BDCP to provide financial assistance to college students to complete baccalaureate degree requirements (Junior/Senior year) as applicable and obtain commission upon graduation from college.
2. Candidate will attain all pay and allowance at the E-6 level while in college and attend OCS upon graduation.

Establish Our Navy Oversight Program (1.11)

1. The Navy does not have a central ADE for accessions data for officer and enlisted missions that contains all Navy data from application (officer) or projection (enlisted).
2. There is no entity entrusted with strategy and process to evaluate Navy I&D impacts evident in the data and in the business processes that look across entrance requirements, selection criteria and board selection processes that influence the accession pipeline.
3. The Authoritative Data Environment (ADE) will provide two level analysis, descriptive and predictive, to improve Navy I&D. The Our Navy Oversight Program can expand upon AVRC efforts to improve I&D within the Navy and across the accession pipeline.

SUPPORTING INFORMATION

A whole person evaluation framework that deemphasizes the weight of standardized academic tests will open the aperture on evaluating potential



officer candidates. The NLDF 3.0 outlines "how our Navy will develop leaders who demonstrate operational excellence, strong character and resilience through community." Developing and validating a whole person algorithm would require the Navy to select a group of high performing officers and run their profiles through a number of different accession models. Fine-tuning these models would ensure the appropriate balance of required attributes. With OCMs, determine if any metrics of academic competency correlate with success in accessions programs or in the fleet (e.g., training pipeline completion or promotion to O-5). This "sustained long-term process improvement effort" requires significant input and assistance from NRC, community managers, NSTC and USNA to revise these accession models.

In order to achieve a more inclusive force it is imperative to observe how USNA and NROTC (by NSTC) select future officers through the Navy's multiple accession sources. USNA tracks statistics on order of merit for both academic and military aspects. Utilizing statistics, USNA observes disparities across different demographics in categories such as class rank and Physical Readiness Test (PRT) scores over time.

Both USNA and NROTC employ algorithms that consider many aspects of candidates' qualifications for entry. Each officer candidate receives a score based on standardized test results, high school academics, extracurricular activities, essays, interviews and recommendations to provide a "best fit" (see Figure 3).

The finalized score is known as the Total Board Score at USNA and the Whole Person Multiple for NROTC. These models are how USNA and NROTC attempt to eliminate bias in the officer accession pipeline. While any best-fit model allows for some correction of error or bias, it does open the model up to human bias. Both USNA and NROTC have identified disparities in minority SAT scores. In November of 2020, NROTC adjusted their model to a 45% Academic and 55% Whole Person construct. For NROTC, this reduced the weight and proportionality of the SAT for future candidates. Although officer accessions and admissions were discussed, similar efforts for recruiting enlisted Sailors, as well as civilians, should be employed to ensure that the Navy is bringing in diverse talent.

In the short-term, Navy must deliberately resolve NROTC and USNA models to account for differences and analyze the Officer Program Authorization requirements and OCM Professional Recommendation Selection Board criteria.

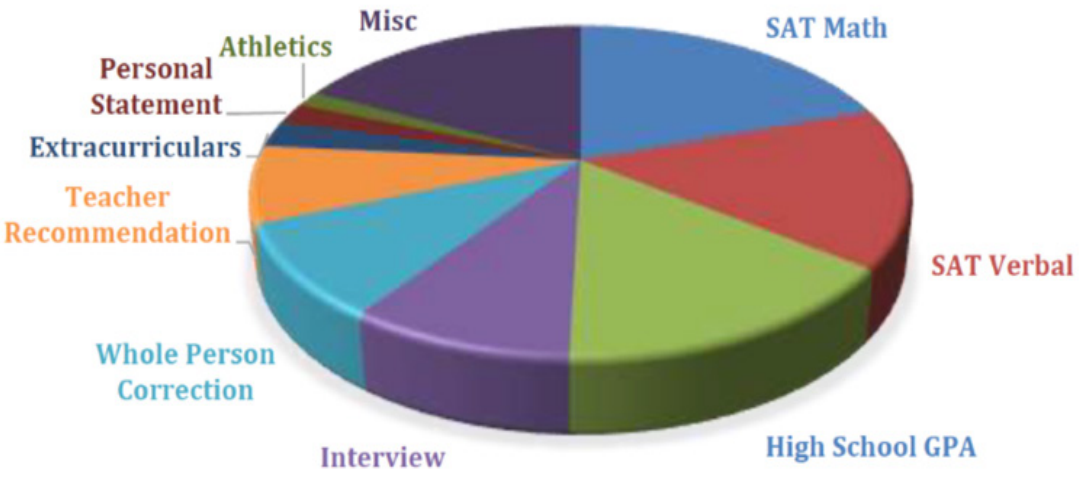


Figure 3 - NROTC Accession Model

Navy should continue to leverage the AVRC initiatives to optimize rating entry standards and explore the use of algorithmic-driven interest inventory, potentially Jobs in the Navy (JOIN) scores, as an element of the whole person in the rating-assignment process. The AVRC continuously validates classification methods to optimize Sailor-rating vocational matches. The AVRC has implemented 15 optimized rating changes in the last year, resulting in an 18 percent increase in Navy applicants qualified for those ratings, with larger increases for female (40 percent), African American (37 percent) and Hispanic American (27 percent) applicants. The first real data from those changes shows that on average student enrollment in nine of those technical ratings has increased 13 percent for African Americans and 23 percent for Hispanic Americans. As a high-impact first step, Navy should implement policy to expand upon selection and rating entry standards by requiring all applicants to use an algorithmic driven interest inventory for consideration as part of the rating classification process.

Current recruiting strategies do not fully appeal to diverse populations and have not significantly increased the number of diverse officers recruited. Research shows that aggregate youth propensity has declined from roughly 18 percent in the mid-eighties to 11 percent today. This decline in propensity coupled with the declining number of military veterans in households makes personal interactions with potential prospects and their families at their high schools, college campuses and within their communities even more critical. JAMRS has consistently concluded that Navy officer recruitment efforts should be targeted toward increasing awareness of the officer career path, emphasizing efforts geared toward non-white college market youth.

In recent years, the Navy has built connections that have resulted in historic increases in minority entrance into the Fleet; however, recruiting efforts have not achieved equitable demographic representation of officers despite the influx of educated, enlisted Sailors across all racial and ethnic groups. Historical enlisted accession data suggests that given the success and consistency with which Navy recruits diverse representation among enlisted personnel, particularly with diverse Sailors having already completed undergraduate degrees, sufficient access to potential officer recruits within minority communities already exists.

Another issue is that the Navy does not have a central ADE for all officer and enlisted accessions information. There is no central entity entrusted with developing a strategy and related processes for this data collection. An entity should be established to evaluate Navy I&D impacts evident in the data and in the business processes that look across entrance requirements, selection criteria and board selection processes that influence the accession pipeline.

It is imperative that Navy accessions lifecycle data for both the enlisted and officer missions be reasonably aligned. Military Entrance Processing Station (MEPS) projections are the authoritative starting point for enlisted accessions and this data is captured in Personalized Recruitment Immediate Delayed Entry System (PRIDE). Officer applications are the equivalent starting point for officer accessions. PRIDE exists as a centralized data source for the enlisted mission. However, officer application and accessions data for USNA, NROTC and direct commission exists in various data systems are not consistently aligned and are not aggregated prior to commission. Data essential to the ADE for I&D analyses includes enlisted (e.g., Corporate Enterprise Training Activity Resource Systems (CETARS), Navy Standard Integrated Personnel System (NSIPS), PRIDE) and officer (e.g., PRIDE, NETFOCUS, USNA).

When the ADE is in place, OPNAV N1 should exercise oversight to expand upon the AVRC efforts to improve I&D within the Navy and across the accession pipeline. Navy will leverage the ADE to standardize all the data that is collected from the various communities with both the officer and enlisted missions (examples below):

- Accession decision data
- Schoolhouse performance data
- Fleet performance data
- Any other relevant data
- Central and complete data for analysis

LOE 2 TALENT MANAGEMENT/ RETENTION, NPC

PROBLEM STATEMENT

Organizations that prominently value I&D within their workforces have proven more mission effective and tend to outpace their competitors in attracting and retaining the most talented people. Diversity demographics show that the Navy neither proportionally represents the national population, nor is proportionally represented throughout the ranks—including senior officer and enlisted leadership. While some progress in representation has been made over the years, our organization requires a markedly greater recruiting and retention yield in an increasingly competitive market. Contributing to the current state are TM processes (e.g., performance evaluation, promotion/advancement selection, detailing, community management) that are espoused to be fair and impartial; however, indications of bias exist within these processes that jeopardize the Navy's ability to retain and enable the progression of the best and most qualified Sailors.

RECOMMENDATIONS

Review Procedures for Detailing and Milestone Job Opportunities.

1. Strive for ensuring the NPC staff reflects the diversity of the Navy population—especially detailers/placement coordinators and board support personnel. (2.1)
2. Assign a Special Assistant to the Commander for I&D at NPC and assign a trained Command Climate Specialist. (2.2)
3. Define and institute I&D quality assurance checks in key distribution and milestone assignment processes.
4. Continue to include diversity information in all formal nominative job packages. PERS-4 Division Directors provide a synopsis of their ability/inability to source diverse candidates in the PERS-4 action memo announcing the nominees. (2.3)
5. Review by-name request (BNR) policies and practices to ensure competition among qualified job candidates and recognizing possible barriers for otherwise viable applicants.
6. Refine (or define) officer community or enlisted rating career path/leadership and development requirements to ensure all have been reviewed to account for appropriate I&D considerations. This will provide a common baseline of understanding for all Sailors.
7. Develop a single PERS-4 and BUPERS-3 precept (and convening orders as applicable) for "internal" talent management processes. (2.4)
8. Evaluate and develop a proposal—if deemed legal and valid—to set diversity minima in milestone billet selections—in both board and informal processes. This assumes that expediting a larger diverse proportion across the ranks is a consideration within the best-qualified standard for differentiation among those considered fully qualified.

Review Procedures for Fitness Reporting and Evaluation Systems.

1. Develop a Navy-wide training product that highlights key areas of the existing policy regarding objective-based performance assessment and bias awareness in the evaluation process. Include a short video on bias done by a leading expert in the field.
2. Pivot from Mid-term Counseling to MyNavy Coaching per the Sailor 2025/Transformation timeline. This will provide to the Navy a process founded by proven coaching best practices and a modern scientific approach to formal Sailor development, which affords a platform to highlight empathy, self-awareness, impactful conversations and goal setting through an individual development plan. Formal training for all Sailors, to include accessions and leadership

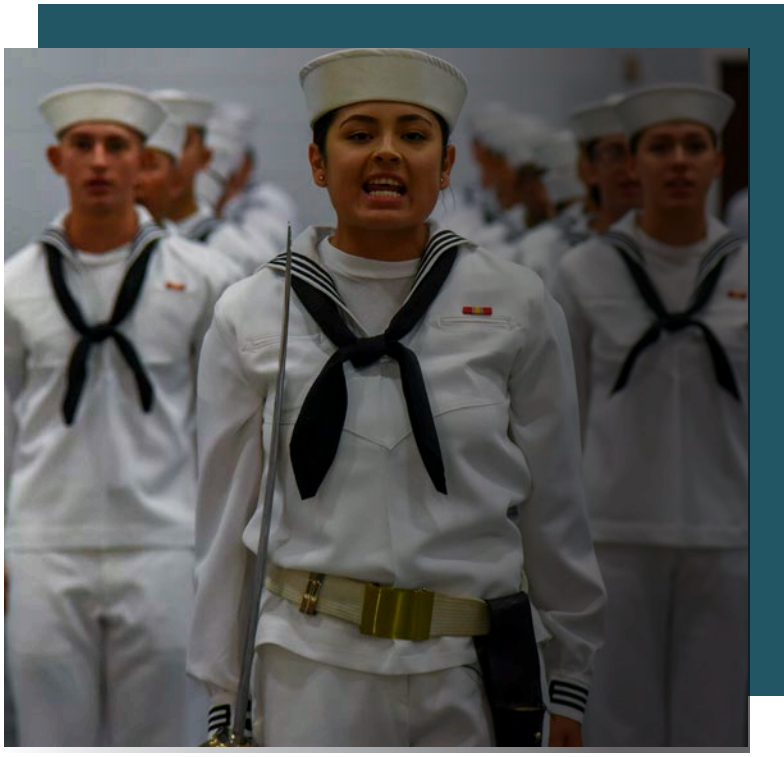
milestone schools, is part of the fielding plan.

3. Determine if diversity and gender markers should be removed from fitness reports and evaluations. Amend policy and electronic submissions accordingly.
4. Continue the PET design concept development.

- Emphasize the existing attributes within the proposed process that will help eliminate bias and misleading subjectivity from true performance-based evaluation.
- Reduce hyper-inflated assessment and the means to "game" the system. This will require a significant Navy culture change to counter decades old habits that may not yield the most accurate information to talent management processes. Examples include:
    i. Refined Trait and Value Statement Content to reflect Navy priorities and a better ability to accurately measure observed/proven performance against objective standards.
        - Contribution to enabling inclusive and diverse teams is an area of emphasis.
    ii. Subjective comments will be limited to the necessary information to justify trait score assignments—similar to the types of information extracted from records and displayed by members during selection boards.
    iii. Periodicity of evaluations will be driven by a Sailor's arrival date, not annual paygrade reporting.
    iv. Removal of local forced distribution ranking requirements. Evaluations will be based on objective standards by paygrade and with detailed scoring criteria codified in policy.
    v. Means to reduce rater variance/inflation tendencies will be employed to drive compliance with accurate performance assessment objectives.
        - All raters will be formally assessed in their performance evaluations as to how effectively and accurately they conduct performance evaluations and coaching.
        - Rating relative to a cumulative average will still be employed with the goal to drive the mean to a less inflated standard.
    vi. All evaluations will require input/review from a rater (reporting senior/supervisor) and a senior rater (reviewing officer).
    vii. Formal training for all Sailors, to include accessions and leadership milestone schools, is part of the fielding plan.

5. Incorporate I&D considerations into the data requirements for and process interfaces for all talent management processes. This includes new approaches such as a Navy Command Leadership Assessment and Selection Program (NCLASP) modeled after Army's Battalion Commander Assessment Program (BCAP).

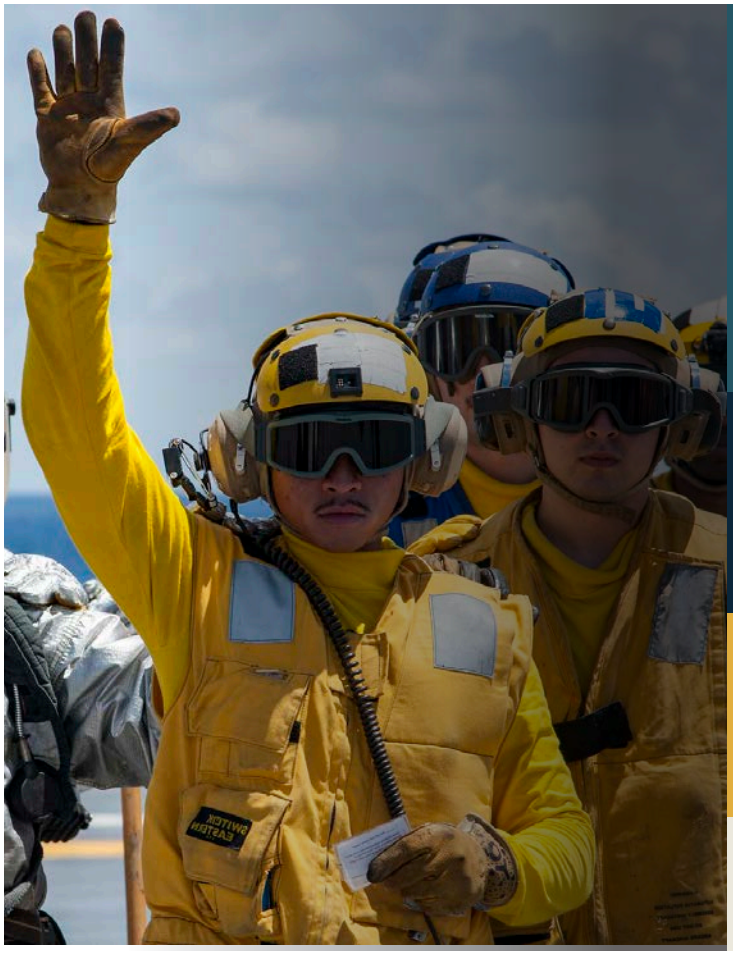
- Review and develop a timelier (and potentially local) recourse for Sailors who believe they have received an unjustified or biased performance evaluation.



Review Promotion and Advancement Processes.

1. Remove officer photographs from all selection boards.
2. Expand the diversity of selection board participants as recorders and assistant recorders.
3. Expand the diversity data submitted in selection board ROP reports. (2.5)
4. Includes statistics of gender and ethnicity/race selections and templates for an overview and one-page analysis for all selection boards, similar to what is provided in COPRs.
5. Track statistics regarding diverse board membership to include support participants.
6. Develop and run a short video on bias awareness and considerations done by a leading expert in the field during the selection board indoctrination process.
7. Where applicable, amend precept and convening order language to account for TF1N policy changes.
8. Refine, as applicable, "best and fully qualified" definitions in keeping with precept and convening order language upgrades.
9. Develop a video that provides an overview of how a selection board in Wood Hall works for those who have never observed or participated in the process.
10. Consider the use of a "Diversity" stamp during selection boards to support an inclusion policy toward meeting stated DOD/Navy force composition requirements—similar to a Joint or Acquisition Corps stamp. While this may run counter to other actions to remove diversity information, it provides another means to include information in a format that may not trigger negative biases and present information needed to assist board members in meeting criteria specified in board guidance.

- Use the Diversity stamp during select portions of a board to assist in determining the best qualified from those assessed to be fully qualified—during crunches for example.



- Assign a diverse board member to review and brief diverse records in subsequent/crunch tank sessions—similar to a specific URL community member (e.g., Surface Warfare Officer (SWO), SEAL, Naval Aviator) briefing the record of an officer from their community during a subsequent/crunch tank session in a promotion board where all URL officers compete against each other.

11. Review and consider a proposal to rescind the ability of a Sailor to "decline to respond" to race, ethnicity and gender determination for inclusion in the Navy personnel ADE.
12. Pursue a change to 10 United States Code (USC) 612 to allow diverse members in smaller competitive categories to sit consecutive boards.
13. Evaluate and deliver means to provide clearly defined post-board information to broad audiences of eligible and interested candidates.

14. Expand post-board statistics to include gender and ethnicity/race information in post board reports, similar to the additional statistics provided in Commissioned Officer Promotion Reports (COPR), for all selection boards. Evaluate and deliver means for board sponsors to provide (clearly defined) post-board information to broad audiences to better enable developmental conversations/counseling of non-selects. (2.6)
15. Develop decision support tools for use in selection/assignments processes that better use objective human performance data, and that will evolve through greater use of AI/Machine Learning in applicable decision algorithms.
16. In support of the Defense Diversity Working Group (DDWG), participate in a study across all Services to determine whether race, ethnicity, gender or other identifying indicators are barriers to promotion/advancement. It should address the following:

- Determine the differences in promotion/advancement rates.
    i. Compare the rate of promotion/advancement between racial minorities and women with that of white men.
    ii. Determine if advancement rates among racial minorities and women are higher among our enlisted ranks as compared to officers.
    iii. Determine whether any lack of promotion of racial minorities and women is due to lack of throughput/inventory or the likely presence of biases.
    iv. Examine if boards are routinely selecting women or minorities at lower rates. If so, are these results expected based on the records before the boards. (Indicating bias is not from the board, but from the inputs to the board such as Fitness Reports (FITREPS) and assignment to positions more valued by the Service).
    v. Examine if other biases distinct from race, ethnicity or gender occur during selection boards (e.g., is there a commissioning source bias (USNA vs. OCS), a community bias (SWO vs. Aviation), a Type/Model/Series bias (Jets vs. Helicopters, Cruiser-Destroyer (CRUDES) vs. Amphibious (AMPHIB)?
- Evaluate the existence of bias at boards and whether there is a net negative or positive effect from knowing a candidate is diverse. This answer will form the basis of any future bias reduction at boards.

Development Framework to Review Diversity of Talent by Community.

1. Review screening and conversion requirements for potential biases.
2. Develop a single PERS-4/BUPERS-3 precept (and convening orders as applicable) for "internal" TM processes (e.g., POCR boards).
3. Develop/refine processes to track and report on progression of diverse officers at all ranks. Review historical community career progression to identify and remove barriers to upward mobility for diverse Sailors (e.g., most Naval Aviation Flag Officers come from the Tactical Air (TACAIR) community and that community usually has a lower race, ethnicity, gender proportion to other aviation communities, CRUDES vs. AMPHIB in the surface community).

SUPPORTING INFORMATION

Following initial analysis, the foundations and basic tenets of the Navy TM processes are assessed as fair and impartial. However, the LOE #2 team has identified areas where policy and process changes are warranted and where greater study and analysis are required to ensure that biases and unintended consequences inherent in subjective human processes do not result in undesired outcomes.

The NPC TM Task Force is evaluating options to best mitigate implicit bias in the performance appraisal process to ensure accurate assessment takes place and warranted promotion and advancement

opportunity for underrepresented Sailors is assured. The future performance evaluation process will emphasize and strive to remove bias and misleading subjectivity from true performance-based objective evaluation, which will yield the "right" information for talent management assignment and selection processes. TF1N recognizes knowledge gaps exist in the Fleet regarding performance evaluation, detailing and board processes, which can lead to the perception of biases existing in current models; therefore, NPC will take steps to improve awareness and understanding of Navy TM processes. Greater post-board feedback is an example and will serve as great information for Navy coaches to discuss with their Sailors during their periodic MyNavy Coaching development sessions.

Beyond perception, there remain areas where career progression can be improved by ensuring that selection to major milestones and promotions is based on published expectations (i.e., sustained superior performance and serving in career-enhancing billets). Moreover, research on the 'In-Zone' URL selections over the last 13 years shows that Asian male promotion to O-5 is 11 percent below overall average and Black male promotion to O-5 is 15 percent below overall average. However, these appear to be exceptions. The selection percentage by race/ethnicity across the board is slightly lower for almost all non-white male officers, and this could validate the perception of bias, but the small number of eligible diverse male Sailors (only 17.2 percent of 25,758 male records) creates some ambiguity. The selection percentages for every board are reviewed to evaluate trends or alarming statistics outside the norm. However, with low numbers it only takes one or two years with below-average selection rates to considerably change the statistics. At the O-4 level, for instance, 590 Black male officers were eligible and 431 were selected, resulting in a 3 percent lower promotion rate than the overall average, but there would be no discrepancy if a mere 17 more officers were selected (or about 1.5 officers per cycle). At the O-6 level, the discrepancy would have been negligible with the selection of less than one additional officer per cycle. A significant phenomenon affecting selection board results is the inventory of the eligible candidates. It is difficult to build and select minority Captains and Flag Officers when, so few remain in the Navy at the key retention decision points. Retention is foundational to achieving diverse representation at the senior leadership levels.

COPR Data

O-4, IN-ZONE URL, FY-08 TO FY-20									
BLACK MALE	HISPANIC MALE	ASIAN MALE	PACIFIC ISL MALE	NTV AMER MALE	OTHER MALE	WHITE MALE	MALE TOTAL	FEMALE TOTAL	OVERALL TOTAL
590	824	305	29	77	504	10,606	12,935	1,133	14,068
431	600	225	23	59	350	8,201	9,889	790	10,679
0.731	0.728	0.738	0.793	0.766	0.694	0.773	0.765	0.697	**0.759**

O-5, IN-ZONE URL, FY-08 TO FY-20									
BLACK MALE	HISPANIC MALE	ASIAN MALE	PACIFIC ISL MALE	NTV AMER MALE	OTHER MALE	WHITE MALE	MALE TOTAL	FEMALE TOTAL	OVERALL TOTAL
395	514	185	19	41	248	6,424	7,826	351	8,177
220	337	110	11	20	178	4,640	5,516	236	5,752
0.557	0.656	**0.595**	0.579	0.488	0.718	0.722	0.705	0.672	**0.703**

O-6, IN-ZONE URL, FY-08 TO FY-20									
BLACK MALE	HISPANIC MALE	ASIAN MALE	PACIFIC ISL MALE	NTV AMER MALE	OTHER MALE	WHITE MALE	MALE TOTAL	FEMALE TOTAL	OVERALL TOTAL
185	240	102	13	12	141	4,304	4,997	129	5,126
86	111	40	5	4	66	2,246	2,558	71	2,629
0.465	0.463	0.392	0.385	0.333	0.468	0.522	0.512	0.550	**0.513**

Note: "Other" includes both "Declined to Respond" and "Multiple" race codes
Figure 3 - COPR Data

As the Navy culture must evolve to be more inclusive, this must also be reflected in Navy TM processes. Sailors must have confidence that our processes are fair, free from negative forms of bias, transparent and yield results driven by one's merit and ability. To this end, we will continue to refine our processes to make sure the right information is available at critical talent-management decision points to ensure our best and fully-qualified Sailors from our inclusive Navy are in the right positions to meet our Service objectives.

Access to the right data is critical to this effort. As part of the MyNavy HR Transformation, achieving a centralized, single source of truth, cloud-hosted ADE is a foundational necessity for modern and enhanced TM. This authoritative and objective data is critical. Currently, NPC tracks demographic statistics for promotion, advancement, command milestone and screening boards (see Figure 3 for an example). While these statistics are important, if barriers exist that do not enable personnel to receive objective, unbiased and accurate evaluations, as well as adequate opportunities, the Navy will be unable to effectively evaluate, promote and advance the right Sailors. To combat this issue, some of the data-related steps that NPC is taking include: incorporating a NCLASP modeled after the Army BCAP; expanding the diversity data submitted in selection board ROP reports; reviewing and considering a proposal to rescind the ability of a Sailor to "decline to respond" to race, ethnicity and gender determination for inclusion in the Navy personnel ADE; and developing decision support tools for use in selection/assignment processes that better use objective human performance data, and that will evolve through greater use of AI/Machine Learning in applicable decision algorithms.

SUCCESS WILL BE THE RESULT OF CONTINUED COOPERATION AND PARTNERSHIP WITH LEADERS ACROSS THE MYNAVY HR DOMAIN AND COE TEAM.

NPC has established an I&D-focused OPT that includes key leader representation from all four of the LOE #2 talent management areas. This OPT meets on a regular battle rhythm cycle to drive implementation or further study for all of the aforementioned recommendations. Periodically, the OPT reviews implementation timelines, refines measures of effectiveness (MOE)/measures of performance (MOP) and formally reviews performance to plan. Since many of these initiatives are already part of the MyNavy HR Transformation effort, the OPT will ensure appropriate coordination exists among the OPRs. The OPT is responsible for ensuring that appropriate Fleet input/feedback is included during all design, development and process improvement efforts, and that effective communications occurs with major changes. Success will be the result of continued cooperation and partnership with leaders from across the MyNavy HR domain and the entire COE leadership team.

LOE 3

PROFESSIONAL DEVELOPMENT, NETC/NSTC

PROBLEM STATEMENT

To recruit and retain the high-performing and innovative workforce required to sustain today's Navy and the Navy of the future, deliberate and holistic efforts must be made to cultivate and champion an environment that promotes respect and inclusion across ranks and celebrates the competitive advantage gained from a diverse force.

NAVADMIN 051/20 (*Appendix Q*) entitled "NAVY INCLUSION AND DIVERSITY POLICY UPDATE" articulates three Navy-wide I&D Goals:

1. Institutionalize I&D across our Navy.
2. Attract and recruit the best talent from our diverse nation to cultivate a high-performing and innovative workforce.
3. Develop and retain Sailors and Navy civilians by ensuring an inclusive culture across our workforce.

NETC is then specifically tasked to:

- Develop and implement Navy's I&D training and education strategy from entry to executive levels in accordance with the Officer and Enlisted Leader Development Paths outlined in the NLDF version 3.0.
- Review course curricula through the Human Performance Requirements Review process to ensure incorporation of relevant I&D content.

Notably, this section addresses only NETC's responsibilities as detailed in the aforementioned NAVADMIN. Navy-wide I&D training and education expands beyond the NETC domain and the NAVADMIN assigns responsibilities to other Echelon II Commanders and Community Leads.



RECOMMENDATIONS

Develop a Subjectivity Mitigation Tool or Suite of Tools to Assist Leaders at All Levels. (3.1)

1. Self-awareness (SA) tools are a critical part of bias awareness and are administered at various leadership levels, without the benefit of a comprehensive and deliberate SA continuum.
2. Leader development stakeholders (e.g., Naval Leadership and Ethics Center (NLEC), NWC, NPS, etc.) must collaborate, identify and agree upon a self-awareness continuum framework. Supporting the NLDF ensures proper alignment and ensures that Sailors receive the right tool(s) at the right time across the continuum.
3. Funding considerations notwithstanding, the following considerations apply to the development of the SA continuum:

- SA is critical to raising an individual's awareness of implicit/explicit bias and contributes to mitigation of those biases.
- A comprehensive approach to SA should span the career of an individual, irrespective of community, paygrade or length of service.
- Overly duplicative efforts (e.g., the repeating of particular SA assessments) should be minimized across the SA continuum to prevent the unnecessary expenditure of resources (e.g., time and/or money). Some duplication for emphasis across the continuum may be warranted.
- Careful consideration should be given to the

anticipated developmental acumen of the leader to whom the SA occurs to determine the appropriate tools for the given maturity and level of responsibility. No single assessment is suitable for all leadership positions.

As a basis for consideration, Figure 4 below provides an example of current thinking regarding SA and behavioral assessments considering resource limitations, coaching capacity and span of control. However, this is not the SA continuum end state NLEC would recommend when evaluating the combined resources, coaching capacity and expanded aperture inclusive of all warfare communities and education tracks. NLEC proposes a Self-Awareness Assessment "Summit" in March 2021, attended by relevant stakeholders, to evaluate the existing SA efforts across the Navy and provide a comprehensive recommendation in support of TF1N.

Re-establish BOOST 2.0. (3.2)

1. The re-establishment of BOOST 2.0 at NAPS to prepare highly desirable MIDN candidates whose initial test scores do not meet the standard for NROTC admission is a significant win for the Navy's desire to find talent.
2. Start the BOOST 2.0 pilot program with ten MIDN candidates and eventually expand to 50 MIDN over five years. MIDN will attend NAPS like USNA MIDN candidates for a year and be subject to the same exit criteria. MIDN candidates who successfully complete NAPS will receive a four-year NROTC scholarship without board action. MIDN can then attend any school in which a NROTC program exists. MIDN candidates who attrite will incur no obligation or payback, similar to the arrangement that USNA MIDN candidates enjoy.
3. Reestablish the links between USNA and NSTC for proper command, control and execution of the program. Although the infrastructure exists now for the pilot program, additional infrastructure modifications will be required at NAPS to expand the program to 50. These requirements will be clarified during the pilot program year.
4. Implement BOOST 2.0 under NSTC with USNA supporting. MIDN candidates will be selected by NSTC but the program execution will fall under NAPS. All final administrative action(s) to any MIDN candidate will fall under NSTC.
5. Achieve sustained success through careful

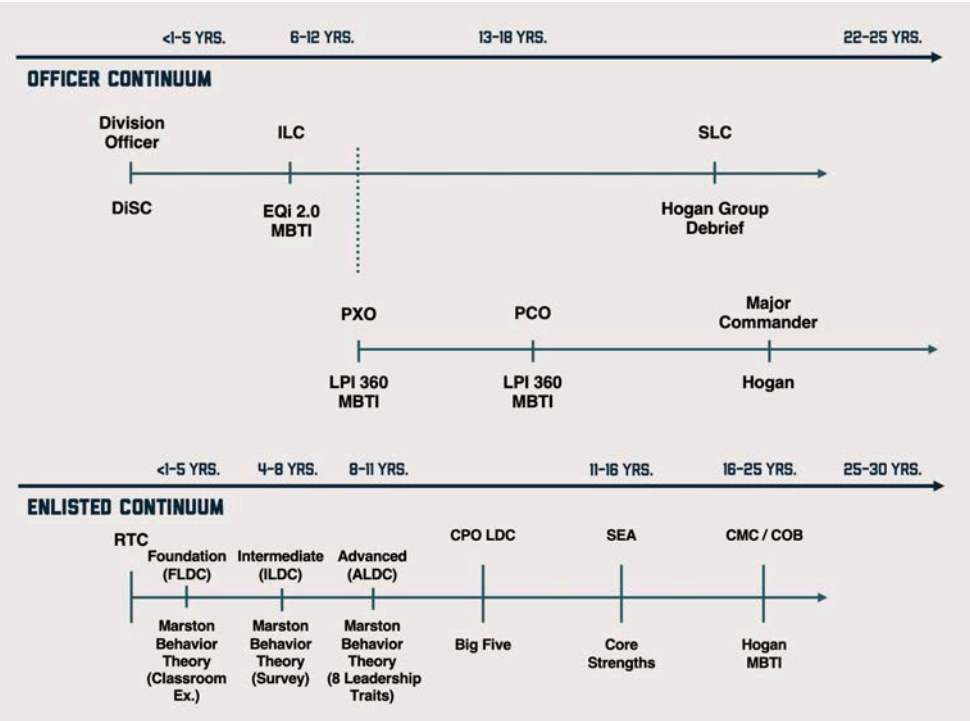


Figure 4 - SA and Behavioral Assessments Continuum Example

selection of MIDN candidates as well as placement in appropriate follow-on NROTC schools. The process owner is NSTC with NRC recruiting support. The reestablishment of a NROTC Candidate Guidance Office (CGO) will be critical in the identification and recruiting of MIDN candidates for the program.

Increase NROTC Side-load Scholarships Specifically Targeting Underrepresented Communities. (3.3)

1. As part of a system of programs to harness talent, side-load scholarships target students who are already matriculating through college and may be unaware of opportunities available through enrollment in NROTC. NROTC units must be proactive in telling the Navy story and attracting talent.

Source a NROTC Consortium Deputy Commander Position at Approximately Five HBCUs/MSIs. (3.4)

1. This Deputy Commander would be full-time at the assigned HBCU/MSI to build relationships, restore trust and facilitate an increase in diversity participation in the side-load scholarship process.

Update Functions and Incentivize Retention of RSs Tasked to Style the Hair of Sailors Afloat. (3.5)

1. Update NETC's Shipboard Barber Course. Working with the RS rating requirements sponsor (OPNAV N4), conduct a Job Duty Task Analysis (JDTA) on Shipboard Barber Course Identification Number (CIN) A-840-0013.
   - The JDTA is the first step in reviewing and aligning the course to Fleet requirements.
   - Changes made based upon requirements validated through multiple workshops with all Fleet stakeholders.
   - A sustained long-term effort will be required in order to align further rate training manuals (RTMs), personnel qualification standards (PQS), on-the-job training (OJT), and formal training to ensure effective training that meets Fleet requirements
2. Explore possibility of separate Navy Enlisted Classification (NEC) for styling female Sailors. In coordination with Naval Supply Systems Command (NAVSUP), establish a Training with Industry (TWI) tour for enlisted Retail Specialist Sailors who will be Shipboard Barber Instructors to provide recognizable and reputable certification for the RS community.
   - This TWI will provide instructors trained on current industry standards and techniques that will address and fill the hair styling needs for our female and minority Sailors.

I&D TRAINING WILL NOT ONLY HELP TO SUSTAIN PERSONNEL, BUT ALSO HELP TO SUSTAIN AND DRIVE TOWARD A COE.

SUPPORTING INFORMATION

In general, the Naval Officer Corps does not reflect the diversity of the population of the US, specifically African Americans, Native American and Hispanic communities (see Figure 5). This problem is particularly acute in the warfighting communities in which African Americans, Native Americans and Hispanic Americans only make up a fraction of those communities as compared to their proportional demographic representation in the US.

NROTC accounts for one-third of all URL Officer (warfighters) commissioning. With the exception of Asian Americans, current NROTC accessions and graduation rates for all minority groups are well below their corresponding proportional demographic nationally. If the current trend continues, underrepresented groups will never approach national demographic norms.

One reason for this disparity is that underrepresented groups are generally not as prepared for college as indicated by standardized tests. For example,

	AFRICAN AMERICAN	HISPANIC (NON-WHITE)	NATIVE AMERICAN
AVIATION	2.25%	7.03%	0.6%
SURFACE	9.9%	10.3%	0.9%
SUBS	2.03%	6.59%	0.76%
EOD	0.98%	5.9%	0.59%
SEAL	1.3%	5.98%	0.3%
US CENSUS DATA	13.4%	18.5%	1.3%

Figure 5 - African American, Native American and Hispanic Naval Officer Corps Demographics

underrepresented groups, on average, score below the SAT's currently recognized college-ready score. Specifically, African Americans, Native Americans and Hispanic Americans nationally averaged SAT score falls in the mid 900's while the currently recognized college-ready score is 1020. Additionally, the average SAT score for those midshipmen who earned a NROTC scholarship currently hovers around 1400.

To attack this problem, the Navy must first be able to better attract and access qualified, underrepresented groups who desire to serve. Second, prepare highly motivated but disadvantaged students for the rigors of NROTC through the BOOST 2.0 or the NROTC Preparatory Program.

One of the barriers to recruiting more underrepresented groups is academic preparedness. A solution for that barrier is to reinstate the BOOST program. BOOST was originally developed as part of NAPS until the program expanded to become independent of school affiliation and was headquartered in San Diego. To re-establish BOOST as BOOST 2.0, the program would begin again at NAPS and expand from there.

Two studies were conducted by NPS on preparatory programs for USNA and NROTC. In both studies the original BOOST program was extensively analyzed. It was found that BOOST was highly effective and played a pivotal role in the Navy's efforts to improve minority officer accessions with qualified graduates. An important point worth noting is at both USNA and NROTC, BOOST graduates had a lower attrition rate than their direct entry cohorts.

In its original form, BOOST was absorbed by the Seaman to Admiral (STA-21) program and shifted emphasis on Fleet returnees vice new, direct accessions from high school. The BOOST program was slowly scaled back until its eventual closure in 2008.

Currently, USNA utilizes two programs to prepare otherwise underprepared students: NAPS and Foundation Preparatory schools. Studies indicate that both programs are successful in preparing MIDN for success at USNA as evidenced by lower attrition rates than their direct entry counterparts. The US Coast Guard Academy analyzed USNA's approach and now follows the same model while also sending their students to NAPS as well as foundation schools.

Re-establishing BOOST as BOOST 2.0 will utilize a phased approach. NSTC and USNA have agreed to establish a pilot program of 10 initial MIDN candidates in one year (Academic Year 2021/2022). After a successful pilot program, the program will then grow to 50 MIDN a year. With the current NROTC four-year scholarship attrition rate of up to 38 percent, the measure of effectiveness for BOOST 2.0 is that attrition will significantly decrease.

The emphasis placed on standardized testing in recruiting and selection processes causes a disproportionately negative impact on the number of minority officer applications. The Navy uses standardized aptitude tests (SAT or ACT) and high school academic performance to evaluate academic competency and determine eligibility for admission into pre-commissioning officer programs. However, it is well documented that underrepresented groups, particularly those with personal or environmental



disadvantages, tend to score lower on standardized tests. These differences in test scores affect the eligible demographic pool for commissioning programs, which raises questions about testing bias and discrimination during the admissions process.

Additionally, current recruiting strategies do not fully appeal to diverse populations and have not significantly increased the number of diverse officers recruited. Research shows that aggregate youth propensity has declined from roughly 18 percent in the mid-eighties to 11 percent today. This decline in propensity coupled with the declining number of military veterans in households, makes personal interactions with potential prospects and their families at their high schools, college campuses and within their communities even more critical. JAMRS has consistently concluded that Navy officer recruitment efforts should be targeted toward increasing awareness of the officer career path, emphasizing efforts geared toward non-white college market youth.

In recent years, the Navy has built connections that have resulted in historic increases in minority entrance into the Fleet; however, recruiting efforts have not achieved equitable demographic representation of officers despite the influx of educated, enlisted Sailors across all racial and ethnic groups. Enlisted accession data suggests that given the Navy's success and consistency in recruiting diverse representation among enlisted personnel who have already completed undergraduate degrees, sufficient access to potential officer recruits within minority communities exist.

The Navy does not, however, have a central ADE for all officer and enlisted accessions information. OPNAV N1 is currently establishing an ADE and as CNP is also the Navy's Chief I&D Officer, he will be able to evaluate evidence-based Navy I&D impacts and business processes influencing entrance requirements, selection criteria and board selection processes will be beneficial in measuring future success.

Once talent is received, I&D training will not only help to sustain personnel, but also help to sustain and drive toward a COE. While I&D metrics are readily available for the start of the accession pipeline, assessment at the next phase of a Sailor's career (namely their continuing education and career advancement) is vitally important. Data is available to understand which Sailors are being promoted and taking advantage of educational opportunities. However, understanding whether specific coursework and educational pathways are disproportionately advantageous to certain groups of Sailors is important. This necessitates a major focus on building additional capability in the educational domain to better understand improvement opportunities at crucial points in many Sailors' careers.

LOE 4

INNOVATION & STEM, ONR

PROBLEM STATEMENT

The Navy has a deficit of underrepresented groups in STEM fields. This under-representation impacts diversity of thought and innovation, posing a potential threat to national security and warfighting readiness. To increase interest in STEM-related occupations, the Navy must create opportunities that leverage existing military and civilian relationships, specifically within predominately minority professional affinity groups, to mentor, garner interest and attract new talent.

Studies and surveys have shown that minority disinterest in STEM fields can be contributed to a lack of minority representation in the form of positive role models and mentors. Efforts to increase outreach and awareness activities of Navy STEM opportunities could also generate interest in those aspiring to join STEM fields in the future. By focusing on access to underrepresented identities and groups, the Navy can diversify its demographic profile and naturally increase warfighting capabilities, through individual's diversity of thought and experiences. This increases our lethality by bringing eager candidates, whose unique skills and knowledge can be leveraged. Ultimately, these activities provide an opportunity to strengthen existing relationships with local communities and organizations while fostering new, collaborative and meaningful relationships.

RECOMMENDATIONS

Determine and then Leverage the Navy's Military/Civilian Population Associated with Minority Fraternities, Sororities and Other Affinity Groups. (4.1)

1. Utilize headquarters formal tasking system, social media and other mass distribution methods to encourage self-reporting and areas of interest.
2. Query other minority-focused groups (i.e., NNOA and ANSO) to determine if affinity group affiliation is captured and leverage these groups to encourage participation.
3. Query the Navy's RC on self-identified members within STEM (either military or civilian occupation) and request volunteering information on affiliation with minority fraternities, sororities, and other affinity groups.
4. Leverage relationships with minority fraternities, sororities, and other affinity groups to query military/civilian population.

Review and Clarify Guidance and Ensure Clear Communication Authorizing and Encouraging Military/Civilian Outreach Opportunities with Affiliated Professional Groups. (4.2)

1. Streamline ethics approval process for outreach opportunities. Active-duty Sailors and civilians who want to participate in outreach opportunities (i.e., teaching, speaking, writing, etc.) are left to navigate 5 CFR Section 2635.807 and JER paragraph 3-305 or seek advice from their command or an ISIC ethics counselor. The quality of that advice is often subject to the ethics

EFFORTS TO INCREASE OUTREACH AND AWARENESS ACTIVITIES OF NAVY STEM OPPORTUNITIES COULD ALSO GENERATE INTEREST IN THOSE ASPIRING TO JOIN STEM FIELDS IN THE FUTURE.

counselor's experience. To advance the outreach initiative and build in a place for awareness and feedback collection, the ethics approval process could be centralized to a one-stop shop for STEM engagements. The Navy Survey Program Office has set up a similar construct for seeking survey approval.

Incentivize Participation Through the Establishment of Recognition Programs Inclusive of Military and Civilian Personnel. (4.3)

1. Recognize service members by creating an outreach award like the ONR VADM Samuel L. Gravely Jr. "STEM Diversity Champion of the Year" Award, granted to individuals who have distinguished themselves by fostering STEM education and mentoring to underrepresented groups.

Develop a PA Campaign to Increase Visibility in the Program and Any Associated Memberships within Minority Affinity Groups with STEM Connections. (4.4)

1. Encourage through public announcements and STEM outreach activities within affiliated minority fraternity, sorority and affinity groups. Look for opportunities to speak at undergraduate and graduate chapter events to promote STEM fields by providing clear examples of how it is related to their career in the Navy.
2. Capitalize on existing relationships within these affinity groups to encourage using social and print media platforms to highlight affiliated military/civilian members in STEM occupation within the group's publications.

Construct a Diverse Military and Civilian Network within the Navy to Increase the Awareness of Navy STEM Professional Opportunities at HBCUs/MSIs that will Mentor/Inspire Underrepresented and Underserved Students Majoring in STEM Disciplines. (4.5)

1. Create a Diversity Affinity Office to coordinate sponsorships and outreach activities on behalf of all lower echelons.
2. Evaluate partnerships with African American and Hispanic STEM focused organizations, such as National Association of Black Chemists and Chemical Engineers, NNOA, ANSO, etc.
3. Create and maintain a mentorship program where senior officers and senior civilians are linked up as mentors with junior officers or new Navy civilians in their organizations to provide guidance from the moment they are commissioned or arrive to their new command.



4. Establish the Junior Officer Diversity Outreach initiative under the DON to send junior officers TAD/TDY to strategic universities to assist with and guide specifically geared outreach.

Enhance and Develop Where Necessary STEM Outreach Programs to Effectively Attract K-12 Students with Diverse Backgrounds. (4.6)

1. Identify a Diversity STEM program sponsor (i.e., OPNAV N7, I&D, ONR, etc.) for command control structure and to track funding. The program sponsor will:

- Manage and distribute funds to all Diversity STEM stakeholders. Diversity STEM stakeholders will execute local activities and engagements. They will also provide reports leadership, as appropriate.
- Maintain any MOUs/MOAs with strategic outreach partners.
- Develop a Diversity STEM instruction.
- Make every effort to ensure all social media platforms (i.e., Facebook, Instagram, YouTube, etc.) drive the proper marketing message to the individuals we wish to reach.
- Implement a mentorship/tutoring program to help the diverse K-12 students navigate courses and activities that would make them top notch candidates for the Navy. Option to provide live virtual sessions (i.e., Microsoft Teams, Zoom, Google Meet, etc.) that could be used for regular interaction, STEM engagements and free tutoring/mentoring events.

SUPPORTING INFORMATION

The Navy has identified that it does not have an appropriately targeted STEM outreach program. As a result, the Navy is in the process of enhancing and developing a robust STEM outreach program for K-12 students that could potentially generate greater interest and awareness for students with diverse backgrounds. Furthermore, the Navy is constructing a diverse military and civilian network to increase the awareness of STEM professional opportunities in the Navy at HBCU/MSIs to encourage minorities to study STEM disciplines and look into Navy careers.

By leveraging the relationships that our military/civilian members in STEM fields have formed in predominantly minority professional fraternities, sororities and other affinity groups, the Navy can strengthen its networks to increase outreach and interest in STEM among underrepresented groups. This effort will require our internal talent network that is associated with those groups to collaborate with minority fraternities, sororities and other affinity group headquarters.

Through our military/civilian members' efforts, the Navy will seek opportunities within HBCUs/ MSIs communities to mentor and develop an interest in serving within Navy STEM career fields. These affinity organizations are constructed around community support, outreach and alumni relations. This vast pool of diverse military/civilian talent is believed to be an invaluable resource. By leaning on our alumni and active members within those societies, we can build a strong bridge between underrepresented minorities alongside fraternity and sorority members and the Navy.



LOE 5 ADDITIONAL RECOMMENDATIONS

The following section contains miscellaneous I&D-related reform recommendations for consideration. Some recommendations may require further review and assessment to determine next steps.

TOPIC: ADD "AND RESPECT" TO NAVY CORE VALUES. (5.1)

PROBLEM STATEMENT

In the aftermath of the death of Mr. George Floyd, an African American man, killed at the hands of police in Minneapolis, Minnesota, and the ensuing protests, the Navy stood up TF1N on 1 July 2020 to address the issues of racism, sexism and other destructive biases within our Navy and their impact on naval readiness. One of the preliminary recommendations that comes from TF1N is the addition of 'Respect' to the Navy's core values of Honor, Courage and Commitment. The goal of this initiative is to influence and encourage Active and Reserve service members, government service civilians and contractors within the DON to embrace and embody the new Navy core value of "Respect" in every aspect of the Navy and our culture.

RECOMMENDATIONS

Establish a communications plan to market and advertise this initiative

Initiate the addition of "Respect" to Navy Core Values through the release of a NAVADMIN announcing addition of "Respect" to Core Values

SUPPORTING INFORMATION

Respect is the foundation of our Navy team and our first Signature Behavior. Respect has the connotation of saying that I see you and I hear you. To our fellow shipmates, there can be no empathy or trust without respect. While it may be inferred in Navy attributes, illuminating "Respect" as a priority demonstrates that we are fully responding to this moment in history to create enduring and positive change. Every member of the Naval Service – active, reserve, and civilian, must understand and live our Core Values…Honor, Courage, Commitment and Respect!

RESPECT IS THE FOUNDATION OF OUR NAVY TEAM AND OUR FIRST SIGNATURE BEHAVIOR.

TOPIC: CONTINUED LEADERSHIP SUPPORT FOR LISTENING SESSIONS (5.2)

PROBLEM STATEMENT

Discussing inequalities can be difficult, but these conversations are necessary to foster inclusion and connectedness in the Navy. In order for Sailors to heal and rebuild trust, leaders must lead, listen and advocate for change. This starts by providing Sailors and our civilian teammates an environment to openly communicate. Leadership engagement is essential to ensuring the eradication of any form of disparities in our formations, one command at a time.

RECOMMENDATIONS

Leverage guidance provided in the NCG and continue listening sessions on a regular basis

Feedback regarding sessions should be documented and made actionable as required to address any perceived climate issues

SUPPORTING INFORMATION

While very personal ideas and experiences will be openly shared throughout the necessary conversations, it is important to remember that all participants must treat one another with dignity and respect. It is recommended that those leading the conversations consult with their staff judge advocate or command services legal advisor if they have questions at any point before, during or after the conversation session.

TOPIC: RESTART NLDF BRIEFS TO CNO/ VCNO/MCPON (5.3)

Accountability has emerged as one of the key themes from our Listening Sessions. Feedback received from the CNO's TAG noted that past success with I&D efforts was a direct result of holding leaders accountable for understanding the importance of I&D and taking deliberate steps to ensure all Sailors were treated fairly and had access to the opportunities they deserve. In our Navy culture, leaders understand early on the importance of authority, responsibility and accountability.

NAVADMIN 025/20 re-establishes the NLDF briefs to CNO and outlines how the Navy will develop leaders who demonstrate operational excellence (competence), high ideals of integrity and service (character) at every level of seniority, all the while expanding and enhancing trust and confidence (connections). Specifically regarding "connection", TYCOMs should have community-specific I&D goals and objectives, an understanding of community demographic data, note best practices and challenges, develop (coaching, mentoring, advocacy) efforts, integrate human factors and Command Resilience Team fundamentals, and deliberately lead TM efforts.

TF1N reviewed best practices from previous briefs and developed a detailed template for TYCOMs to

TOPIC: COUNTER HATE SPEECH (5.4)

PROBLEM STATEMENT

There are several aspects to regulating/discouraging hate speech. This proves to be difficult as the first amendment makes it challenging to define "hate speech" for disciplinary purposes-- when so much speech is protected. To mitigate this challenge, the focus has to shift to educating leaders on what types of language and behavior actually constitutes harassment and discrimination. In the context of this task, "Hate Speech" describes types of speech that amount to harassment, a form of unlawful discrimination.

RECOMMENDATIONS

Issue a Page 13 to allow enforcement of discipline against Sailors and to communicate policies and new concepts for the purpose of command mission and good order and discipline. Secondly, a CNO-level communication to remind leaders of their obligations and the tools in their toolkit to take appropriate corrective measures, including punitive ones. This level of communication would give Commanders the confidence and top cover to take action and would be an effective deterrent for Sailors when Commanders communicate CNO-level intent and then back it up with local command-level action. Additionally, a JAG action memo from OJAG (Code 13) to reinforce the scope of tools available to leaders and equip Staff Judge Advocates (SJAs) with tools to give timely and consistent advice.

TOPIC: ESTABLISH PILOT MENTORING PROGRAM (OFFICER/ENLISTED/SES) (5.5)

(Officer/Enlisted/SES)

One TF1N Focus Area is establishing Pre-accession Mentorship Frameworks and to improve mentoring overall. To support this effort, the Task Force sought out 40 volunteers who are willing to mentor a diverse/minority midshipmen/seamen recruits/ SES & GS for a pilot program. Conversations with the Fleet clearly indicate barriers to communication. We don't talk enough to one another, especially those who are different from ourselves. Talking builds teamwork, and that teamwork builds trust. This mentoring pilot program would be designed to remove barriers, increase communication and to gain a better understanding of what we must improve as an organization. We all know the importance of mentoring, advocacy and sponsorship. This provides an opportunity to coach someone throughout the rest of their career and share their mentoring experiences with others to provide knowledge sharing opportunities throughout their Navy experience.

Concept: Ten Flag Officers (O-7 / O-8), ten SES and 20 MCPOs volunteer to serve as mentors to diverse/ minority service members. The Flag Officer will be connected with a MIDN, Senior SES would be paired with newly appointed SES or an identified highly performing GS-15 interested in future assignments as Executives, and the MCPOs will be connected with a new graduate from RTC. The MCPO cohort will also seek to place diverse female E-9s with majority recruits as well. After one year, all participants will provide feedback via surveys and written responses to see if expansion of the program is warranted.

TOPIC: ESTABLISH A STUDENT EXCHANGE PROGRAM BETWEEN USNA & HBCUs/MSIs (5.6)

PROBLEM STATEMENT

As the primary undergraduate educational institution training future leaders in the USN and USMC, USNA is uniquely positioned to build bridges, foster relationships and expose midshipmen to a diverse cohort of talent and future shipmates from NROTC affiliated HBCUs and MSIs.

RECOMMENDATIONS

Establish a framework to manage an exchange program between USNA and various HBCUs/MSIs. The Service Academies have conducted exchange of MIDN and Cadets for several decades, to include foreign students, and this framework could be replicated with HBCUs and MSIs to build a more cohesive team, remove barriers and increase understanding in leading a diverse force.

SUPPORTING INFORMATION

Increased communication with HBCUs/MSIs and increased recognition of meritocracy improves perceptions of inclusion from underrepresented groups and provides a foundation of understanding and a commitment to breaking down barriers.



THIS INITIATIVE IS AN OPPORTUNITY TO HONOR AND NAME NAVY ASSETS FOR NAVAL HEROES.

TOPIC: MODERNIZE PROCESS TO NAME SHIPS, BUILDINGS, STREETS IN HONOR OF NATIONAL & HISTORICAL NAVAL FIGURES (5.7)

PROBLEM STATEMENT

Certain Navy ship names have been highlighted by Congress and in the media for connections to confederate or white supremacist ideologies. Without a comprehensive database or review of current Navy names, it is unclear whether the body of Navy names is consistent with Navy Core Values and representative and inclusive of the truly diverse population of the Navy, today and throughout the Navy's rich history.

Following a review of internal Navy practices and Congressional Research Service (CRS) documentation, there appears to be no consolidated database, process or effort within the Navy to review the names of Navy assets in order to ensure that the names reflect the Navy Core Values. This initiative is an opportunity to honor and name Navy assets for Naval heroes from all classes, races, genders and backgrounds.

RECOMMENDATIONS

Initiate Systematic Review to Identify and Rename Navy Assets in Need of Modernization Consistent with Navy Core Values.

1. Review should identify assets honoring those associated with the Confederacy and identify assets named after racist, derogatory or culturally insensitive persons, events or language.
2. Renaming recommendations and decisions should be consistent with current naming authorities, policies and practices, with a focus on honoring persons of historically underrepresented demographics, including racial minorities, women and enlisted members.
3. The method and timeline of review is flexible, however, a stakeholder-led committee could oversee the consolidation of Navy asset names and lead the review and recommendation process.

- The general membership, strategy and mission statement of the committee may be subject to amendment post-enactment of the NDAA for Fiscal Year 2021.
- The committee would compile the lists of names for review, delegate as needed (e.g., requesting installation commanders to provide lists of installations buildings and streets named after persons pursuant to OPNAVINST 5030.12H); coordinate with ethics and history experts to identify assets for renaming; serve as a central repository for questions and renaming requests; and propose new names. This course of action (COA) offers thoroughness and consistency. Additionally, the committee could consist of persons who may already possess the expertise necessary to perform these tasks, for example, personnel from OPNAV N17, NHHC, CNIC, NAVFAC and commands possessing authority and ownership over weapons systems, afloat and aviation assets such as NAVSEA and NAVAIR.
- Memorialize the process and membership of the committee by either updating the OPNAVINST 5030.12H, other relevant naming authorities or by simply crafting an order from the CNO outlining the expectations for the committee and the period of review.

i. Success will be measured when 1) the Committee is stood up (1-3 months); 2) the Committee produces a consolidated database or list of Navy asset names (3-6 Months); 3) when the Committee provides an overview of the current health of the Navy's body of asset names, including any names which are currently problematic and a recommendation on how to upgrade them (6-9 months); 4) when current policies/ instructions are updated to reflect the makeup of the Committee and the expectations for future responsibilities and authorities (6-12 months); and 5) When the CNO and Secretary of the Navy (SECNAV) make asset naming decisions based on the current body of Navy asset names and consideration of a broad range of possible names that reflect diversity and inclusion (6-12 months).

ii. Following the Committee's work to create a comprehensive list or database, efforts must be taken to keep the list up to date. That sustainment review can be ongoing or periodic (yearly or 5-10 years). As the list/ database is a living document, updates must be made as new names come online. Updates could be submitted through the OPNAV staff for updating or a stakeholder from the committee could be assigned this responsibility as a running requirement.

SUPPORTING INFORMATION

While OPNAVINST 5030.12H requires installation commanders to develop and maintain lists of streets, facilities and structures named after persons, there is no additional process set out in the instruction for consolidated or periodic review of such lists.

TOPIC: FORM MANAGEMENT ADVISORY GROUPS (MAGS) (5.8)

PROBLEM STATEMENT

Lack of direct feedback from MAGs or similar groups such as employee readiness groups (ERGs) or affinity groups potentially limit I&D efforts and limits opportunities to advise leadership on related diversity challenges.

RECOMMENDATIONS

MAGs are informal entities that provide non-binding strategic advice to management. The intent is for MAGs to serve as an information resource and feedback capability to the Chief Inclusion and Diversity Officer or designated representative. MAGs will function similar to employee resource groups. The recommendations and inputs provided by the various MAGs will be used to bolster I&D efforts, improve culture and better advise leadership from multiple perspectives.

SUPPORTING INFORMATION

Increased involvement; increased information sharing; leverage trending data



TOPIC: ECHELON 2 COMMANDERS TAKE DELIBERATE ACTION TO SHOWCASE AND RECOGNIZE THE NAVY'S DIVERSE CULTURE AND HISTORY (5.9)

PROBLEM STATEMENT

Many Navy buildings, such as Navy museums, headquarters (HQ) buildings, Learning Centers, etc., have very few images or heritage displays showcasing accomplishments and contributions of underrepresented demographics, despite the gains in diversity and notable achievements in the 20th and 21st centuries.

RECOMMENDATIONS

Echelon 2 Commanders take deliberate action to showcase and recognize the Navy's diverse culture and history. In addition, NHHC should reach out to non-Navy-run Naval Museums to highlight the importance of showcasing and recognizing Navy's diverse culture and history.

As an additional part of this recommendation, Navy should review the feasibility to produce a documentary on the career and contributions of Chaplain Thomas David Parham Jr., who served from World War II to 1964 and was the first African American promoted to the rank of Navy Captain. Both the Chaplain Corps and the Navy will benefit from a well-done documentary on his groundbreaking service. It could be a powerful tool for recruiting and retention, not just among chaplains but for all Navy communities.

SUPPORTING INFORMATION

For young people that consider service in our Navy, for Sailors that currently serve, and for our veterans and the American public, history that is celebrated and is perennially on display in US Navy museums and Naval Installations reflects our culture and the value we place on the accomplishments of those who represent the best in our ranks and our nation.



TOPIC: ENSURE CAPABILITY TO MONITOR RACE, ETHNICITY AND GENDER OF SERVICE MEMBERS SUBJECT TO NON-JUDICIAL PUNISHMENT ACTIONS (5.10)

PROBLEM STATEMENT

Navy lacks a robust, updated and electronic capability to monitor race, ethnicity and gender of service members subject to NJP actions.

RECOMMENDATIONS

Recommend Office of the Judge Advocate General (OJAG) track and publish statistics to ensure there are no disproportionate impacts to underrepresented communities regarding similar offenses. Purchase system to ensure proper tracking. All Navy Message (ALNAV) 090/20 actions is an interim step in this process.

SUPPORTING INFORMATION

Analyze applicable data to assess to what extent racial, ethnic or gender disparities exist. This will lead to increased transparency and improved awareness of leadership.

TOPIC: EVALUATE CHANGES TO MILPERSMAN 1910-138 (MINOR DISCIPLINARY INFRACTIONS) AND MILPERSMAN 1920-140 (PATTERN OF MISCONDUCT) (5.11)

PROBLEM STATEMENT

Under MILPERSMAN 1910-138, members may be processed for separation based upon a series of at least three, but not more than eight, minor violations of the Uniform Code of Military Justice (UCMJ), provided five criteria are met. First, none of the minor violations could have resulted in a punitive discharge. Second, the offenses must be documented in the member's service record. Third, the offenses have occurred during the member's current enlistment. Fourth, the member must have been disciplined by one NJP. Finally, the member must have violated a NAVPERS 1070/613 warning or other form of counseling. Under MILPERSMAN 1910-140, members may be separated when, during the current enlistment, they have two or more NJPs, courts-martial or civil conviction (or combination thereof). Members may not be processed under this article unless they have been given the opportunity to correct their deficiency. Specifically, members may not be processed unless they violated a NAVPERS 1070/613 or other forms of counseling previously mentioned. Following an NJP, the current policy does not require the commanding officer to issue a NAVPERS 1070/613 warning or other form of written counseling. In the case where the command issues a NAVPERS 1070/613 warning following a second NJP, the member is given another opportunity to correct the deficiency and immediate processing for pattern of misconduct is inappropriate. If the member has less than 180 days of service, an entry level separation may be appropriate.

RECOMMENDATIONS

Review MILPERSMAN 1910-140 and 1910-138 for potential updates while benchmarking comparable service policies for additional recommendations or best practices. Additionally, the following actions should be considered and/or continued:

ALLOWING A SAILOR TO TRANSFER TO ANOTHER UNIT FOLLOWING DISCIPLINARY ACTION PROVIDES THE MEMBER AN OPPORTUNITY TO REINVIGORATE MORALE.

Review ability to assess racial and gender disparities in the Navy's military justice system.

Assess NPC's ongoing effort to evaluate changes to the MILPERSMAN that would require commands to report every nonjudicial punishment and summary court-martial using a NAVPERS 1070/613 form.

Continue collaboration with OJAG to revise the Quarterly Criminal Activity Report (QCAR) instruction to require General Court Martial Convening Authorities (GCMCAs) to report significantly more information for every summary courts-martial and nonjudicial punishment completed in the previous quarter, including data on the race, ethnicity and gender of every accused (and victim, if applicable).

Evaluate the ability to record NJP and summary courts-martial results in the next generation tracking system, which is currently under development. This system will not be operational until the end of 2021 or the beginning of 2022.

Including specific rehabilitation metrics, such as timelines to correct a deficiency and the requirement to consider the length of time between the initial counseling and subsequent action to address a deficiency, provide additional safeguards against personal bias and disparate outcomes. These measures would allow leadership to consider the Sailor as a whole person and more accurately identify potential for future naval service.

Leverage inter-unit transfers following disciplinary actions. Defining specific rehabilitative measures, in addition to the counseling measures under the

current policy, provides greater opportunity for members to improve their chance of retention and assists leadership in facilitating rehabilitation. Allowing a Sailor to transfer to another unit following a disciplinary action provides the member an opportunity to reinvigorate morale, transform problematic behaviors and places an additional safeguard against disparate treatment. This added measure can more clearly establish that despite attempts to rehabilitate the Sailor, further effort is unlikely to succeed.

Improve coordination with the Command Resiliency Teams (CRT). Coordination with the CRTs may improve retention and reduce the potential for disparate treatment of Sailors from suspect classes and diverse backgrounds. CRT members can participate in rehabilitation in a number of ways, such as providing input on behalf of a Sailor during the NJP and Administrative Separation (ADSEP) processes, as well as providing services to mentor Sailors with problematic behaviors or histories of misconduct. This would allow for a representative outside of the Sailor's chain of command to ensure the Sailor has adequate support during the rehabilitation process and adds an additional layer to identify processing that may be motivated by personal bias.

SUPPORTING INFORMATION

Trending data; Rehabilitation metrics; NJP Data; Impacts of policy updates; and Impacts of inter-unit transfers following disciplinary actions



TOPIC: TYCOMs DEVELOP AN ADJUNCT RECRUITER PROGRAM TO SUPPORT OUTREACH AND AWARENESS IN UNDERREPRESENTED COMMUNITIES IN DIRECT SUPPORT OF NRC (5.12)

PROBLEM STATEMENT

To prevail in conflict, we need a Navy that draws on the diverse resources, skills and talents of all our people. In order to recruit the best and brightest among us, we need to attract talent from all educational institutions around the country. Earlier this year, the Surface Force partnered with NRC to pilot a new program to attract and recruit talented candidates of diverse backgrounds for the Navy officer corps. The purpose of this program was to help educate diverse applicants on all aspects of the Navy, especially highlighting unique experiences and career opportunities.

RECOMMENDATIONS

Recommend other TYCOMs adopt this model specially targeting junior officers and enlisted members on shore duty to support NRC efforts in attracting diverse applicants. Once selected for the program, NRC can provide tailored training highlighting key outreach efforts to support the overall recruiting mission. Members will be required to support a NTAG at least quarterly, sharing opportunities and focus on key contact points in their specific communities. This could include visits to local centers of education, Middle Schools, High Schools and Colleges/Universities. Example: A flight instructor could fly cross country to a specific location and coordinate with the local NTAG to raise awareness of opportunities in Naval Aviation. Due consideration should be given to providing a stipend per engagement. Upon successful completion of the program (approx. two years), a service record entry will be made and we will explore members receiving a board stamp indicating "DIVERSITY ADJUNCT RECRUITER" for all future boards.

TOPIC: LEVERAGE FLAG MANAGEMENT TRACKER (5.13)

The Flag Wardroom consists of over 250 active and reserve officers O-7 through O-10. Although, Flag Matters does an exceptional job tracking and detailing officers for key and competitive assignments, specific management and awareness of underrepresented demographics can be left to specific community planning. In an effort to increase awareness of talent, timing and career implications, TF1N recommends that Flag Matters produce a detailed matrix to provide senior leaders a snapshot of key milestones and timelines across the entirety of junior Flag Officers in O-7 and O-8 billets.

TOPIC: LEVERAGE AI TO MINIMIZE BIAS IN SELECTION BOARD PRECESSES (5.14)

PROBLEM STATEMENT

Leverage the use of AI and Machine Learning solutions, combined with training and leadership development, to mitigate human biases. These systemic and unintended biases are the primary hurdle for building a diverse and inclusive culture and optimizing performance of its officers and teams.

RECOMMENDATIONS

Pilot the use of AI/Machine Learning to support the centralized selection process.

SUPPORTING INFORMATION

Demographic data, Trending data, Promotion Statistics



TOPIC: IMPROVE FACULTY DIVERSITY WITHIN GRADUATE AND PME INSTITUTIONS (NWC AND NAVAL POST-GRADUATE SCHOOL NPS) (5.15)

PROBLEM STATEMENT

Improve faculty diversity within graduate and PME institutions (NWC and NPS) to better reflect the diversity of the nation. Diversity across faculty provides all students a unique opportunity to grow and learn from different perspectives in an environment that's representative of the Sailors we lead and the nation we serve.

RECOMMENDATIONS

Take deliberate steps to recruit, retain and promote diverse faculty and senior administrators at our graduate and PME institutions.

SUPPORTING INFORMATION

A more diverse faculty provides additional role models and creates a more engaging environment for students. Deliberate recruiting actions open the aperture and increase awareness of opportunities for those in academia to serve our nation and build future leaders.

TOPIC: ESTABLISH UNIT-LEVEL COE AWARD TO INCENTIVIZE EXCELLENCE IN COE INITIATIVES AND PROGRAMS (5.16)

PROBLEM STATEMENT

Unit culture has a direct impact on readiness and mission accomplishment. Recognition is an important part of acknowledging exemplars of the culture we want units to develop and foster. Currently, there isn't an award that celebrates units that have fully embraced the COE ideals and displayed the Signature Behaviors necessary for Navy units to optimize warfighting performance.

RECOMMENDATIONS

Develop a unit-level award (either stand-alone, or as part of Retention Golden Anchor Award or Battle E Award) to incentivize unit adoption and success in COE programs. The criteria will be compiled from all areas that support and develop a strong Navy culture. Nomination packages will require quantitative and qualitative data to support submissions as well as examples that show a strong and inclusive culture at work.

SUPPORTING INFORMATION

Data that will support a unit's award package will include but not be limited to: Sailor re-enlistment and officer retention rates, favorable command climate/ culture surveys, outstanding community engagement and outreach, limited NJPs, examples of diverse and inclusive daily organizational practices, examples of a strong bystander intervention culture, examples of mentorship for all Sailors, examples of respect for all members of the team and outstanding performance on unit-level mission critical evaluations.

UNIT CULTURE HAS A DIRECT IMPACT ON READINESS AND MISSION ACCOMPLISHMENT.

TOPIC: DESIGNATE AN ADVISOR IN OPNAV N17 FOR WOMEN'S POLICY ISSUES INFORMED BY A MAG (5.17)

PROBLEM STATEMENT

Given the previous disestablishment of the Office of Women's Policy, there was significant feedback during focus groups and listening sessions that Navy lacked an identifiable focus point for issues affecting the service of women in the Navy.

RECOMMENDATIONS

Recommend designating an advisor in OPNAV N17 for Women's Policy issues as part of the I&D branch. That advisor would receive input from a MAG ideally reflecting the diversity present in our Navy to ensure proper representation.

SUPPORTING INFORMATION

Develop a draft charter for the MAG within 90 days to CNP. Once designated, the MAG could look at issues such as uniform apparel, footwear, grooming standards, parenting policy and other miscellaneous recommendations.

TOPIC: REVIEW HEALTH AND HEALTH-CARE DISPARITIES (5.18)

PROBLEM STATEMENT

Racial and ethnic disparities in health and health care services are well documented, and their eradication is one of the prime targets of Healthy People 2020. Healthy People 2020 defines a health disparity as a, "particular type of health difference that is closely linked with social, economic, and/or environmental disadvantage". Health disparities adversely affect groups of people who have systematically experienced greater obstacles to health based on their racial or ethnic group, religion, socioeconomic status, gender, age, mental health, geographic location, sexual orientation or gender identity, cognitive, sensory, or physical disability or other characteristics historically linked to discrimination or exclusion."

Research confirms that health disparities exist. However, a full understanding of the antecedents of healthcare disparities impacting Navy personnel are not well known. The key to reducing inequities in healthcare rest with our ability to dismantle and neutralize systems, processes and policies that initiate and sustain inequities and improve the diversity of the health care workforce. Additionally, there are diet-related disparities that impact Sailor physical and mental wellness, health and the ability to deploy. These disparities are defined as differences in dietary intake, dietary behaviors and dietary patterns in different segments of the population, resulting often in poorer dietary quality and inferior health outcomes for certain groups that can provide unequal burden in terms of disease incidence, mortality, survival and even quality of life. Factors that contribute to diet-related disparities among Sailor populations are complex and include individual, environmental, social, cultural and behavioral attributes. Therefore, a cultural shift towards primary prevention to address these factors and expand the influence of the nutritional experts is needed to combat diet-related disparities in the Force.

STRENGTHENING THE NATION'S WORKFORCE BY IMPROVING CULTURAL COMPETENCY AND INCREASING DIVERSITY IS ESSENTIAL IN MEETING THE HEALTH AND SERVICE NEEDS OF COMMUNITIES OF COLOR.

RECOMMENDATIONS

Develop multidisciplinary Health Disparity workgroup and board which will be responsible for:

1. Developing a framework for action.
2. Identify and monitor metrics and indicators of health equity.
3. Establish best practice approaches to reduce health disparities and achieve health equity capacity to implement, evaluate and sustain programs & policies that promote health equity
4. Support training and professional development to address health disparities and culturally competent care
5. Serve as a proactive vs reactive feeder board for addressing issues that impact health equity
6. Fully Implement Culturally and Linguistically Appropriate Services and Education for Healthcare Providers
7. Promote Organizational Collaborations to Exchange Beneficial Knowledge and Resources.
8. Recruit, Promote and Retain a Diverse Healthcare Staff
9. Conduct research on the impact of health



disparities associated with the following areas:

- Inflammatory hair disorders, i.e., PFB / traction alopecia
- Racial Trauma assessment /treatment and training for Mental Health/Behavioral Health providers
- Sickle cell accession screening and treatment
- Body fat standards (age, gender and race)
- Variation in resignation and accession standards for officer/enlisted and reservist
- Prevention and Wellness (Obesity on Periodic Health Assessment (PHA)), Muscular skeletal injuries
- Nutrition and diet
- Access to Infertility service
- Pain management
- Service members and Limited Duty (LIMDU) / transition between DOD and the Department of Veterans Affairs (VA)
- Rank and ageism

10. Identify and develop a separate plan of action for primary prevention to enhance wellness in the force, which goes beyond disease management and focuses on human performance.

SUPPORTING INFORMATION

I&D efforts contribute to a ready and relevant healthcare workforce, a more welcoming and supportive environment for patients, and better patient outcomes. Putting aside issues of equity and fairness for the moment, at least four reasons can be put forth for attaining greater diversity in the health care workforce: (1) advancing cultural competency, (2) increasing access to high-quality health care services, (3) strengthening medical research, and (4) ensuring optimal management of the health care system.

Strengthening the nation's workforce by improving cultural competency and increasing diversity is essential in meeting the health and service needs of communities of color.

We need to build on momentum of TF1N:

Ensure that I&D actions are pervasive in working groups, habitual in nature and forces a positive culture shift.

- Seek and support non-traditional service experiences to bring in fresh perspectives, more diverse skillsets and backgrounds into the Navy's most senior ranks and in its mid-level civilian leaders.
- Ensure that people of all races have equal access to promotional opportunities in the Navy as well as training and educational opportunities, focusing on objective skill and performance criteria and removing inherent biases where possible.
- Similar to OPNAV N17 for military, establish a dedicated cadre of personnel charged with proactively analyzing the health and demographics of the civilian cadre leveraging the holistic approach of closely tracking and monitoring the demographics of the civilian workforce, not just within select commands, but across the Navy where minority representation, particularly in the more senior ranks, remains a shortcoming.
- Ensure the strategic messaging and imperative for I&D has broad distribution, clear accountability, and aligned incentives to the overall Navy COE.

TOPIC: INSTITUTIONALIZE NJOC AS A MAG FOR THE CHIEF OF NAVAL PERSONNEL (5.19)

PROBLEM STATEMENT

Currently, the Navy does not have a coherent feedback loop to gather recommendations and suggestions from JOs. JOs make up just over 75% of the commissioned officer corps. NJOC was built (by JOs) based on a model organization in the Public Health Service. Its mission is to establish three things concurrently: a robust peer-to-peer network to leverage junior officer insights, a pipeline to align input with stakeholder requirements and a culture that prepares junior leaders for future responsibilities. NJOC conducted initial projects for both ONR (working with NavalX) and for OPNAV N1 as part of TF1N.

RECOMMENDATIONS

Establish a formal relationship (through a charter) with OPNAV N1/CNP

SUPPORTING INFORMATION

As JOs feel more connected and included, we should see increased manning and performance due to increased feelings of inclusion and increased morale. We should also see increased JO retention and decreased unplanned loss rates.

RECOMMENDATIONS THAT IMPROVE CULTURE AND CONNECTEDNESS WILL ALSO IMPROVE THE INTEGRATED ENVIRONMENTS IN WHICH OUR CIVILIANS WORK.



TOPIC: ESTABLISH ONGOING PARTNERSHIP WITH CIVILIAN COUNTERPARTS TO ENSURE INTEGRATED AND SUSTAINED NAVY I&D APPROACH (5.20)

Our DON civilian workforce of over 220,000 stands with our uniformed Sailors day after day ensuring our Navy Team is ready to successfully execute missions. While our civilian teammates are present today in ongoing listening sessions and were clearly impacted by the incidents early this summer, the majority of our recommendations are focused on our uniformed personnel.

We realize that culture and people are inextricably linked and in order to get after some of the unique issues across our Navy affecting our civilian teammates, DON should consider standing up a civilian SES-led Task Force as a follow-on action to analyze ongoing concerns not captured in the TF1N review and to ensure continued progress towards an inclusive Navy Total Force. Clearly, recommendations that improve culture and connectedness will also improve the integrated environment in which our civilians work and interact with uniformed personnel as they provide continuity in support of Navy readiness.

Below is a list of recommendations captured in the course of TF1N efforts which can be incorporated as part of future follow-on efforts to further support NAVADMIN 051/20, Navy's I&D goals.

The following TF1N recommendations will enhance culture and directly impact our civilian teammates:

- Updating Core Values by adding "and Respect"
- Continuing Listening Sessions
- Designate an advisor in OPNAV N17 for Women's Policy issues informed by a MAG
- Restarting NLDF briefs
- Formalizing I&D training throughout a Sailor's career
- Mentoring Pilot Program with SES/General Schedule (GS) civilians
- Enhancing STEM Outreach in K-12
- Developing partnerships with HBCUs/MSIs
- Countering Hate Speech
- Updating CNO's professional reading list
- Sourcing a Special Assistant for Diversity at NPC
- Establishing MAGs
- Improving Faculty Diversity at Naval PME Institutions

Leverage an integrated approach to improving I&D in military and civilian acculturation:

- To ensure alignment and consistency of our Navy culture, provide new civilian employees with Navy acculturation training and awareness of the Navy I&D strategy.
- Train Sailors and civilians on the important distinctions between EO and diversity. Many civilians will be familiar with EO as complying with legal requirements to ensure equality based on protected classes, but it will be equally important to tie ongoing Navy I&D efforts as a strategic warfighting readiness imperative across the board to ensure impactful approaches toward our Navy culture.
- Provide tailored and more in-depth training for supervisors and leaders of military and civilian staff to help navigate potentially complex and ambiguous "gray area" conversations and provide education on the nuances of military and civilian policies such as military fitness reports and civilian performance reviews and bonuses, administrating legal and policy issues, recognizing and including both uniformed personnel and civilians in awards and perspectives and sitting on civilian hiring and promotion panels.
- Seek out a variety of speakers who can give new perspectives to the workforce and engage leaders in real conversations that challenge and uncover underlying assumptions and beliefs.
- Develop consistent methods and measures to assess diversity and inclusion in a unit (e.g. Division, Branch and Team) that includes both military and civilians over an extended period of time to track what I&D initiatives are working and found to be more effective at improving recruiting, retention and promotions and overall organizational command climate and long-term performance.

WAY FORWARD

Next Steps

TF1N was founded during a time of national crisis and has emphasized Navy's expanding efforts to invest in I&D-related efforts. In doing so, we increase the propensity of members of diverse ages, genders, and ethnicities entering and continuing service as members of our One Navy Team. TF1N provided an opportunity to focus organized resources and amplify diverse perspectives to develop strategies to address systemic inequities within the Navy. To ensure TF1N recommendations are executed and enduring initiatives are reassessed and updated continuously, stakeholders who led the development of the TF1N LOEs must continue to lead with accountability and measure the success of selected TF1N recommendations from this report.

Navy I&D efforts will continue to focus, not only on demographics, but also assessments to barriers to inclusion that affect our Sailors. Additionally, while a focus has been made on diverse and intersecting identities via TF1N recommendations, that recognition alone is not sufficient to improve readiness or effectiveness. Moving forward, as the Navy implements these recommendations and evaluates success, we must continue to analyze our environment and develop new I&D-related reform measures that adapt to ever-changing shifts in culture. We will be able to succeed and, truly, be more lethal and ready if all Sailors believe they are important to the team's success.

As we transition to sustain the TF1N framework, leaders will continuously analyze our Navy systems, climate and culture to ensure differences are valued and that diversity of thought within the organization is promoted. The newly embedded relationship between TF1N and the COE Campaign Plan will support the organization in institutionalizing I&D and further accelerating COE efforts.

The recommendations below are being developed in support of this ongoing effort:

- Transition TF1N LOEs as supporting Lines of Operation (LOOs) under COE LOE #4 (Inclusion & Diversity)
- Research models, approaches and best practices to potentially link TF1N findings and current I&D Navy initiatives to identify data-driven solutions to command climate issues
- Explore transition of Sailor 2025 into an enduring People and Culture Strategy which will serve as an umbrella for all I&D-related efforts within the Navy

WE WILL BE ABLE TO SUCCEED AND, TRULY, BE MORE LETHAL AND READY IF ALL SAILORS BELIEVE THEY ARE IMPORTANT TO THE TEAM'S SUCCESS.

COE Campaign Plan, Primary Prevention Strategy and TF1N LOEs

The COE is a Navy-wide approach, led by the Fleet (USFF, CPF, CNE/CNA), to achieve warfighting excellence by fostering mental, physical, spiritual and emotional toughness; promoting organizational trust and transparency; and ensuring connectedness to every Sailor, civilian and family member throughout their Navy journey.

COE enhances Navy's focus from primarily response (secondary and tertiary prevention) to include primary prevention using a public health model

approach. Integrated within each of the COE LOEs we utilize tools for prevention-driven work, including leveraging data analytics, utilizing a behavior learning continuum, and implementing evidence-based and evidence-informed programs, policies, practices, and processes. The proactive, preventive focus includes a shift in our messaging to focus not only on the mitigation and reduction of destructive behaviors, but also the promotion and reinforcement of positive, desired, Signature Behaviors that our Sailors and leaders are expected to emulate.

These efforts facilitate the achievement of the COE's core themes of Toughness, Trust and Connectedness and ultimate prevention outcomes of more resilient Sailors, reduced unplanned losses, enhanced team performance and a more lethal workforce.

Ongoing Data Gathering

Our people are the center of everything we do. Moving forward, the data we collect will continue to be tracked across a Sailor's career lifecycle to better institutionalize I&D within the Navy at every level. As we progress in our efforts, there are gaps in knowledge we need to fill in order to more effectively illuminate incidences of bias and discrimination that may be impacting the accession and retention of our Sailors.

One of the largest blind spots in data collection relates to a Sailor's educational opportunities and whether they are granted access to support that empowers them in our inclusive and diverse Navy. Tracking take rates and evaluating course completion serve as good indicators of our culture, but they do not provide the qualitative information about why individuals are not accessing via certain pipelines in the first place, and this is a gap where Navy can grow its data knowledge and develop follow-on recommendations.



CLOSING

Early in our nation's history we adopted the motto, "E Pluribus Unum" or "Out of Many, One." It was fitting then, and the sentiment still rings true today. Our nation of over 330 million individuals is made up of a multitude of races, ethnicities, genders, religions, sexual orientations and more. And we value them all. Why? Because that's what right looks like, and that's what we teach our young people.

In our Navy, like society, I&D must never become an afterthought. It's true to who we are. With all of our ills, injustices, and sometimes broken promises. We will still rise and stand shoulder to shoulder against any foe, knowing we will win. We will win because of our shared beliefs and common ideas – an oath to protect and defend the constitution of the United States of America against all enemies foreign and domestic. A shared belief that we are all created equal and that we are better together. A shared belief in innovation, toughness and adaptability. A shared belief so strong that we are willing to give our lives for the freedoms and rights of future generations.

This TF1N journey has been one of discovery, self-reflection and sometimes unspoken truths. Though humbling and disappointing at times, it has been a genuine and determined effort to make our Navy Team better. In our listening sessions, the conversations always centered on six key themes: respect, empathy, skepticism, training, accountability and the silence of leadership. In those sessions, we found pain, truth, unity, friends and our shipmates. We also found who we could ultimately become for the good of our Navy and our nation.

Our recommendations have been well vetted, key initiatives red-teamed and the temporal aspect of when to act considered. We concluded that to do nothing is unacceptable. The recommendations might not all be right, but they are recommendations, nonetheless. Recommendations were developed that recognize some systemic inequalities and offer solutions to help our Navy become a more lethal and well-connected warfighting force. Well-connected in a sense that we know who we are and who is standing next to us in war and in peace. Yes, we know our shipmates…we see them, we hear them, we trust them and we respect them.

Accountability for the TF1N effort will be key and rest with all of us, from E-1 through O-10 and contractor through SES. Ultimately, the specific actions, metrics and outcomes will be tracked and monitored via the COE Campaign Plan and briefed to the COE Governance Board to ensure enduring support for years to come. The inclusion in the COE campaign plan is truly the key to effecting enduring change and long-term sustainability.

As the Director and Senior Enlisted Advisor of TF1N, we envision three things for our Navy Team going forward:

1. A renewed sense of who we are as a people, as shipmates and as a Navy.
2. A profound understanding of the word "respect." Respect for self, for service and our fellow shipmates.
3. Action that improves readiness across the force while unleashing the full potential, talents and skills of all who serve. We owe that to the scores of young people raising their hands each day, making a choice and following a call to serve.

Finally, when it comes to inclusion and diversity we can choose to be either committed or involved. We choose commitment.



H.L. PHILLIPS



A. HOLSEY

TASK FORCE ONE NAVY



OUR NAVY TEAM – NAVIGATING A COURSE TO TRUE NORTH

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9 Jun 2020

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APPENDIX A: NAVADMIN 254/19, CULTURE OF EXCELLENCE

UNCLASSIFIED//
ROUTINE
R 121637Z NOV 19 MID510000690389U
FM CNO WASHINGTON DC
TO NAVADMIN
INFO CNO WASHINGTON DC
BT
UNCLAS

NAVADMIN 254/19

MSGID/GENADMIN/CNO WASHINGTON DC/N1/NOV//

SUBJ/CULTURE OF EXCELLENCE//

REF/A/DOC/CNO/17DEC18//
REF/B/DOC/CNO/07MAY19//
REF/C/DOC/CNO/27SEP16//
REF/D/DOC/CNO/07APR18//
NARR/REF A IS DESIGN FOR MAINTAINING MARITIME SUPERIORITY VERSION 2.0.
REF B IS NAVY LEADER DEVELOPMENT FRAMEWORK VERSION 3.0.
REF C IS NAVY CIVILIAN WORKFORCE FRAMEWORK VERSION 1.0.
REF D IS CULTURE OF EXCELLENCE BOARD OF GOVERNANCE CHARTER.//

RMKS/1. Mission one for every Sailor, active and reserve, uniformed and civilian, is the operational readiness of todays Navy. That means being ready both in our personal and professional lives. And part of that readiness, as members of the profession of arms, is holding ourselves to high ideals of integrity and service.

2. Sailors are our asymmetric advantage in a complex and changing environment. Optimizing our Navy teams performance requires us all to drive toward a Culture of Excellence, a culture focused on the high ideals espoused in our Core Values of Honor, Courage, and Commitment. In order to more effectively recruit, develop, manage, reward, and retain the forces of tomorrow, aiming to simply avoid doing the wrong thing is too low a bar; we must actively pursue that which is right. When Sailors feel included, respected, and empowered, they will be more ready to win wars, deter aggression and maintain freedom of the seas.

3. This is not a tagline. This is a call to action, and we must begin today.

4. To reach this vision of cultural excellence, the Navy must evolve beyond simply responding to incidents after they occur.
Reactive strategies demand large amounts of our collective time and effort to target a relatively small population. Instead, we must proactively prevent incidents from occurring in the first place. We are hard at work developing the necessary guidance and tools to do so.

a. Soon, you will receive the following:

(1) Communication guides for senior and deckplate leaders to further explain our way ahead.

(2) Information on upcoming pilot programs designed to empower unit-level commanders and their Command Resilience Teams to make data-driven decisions to get to the left of destructive behaviors.

5. Over the last 6 months, we have been reviewing, simplifying and aligning our policies and programs that are duplicative or ineffective. Before we ask you to do anything different, we will leverage this simplification to give deckplate leaders time back for training, qualifications, education, and everything else that promotes combat readiness. We will continue to seek your feedback on these efforts.

6. Navy senior leaders, myself especially, are listening. We are committed to promoting your success. You will soon see a follow-up 12 Star message from our Fleet Commanders, highlighting our unified commitment to signature behaviors.

7. This NAVADMIN will remain in effect until superseded or canceled, whichever occurs first.

8. Released by Admiral M. M. Gilday, Chief of Naval Operations.//

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APPENDIX B: TASK FORCE ONE NAVY CHARTER

DEPARTMENT OF THE NAVY
CHIEF OF NAVAL OPERATIONS
2000 NAVY PENTAGON
WASHINGTON DC 20350-2000

Charter for Task Force One Navy

Established 1 July 2020

1. Purpose. The purpose of Task Force (TF) One Navy is to analyze and evaluate issues in our society and military that detract from Navy readiness, such as racism, sexism and other structural and interpersonal biases. TF One Navy will establish transparent approaches to disparities. Achieving the desired outcome of significant, sustainable changes will require a focus on ongoing education and accountability of core competencies, such as inclusion in the schoolhouses and on the deckplates.

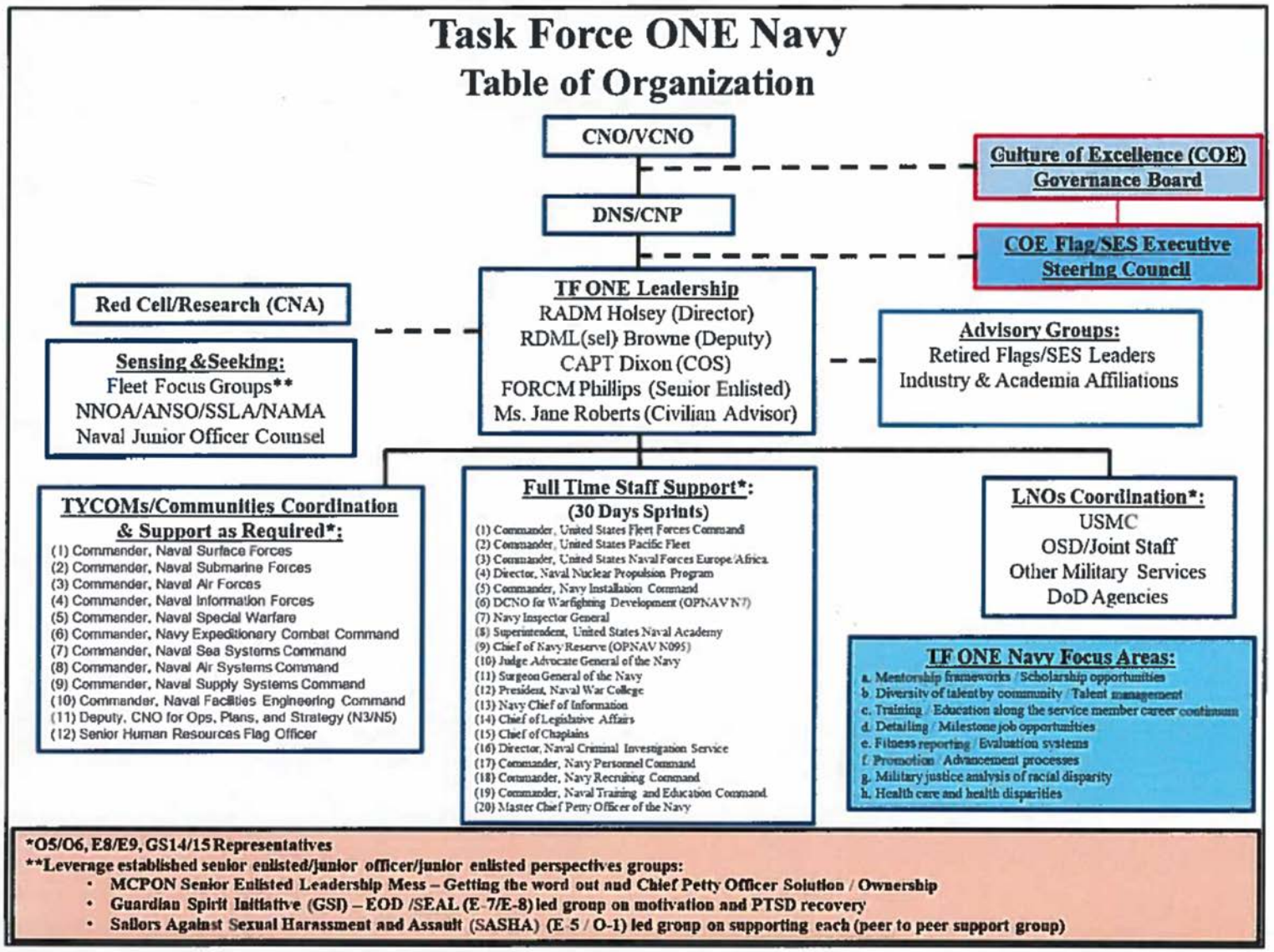
2. Background. The Culture of Excellence (COE) is a Navy-wide approach led by the Chief of Naval Operations (CNO) that empowers the fleet to achieve warfighting excellence by fostering psychological, physical and emotional toughness; promoting organizational trust and transparency; and ensuring inclusion and connectedness among every Sailor, family member and civilian throughout their Navy journey. The recent uprisings and protests highlight the millions of Americans that are experiencing extraordinary levels of stress, heartbreak and trauma. This impacts every American in and out of uniform. Our Sailors, Navy civilians and their families have serious questions and concerns. As Sailors, and as a Navy, we cannot tolerate racism or discrimination of any kind.

3. Method. TF One Navy leverages our COE governance structure and aligns with efforts to identify and dismantle barriers of inequality while creating sustainable opportunities, ultimately achieving our desired end-state of warfighting excellence. TF One Navy leadership and membership will represent the diversity of thought, experience, and perspectives within our Navy and will include membership reflecting the diversity of race, ethnicity, gender, age, and ranks from across our Navy. TF One Navy will seek to promptly address the full spectrum of systemic racism, advocate for the needs of underserved communities, work to dismantle barriers and equalize professional development frameworks and opportunities within our Navy.

a. The approach must identify and remove systemic barriers, listen to and understand the lived experiences of our Sailors, civil service teammates and families by leveraging the collective wisdom of strategic partners internally and externally to the Department of Defense (DoD).

b. The approach must include the creation of new opportunities to remove barriers. Some examples include transparency of promotions, mentorship frameworks made available to underrepresented groups, Navy community/Type Commander leadership development metrics, scholarships focused on Science, Technology, Engineering and Mathematics, and creation of additional resources.

c. TF One Navy will leverage outreach focus groups from within and outside the Navy representing diversity of race, ethnicity, gender, age, and rank to ensure a diversity of experience and perspectives and that the best and most informed decisions are made. Using the feedback and responses from these engagements, we will standardize actionable approaches with defined goals


Task Force ONE Navy
Table of Organization
CNO/VCNO
DNS/CNP
Culture of Excellence (COE) Governance Board
COE Flag/SES Executive Steering Council
Red Cell/Research (CNA)
Sensing &Seeking:
Fleet Focus Groups**
NNOA/ANSO/SSLA/NAMA
Naval Junior Officer Counsel
TF ONE Leadership
RADM Holsey (Director)
RDML(sel) Browne (Deputy)
CAPT Dixon (COS)
FORCM Phillips (Senior Enlisted)
Ms. Jane Roberts (Civilian Advisor)
Advisory Groups:
Retired Flags/SES Leaders
Industry & Academia Affiliations
TYCOMs/Communities Coordination & Support as Required*:
(1) Commander, Naval Surface Forces
(2) Commander, Naval Submarine Forces
(3) Commander, Naval Air Forces
(4) Commander, Naval Information Forces
(5) Commander, Naval Special Warfare
(6) Commander, Navy Expeditionary Combat Command
(7) Commander, Naval Sea Systems Command
(8) Commander, Naval Air Systems Command
(9) Commander, Naval Supply Systems Command
(10) Commander, Naval Facilities Engineering Command
(11) Deputy, CNO for Ops, Plans, and Strategy (N3/N5)
(12) Senior Human Resources Flag Officer
Full Time Staff Support*:
(30 Days Sprints)
(1) Commander, United States Fleet Forces Command
(2) Commander, United States Pacific Fleet
(3) Commander, United States Naval Forces Europe/Africa
(4) Director, Naval Nuclear Propulsion Program
(5) Commander, Navy Installation Command
(6) DCNO for Warfighting Development (OPNAV N7)
(7) Navy Inspector General
(8) Superintendent, United States Naval Academy
(9) Chief of Navy Reserve (OPNAV N095)
(10) Judge Advocate General of the Navy
(11) Surgeon General of the Navy
(12) President, Naval War College
(13) Navy Chief of Information
(14) Chief of Legislative Affairs
(15) Chief of Chaplains
(16) Director, Naval Criminal Investigation Service
(17) Commander, Navy Personnel Command
(18) Commander, Navy Recruiting Command
(19) Commander, Naval Training and Education Command
(20) Master Chief Petty Officer of the Navy
LNOs Coordination*:
USMC
OSD/Joint Staff
Other Military Services
DoD Agencies
TF ONE Navy Focus Areas:
a. Mentorship frameworks / Scholarship opportunities
b. Diversity of talent by community / Talent management
c. Training / Education along the service member career continuum
d. Detailing / Milestone job opportunities
e. Fitness reporting / Evaluation systems
f. Promotion / Advancement processes
g. Military justice analysis of racial disparity
h. Health care and health disparities
*O5/O6, E8/E9, GS14/15 Representatives
**Leverage established senior enlisted/junior officer/junior enlisted perspectives groups:
• MCPON Senior Enlisted Leadership Mess – Getting the word out and Chief Petty Officer Solution / Ownership
• Guardian Spirit Initiative (GSI) – EOD /SEAL (E-7/E-8) led group on motivation and PTSD recovery
• Sailors Against Sexual Harassment and Assault (SASHA) (E-5 / O-1) led group on supporting each (peer to peer support group)

APPENDIX C: NAVADMIN 025/20

UNCLASSIFIED//
ROUTINE
R 292208Z JAN 20 MID110000360951U
FM CNO WASHINGTON DC
TO NAVADMIN
INFO CNO WASHINGTON DC
BT
UNCLAS

NAVADMIN 025/20

PASS TO OFFICE CODES:
FM CNO WASHINGTON DC//N1//
INFO CNO WASHINGTON DC//N1//
MSGID/GENADMIN/CNO WASHINGTON DC/N1/JAN//

SUBJ/RE-ESTABLISHING NAVY LEADER DEVELOPMENT FRAMEWORK BRIEFS//

REF/A/DOC/CNO/7MAY2019//
REF/B/NAVADMIN/CNO/9MAR2017//
NARR/REF A IS CNO DOCUMENT, NAVY LEADER DEVELOPMENT FRAMEWORK 3.0.
REF B IS NAVY LEADER DEVELOPMENT IMPLEMENTATION PLAN.//

RMKS/1. The Navy Leader Development Framework (NLDF) 3.0 outlines how the U.S. Navy will develop leaders who demonstrate operational excellence (competence), high ideals of integrity and service (character) at every level of seniority, all the while expanding and enhancing trust and confidence (connections). This NAVADMIN provides direction for implementation of reference (a) and cancels previous guidance in reference (b).

2. Renewed Great Power Competition requires we accelerate our leader development efforts. Community leads, listed below, will update their strategies and continuums to develop leaders up to the Command Senior Enlisted Leader (CSEL) and major command levels.
Each community lead will brief their leader development continuum to the Chief of Naval Operations (CNO) or Vice Chief of Naval Operations (VCNO) semi-annually.

3. After 2 years of implementing the Leader Development Framework, there are many best practices to discuss and share. The Naval War College (NWC), with the assistance of the Naval Leadership and Ethics Center (NLEC), will continue to support community leads and develop and maintain a strategy for Navy-wide leader development beyond major command, with support from Flag Matters (N00F). The Master Chief Petty Officer of the Navy (MCPON) will maintain a strategy for CSEL development, with support from NWC. The 21st Century Sailor Office (OPNAV N17), the lead for Inclusion and Diversity (I and D), will provide I and D core competencies and goals and objectives, which are required to be incorporated into all leader development strategies.

4. Holistically, NLDF briefings will facilitate frank conversations between community leads and Navy leadership on how the latest in decision science and team development is employed across all three leader development lanes outlined in reference (a) and below. NLDF community briefs should incorporate the following to demonstrate progress in achieving both a Culture of Excellence and leader development outcomes:

a. Competence: Producing operational experts

(1) Community leader development strategy

(2) Officer, enlisted and civilian leadership development continuum

(3) Use of assessments to gauge leader development continuum

(4) Community initiatives and way ahead

(5) Efforts to integrate decision science into leader development

b. Character: Espousing our Core Values of Honor, Courage and Commitment

(1) Initiatives that demonstrate infusion of character building throughout a Sailors career progression

(2) A focus on how inclusive leaders build better teams and make better decisions

(3) Pursuits to develop ethical leaders

c. Connection: Develop levels of common understanding and a sense of identity and belonging for team members

(1) Community-specific I and D goals and objectives

(2) Community demographic data: composition by rank, trends, promotion stats, career milestones and retention

(3) Community best practices and challenges

(4) Coaching, mentoring and advocacy efforts. Activities which also drive competence and character, and ultimately, higher team performance

(5) Efforts to integrate human factors, primary prevention and Command Resilience Team fundamentals into leader development

(6) Talent management efforts to deliberately track and develop high potential diverse talent, barriers to overcome to retain talent and initiatives to promote engagement

5. The following are designated community leads:

a. Surface Warfare Community: Commander, Naval Surface Forces

b. Submarine Community: Commander, Naval Submarine Forces

c. Special Warfare Community: Commander, Naval Special Warfare Command

d. Explosive Ordnance Disposal Community: Commander, Navy Expeditionary Combat Command

e. Aviation Community: Commander, Naval Air Forces

f. Human Resources Community: Senior Human Resources Flag Officer

g. Engineering Duty Officer Community: Commander, Naval Sea Systems Command

h. Aerospace Duty Officer Community: (AEDO/AMDO/AC URL) Commander, Naval Air Systems Command

i. Public Affairs Community: Chief of Information

j. Foreign Area Officer Community: Deputy, Chief of Naval Operations for Operations, Plans, and Strategy (N3/N5)

k. Information Warfare Community: Commander, Naval Information Forces
l. Medical Community: Surgeon General of the Navy
m. Judge Advocate General Corps: Judge Advocate General of the Navy
n. Supply Corps: Commander, Naval Supply Systems Command
o. Chaplain Corps: Chief of Chaplains
p. Civil Engineering Corps: Commander, Naval Facilities Engineering Command
q. Reserve Component: Chief of Navy Reserve (N095)

6. The Leader Development Continuum Council (LDCC) for the Navy, led by the President NWC, is an excellent forum to hold energized discussions on leader development. The LDCC meets on a monthly basis and provides an opportunity for community leads to share best practices and provide feedback on proposed leader development strategies and programs.

7. Points of contact:
a. Leader Development Framework: Dean Margaret Klein (RADM (Ret.)), College of Leadership and Ethics, Naval War College, (401) 841-3665/DSN 664, or margaret.klein(at)usnwc.edu
b. Culture of Excellence: RDML Philip Sobeck, Director, 21st Century Sailor Office, at (703) 604-6340/DSN 664, or philip.e.sobeck(at)navy.mil

8. This NAVADMIN will remain in effect until superseded or cancelled, whichever occurs first.

9. Released by Vice Admiral John B. Nowell, Jr, N1.//

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APPENDIX D: DEPARTMENT OF DEFENSE BOARD ON DIVERSITY AND INCLUSION CHARTER

Charter

For

The Department of Defense Board on Diversity and Inclusion

A. Official Designation: This venue shall be known as the Department of Defense ("DoD") Board on Diversity and Inclusion ("Board").

B. Mission: By December 15, 2020, the Board will report to the Secretary of Defense on how to improve racial diversity and inclusion leading to broader opportunity for all across all ranks, and especially in the officer corps. The Board will focus on actions to enhance racial/ethnic diversity and inclusion; however, this will not be at the exclusion of other minority membership groups (e.g., gender, religious affiliation).

C. Scope and Focus of Activities: The Board will do the following:

- Evaluate military policies, programs, and processes
- Survey best-practices of industry, academia, and other external organizations
- Review literature, past studies, and reports, including their recommendations on actions the Department can take to improve diversity and inclusion
- Generate actionable items and recommended policies to improve diversity and inclusion

The Board will provide recommendations on the following focus areas:

- Recruitment and Accessions: Strengthen both community engagement and the narrative about military service opportunities during recruiting to attract more diverse candidates
- Retention: Retain minorities beyond initial commitment and into leadership ranks
- Barriers: Address barriers confronted by minority members in the workplace
- Career Development: Improve advancement opportunities (e.g., promotion boards, command selection, professional military education, assignments)
- Organizational Climate: Address command and organizational climate issues that may negatively impact retention of minority members
- Culture, Worldview, and Identity: Promote inclusion of minority groups in military culture and strengthen aspects of individual and cultural identity (e.g., hair standards, shaving standards)

The Board will direct the Executive Defense Diversity Working Group (specifically established to support the activities of the Board) and the existing Defense Diversity Working Group (DDWG).

D. Deliverables: The Board will provide monthly updates and a final report to the Secretary of Defense. The Board's success will be defined by:

- Actionable improvement to policies, programs, and processes
- Recommendations to the Secretary of Defense regarding policies, statutes, and resources to achieve broader diversity and inclusion

E. Governance and Management: As directed by the Secretary of Defense, the Secretary of the Air Force will serve as Board Chair, supported by the Senior Enlisted Advisor to the Chairman of the Joint Chiefs of Staff. Two working groups will support the Board.

The Chair will appoint an Executive Secretary who will serve as the liaison between the Board and the Executive Defense Diversity Working Group. The Executive Secretary will direct activities to support the Board. The Office of the Secretary of Defense and Military Departments will designate personnel to support the Executive Secretary to carry out day-to-day functions of the Board.

F. Membership and Activities:

The Secretary of the Air Force will chair ***The Board on Diversity and Inclusion,*** which will include Military Department representation diverse in both rank and race/ethnicity. Board membership is outlined in Attachment A.

The Executive DDWG will be chaired by the Executive Director of the Office of Force Resiliency, who will also serve as the Board's Executive Secretary. The Executive DDWG will be composed of the Military Service Assistant Secretaries of Manpower and Reserve Affairs and Military Department 1s. This working group will review relevant information, data, and analyses; develop recommendations for the Board; and brief the Board on recommendations as well as the underlying data. Initial Executive DDWG membership is outlined in Attachment B.

The DDWG will support the Executive DDWG. This working group will support fact-finding, data analysis, and research. The DDWG will brief the Executive DDWG on available data, targeted to the specific focus areas, and identify areas of concern, gaps in policies or programs, and additional information. Initial DDWG membership is outlined in Attachment C.

Designated personnel from the Office of the Secretary of Defense and the Military Departments will support administration and logistics of both the Board and the two working groups including: scheduling, note taking, summary reports, interim report development, and final report development. USD(P&R) will coordinate the administrative and logistical support.

G. Meetings: The Board will convene no later than 15 July 2020. Regular Board meetings will be scheduled approximately bi-weekly through mid-November 2020. The Chair, or a designated alternate, will oversee Board meetings.

NLT 15 July 20	Board Meeting – Kickoff; SECDEF provides opening remarks
Mid Aug 20	Board Meeting – 1st Monthly Update to SECDEF
Mid Sept 20	Board Meeting – 2nd Monthly Update to SECDEF
Mid Oct 20	Board Meeting – Interim Briefing to SECDEF
Mid Nov 20	Board Meeting – 3rd Monthly Update to SECDEF
Late Nov 20	Board Meeting – Enter Draft Final Report into Coordination
NLT 15 Dec 20	Final Report and Briefing to SECDEF
Dec 20	Outbrief to Defense Advisory Committee on Diversity and Inclusion

The Executive DDWG will meet approximately bi-weekly, and the DDWG will meet as often as required to support the full activities of the Board. Special meetings may be called as necessary.

Mission-related decisions will be approved by majority vote of Board members present.

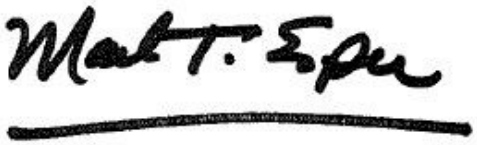
H. Duration: This charter is effective upon signature.

I. Termination Date: 31 December 2020.

J. Charter Modification: The Secretary of Defense reserves the authority to modify this charter.

K. Charter Filed:

L. Approval:



Attachment A: Board Composition

Board Membership		
Air Force	HON Barbara Barrett	**Secretary of the Air Force (*Chair*)**
OJCS	SEAC Ramón "CZ" Colón- López	**Senior Enlisted Advisor to the CJCS**
OSD	HON Matthew Donovan	**Under Secretary, Personnel and Readiness**
Air Force	Brig Gen Troy E. Dunn	**Military Lead**
Navy	CAPT Judy Malana	**Senior Officer**
Army	MAJ Wrencla Lopez	**Officer**
Army	MAJ Randy Fleming	**Officer**
Marines	Capt Oludare Adeniji	**Officer**
Navy	LT Cassandra Chang	**Officer**
Army	CPT Chrystal Ware	**Officer**
Navy	Master Chief John Diaz	**Enlisted**
Army	SMG Gabriel Harvey	**Enlisted**
Air Force	MSgt Deondra Park	**Enlisted**
Air Force (Guard)	MSgt Jessica Todd	**Enlisted**
Space	TSgt Tysheena Brown-Jefferson	**Enlisted**
Additional Advisors / Consultants/Support		
OSD	Dr. Elizabeth Van Winkle	**Executive Secretary**
OSD	Paul Koffsky	**Office of General Counsel***
OSD	Chief Management Office Representative	**Office of Chief Management Officer**
OSD	Public Affairs Representative	**OASD (Public Affairs)**
OSD	Legislative Affairs Representative	**OASD (Legislative Affairs)**

The Office of the General Counsel will provide the Board legal counsel for the recommended structure, discussions, deliberations, interim, and final report.

Attachment B: Executive Defense Diversity Working Group (DDWG)

Executive DDWG Membership	
Dr. Elizabeth Van Winkle (*Executive Director*)	**Executive Director, Office of Force Resiliency**
Maj Gen Lenny Richoux	**Director for Manpower and Personnel, J1, Joint Staff**
HON Casey Wardynski	**Assistant Secretary of the Army (Manpower & Reserve Affairs)**
HON Greg Slavonic	**Assistant Secretary of the Navy (Manpower & Reserve Affairs)**
John Fedrigo	**Assistant Secretary of the Air Force (Manpower & Reserve Affairs)**
LTG Thomas Seamands	**U.S. Army G-1**
VADM John Nowell	**U.S. Navy N-1**
Lt Gen Brian (BK) Kelly	**U.S. Air Force A-1**
LtGen Mike Rocco	**U.S. Marine Corps M-1**
Maj Gen Dawne Deskins	**NGB J1**
Dr. Chris Miller	**PTDO ASD (SO/LIC)**
Pat Mulcahy	**U.S. Space Force S-1**
Susan Sutherland	**Office of General Counsel**

Attachment C: Defense Diversity Working Group (DDWG)

DDWG Membership	
Cyrus Salazar (*Chair*)	**Director for Diversity, Equity and Inclusion**
Anita Blair	**Deputy Assistant Secretary of Defense, Civilian Personnel Policy**
Lernes Hebert	**Deputy Assistant Secretary of Defense, Military Personnel Policy**
Clarence "CJ" Johnson	**Director, Diversity Manpower Operations Center**
Larry Wark	**Vice Director for Manpower and Personnel, J1, Joint Staff**
Anselm Beach	**Deputy Assistant Secretary of the Army (Equity and Inclusion Agency) Office of the Secretary of the Army, (Manpower & Reserve Affairs)**
Paige Hinkle-Bowles	**Deputy Assistant Secretary of the Navy, Civilian Human Resources**
RADM (Select) Putman Brown	**Director, 21st Century Sailor Office, N17**
Russell Frasz	**Director, Force Development, Deputy Chief of Staff for Manpower, Personnel and Services, Headquarters U.S. Air Force**
Michael Strobl	**Director, Manpower Plans and Policies Division, Headquarters, U.S. Marine Corps**
Colonel Barbara Buls	**Special Assistant to Chief, National Guard Bureau on Diversity**
Terri Dickerson	**Director of Civilian Human Resources, Diversity and Leadership, U.S. Coast Guard**

APPENDIX E: DIVERSITY ABD INCLUSION FINAL REPORT EXECUTIVE SUMMARY

Executive Summary

Introduction

On June 19, 2020, Secretary of Defense Mark Esper issued a memorandum directing the Military Services to promote morale, cohesion, and force readiness by combatting discrimination, prejudice, and bias in all ranks. To this end, the Secretary of Defense immediately implemented a three-pronged approach, comprising of:

- Identification of immediate actions;
- Establishment of a representative military team to create the DoD Board on Diversity and Inclusion (the "Board") tasked with identifying additional actions related to D&I policies and processes; and
- Founding of a Defense Advisory Committee on Diversity and Inclusion in the Armed Services to provide an autonomous, continuous review and assessment of the military's actions in this mission area.

> *"While the military has often led on these issues throughout history, we are not immune to the forces of bias and prejudice. We know that bias burdens many of our uniformed personnel and has direct and indirect impacts on the experiences of our minority members and their representation in our ranks, especially in our officer corps.* ***That is why bias and prejudice have no place in our military****; they also have no place in our country."*
>
> *– Secretary of Defense Mark T. Esper*

Secretary of Defense Esper's effort reinforces half a century of policies, programs, and practices instituted by the DoD to create an inclusive environment that harnesses each Service member's potential. The U.S. military has traversed fundamental socio-political eras that situated DoD as a pioneering force in racial/ethnic D&I. Not without obstacles, most people today, including a majority of post 9/11 veterans,[1] perceive the military as a meritocracy—a place where Service members of diverse backgrounds can rise through positions of responsibility and leadership.[2] While acknowledging and need for more aggressive integration of D&I into DoD culture to ensure consistent progress, the current report charts the course for future D&I advancement—building on the military's decades' long tradition of leading the charge in racial/ethnic equity. As the United States (U.S.) society evolves on the matters of racial injustice, so too does the Department.

While existing military standards promote equal opportunity for all, Secretary of Defense Esper recognized that more immediate-, medium-, and long-term actions could be taken to ensure that Service members are not hindered by bias, prejudice, and discrimination. These actions support and enhance the Department's continued commitment to cultivating a diverse and inclusive environment. Following Secretary of Defense Esper's direction, the Board collaborated to evaluate military policy, programs, and processes related to D&I, reviewed industry best practices, and assessed pertinent data and reports, including direct feedback from Service members during listening sessions at select installations. After a thorough evaluation of the current research in this mission area, the Board met to generate actionable items to improve

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[1] Pew Research. (2011). The Military-Civilian Gap: War and Sacrifice in the Post-9/11 Era. *Pew Social & Demographic Trends*. https://www.pewresearch.org/wp-content/uploads/sites/3/2011/10/veterans-report.pdf.
[2] Garmone, J. (2008, July 23). Historian Charts Six Decades of Racial Integration in U.S. Military. *American Forces Press Service*. https://archive.defense.gov/news/newsarticle.aspx?id=50560.

D&I and equal opportunity (EO) across all ranks of the Armed Forces. These meetings culminated in specific and significant recommendations that address the following six focus areas:

- **Recruitment and Accessions**: Strengthen both community engagement and the narrative about military service opportunities during recruiting to attract more diverse candidates.
- **Retention**: Retain minorities beyond initial commitment and into leadership ranks.
- **Barriers**: Address barriers confronted by minority members in the workplace.
- **Career Development**: Improve advancement opportunities (e.g. promotion boards, command selection, professional military education, assignments).
- **Organizational Climate**: Address command and organizational climate issues that may negatively impact retention of minority members.
- **Culture, Worldview, and Identity**: Promote inclusion of minority groups in military culture and strength aspects of individual and cultural identity (e.g., hair standards, shaving standards).

This report presents these actionable steps and recommendations to chart the course for future D&I advancement built on DoD's tradition of leading the charge in racial/ethnic equity.

Prior State

The Board acknowledges the significant effort DoD has put forth to integrate D&I into its culture to create a more inclusive and respectful environment. DoD observed modest increases in minority demographic representation in officer paygrades since the transition to an All-Volunteer Force; however, persistent inequities like the lack of diversity in senior officer ranks motivated Congress to establish the Military Leadership Diversity Commission in 2009. Since the release of the Commission's Report in 2011, DoD has made new strides in the D&I realm—including restructuring the D&I oversight function within the Department, developing new policies to bolster the inclusion of minority Service members, and refining metrics to document outcomes of D&I policies, programs, and practices.

Currently, the enlisted corps is slightly more racially and ethnically diverse than its U.S. civilian counterparts. By contrast, the U.S. officer corps is significantly less racially/ethnically diverse than the enlisted corps: nearly three-in-four officers are White, well above enlisted White representation (53 percent). Asians, Blacks, and Hispanics are all comparatively underrepresented among the DoD active duty officer corps.

This report outlines actionable recommendations the Department can take to improve diversity and inclusion in the military. The recommendations span every stage of a Service member's career, and deliberately focus on mirroring the diversity of the U.S. within the DoD Total Force. The Board proposes 15 robust actions DoD can implement, such as the development of a data-driven accessions and retention strategy and evaluating and ensuring fairness in performance evaluations. Dedicated to combatting discrimination, prejudice, and bias in the Total Force, the Board seeks to institutionalize and promote an environment that prioritizes DoD's commitment to inclusivity and respect of every Service member.

Diversity and Inclusion Board Structure and Process

The Board, led by the Secretary of the Air Force, the Senior Enlisted Advisor to the Chairman (SEAC) of the Joint Chiefs of Staff (CJCS), and the Under Secretary of Defense for Personnel and Readiness (USD(P&R)), includes Task Force members of senior staff from each branch of the Military Services. The Board is comprised of 15 members. Additional advisors to the Task Force include the DoD Office of Force Resiliency (OFR), DoD Office of General Counsel (OGC), DoD Office of the Chief Management Officer (CMO), Office of the Assistant Secretary of Defense for Legislative Affairs (OASD(LA)) and Office of the Assistant Secretary of Defense for Public Affairs (OASD(PA)).

Over 70 recommendations were received from various sources including from the Board, the Services, OSD, and as byproducts of prior reports and assessments. After removing duplicates, there remained 21 unique recommendations from the Board and 31 unique recommendations from OSD and the Services. These 52 recommendations were merged and evaluated based on relevancy, feasibility, and propriety for DoD implementation. Using an established evaluation framework, the DDWG assessed each recommendation according (1) Feasibility for successful implementation; (2) Legal barriers to implementation across the DoD; and (3) Relevance to the Board's mission and focus areas. The consolidated recommendations were designated as follows:

- 15 proposed for DoD implementation (consolidated from 24);
- 7 proposed for Service implementation;
- 5 proposed for further research; and
- 16 proposed for referral or deferral.

The current report focuses on the 15 recommendations the Board proposed for DoD implementation.

Abstract of Recommendations

Focus Area 1: Recruitment and Accessions

In order to increase recruitment and accessions to ensure the total force mirrors the diversity of the U.S. population, the Board recommends the following:

- **Recommendation 1.1: Update Recruiting Content to Represent All Service Members:** USD(P&R), in conjunction with the Military Departments, will complete an annual review and update of recruiting content to ensure it appropriately reflects current and future racial and ethnic demographics of the U.S. and is representative of all Service members.
- **Recommendation 1.2: Develop and Publish a Data-Driven Accessions and Retention Strategy:** USD(P&R), in conjunction with the Military Departments, will develop and publish a DoD-wide data-driven accessions and retention strategy for officers and enlisted personnel to achieve a talent pipeline reflecting the diversity of the current and future eligible population from U.S. Census projections.
- **Recommendation 1.3: Remove Aptitude Test Barriers that Adversely Impact Diversity:** USD(P&R), in consultation with the Defense Advisory Committee on Military Personnel Testing, will conduct an initial and biennial assessment of all aptitude tests currently administered by the Military Departments to analyze and remove barriers that adversely impact diversity and are unrelated to predictive validity.

- **Recommendation 1.4: Increase Pool of Qualified ROTC Enrollment, Scholarship, and Commission Applicants from Minority Serving Institutions:** USD(P&R), in conjunction with the Military Departments, will sponsor programs and initiatives, to include ROTC scholarship programs, student training programs, Federal TRIO programs, and paid/unpaid internship opportunities in order to increase the available pool of qualified applicants for ROTC enrollments, scholarships, and commissions from students enrolled at Minority Serving Institutions.

Focus Area 2: Retention

As the National Defense Strategy states, "Retaining a high-quality military and civilian workforce is essential for warfighting success."[3] To retain a highly motivated and diverse workforce, the Board recommends:

- **Recommendation 2.1: Evaluate Demographic Trends in Performance Evaluations:** USD(P&R), in conjunction with the Military Departments, will implement a policy to annually monitor and evaluate demographic trends in performance evaluations to inform career development processes and identify potential biases in supervisor/rater populations.

Focus Area 3: Barriers

The Board recognizes that barriers to minorities exist at every stage of the personnel lifecycle—from recruiting to retirement—and at all levels of the chain of command, from the smallest teams and squads to Service branch headquarters and the Department. Due to the pervasiveness of these barriers, all of the Board recommendations outlined in this report fall under the focus area of addressing "barriers confronted by minority members in the workplace" (see Board Charter in Appendix I).

Focus Area 4: Career Development

With the goal of ensuring racial/ethnic minorities receive career development opportunities, the Board recommends:

- **Recommendation 4.1: Establish a Diversity and Inclusion Center of Excellence:** USD(P&R), in conjunction with the Military Departments, will establish a Diversity and Inclusion Center of Excellence at the Defense Equal Opportunity Management Institute (DEOMI) that will develop and institute a DoD-wide curriculum on diversity, inclusion, and cultural awareness. The curriculum will be incorporated throughout a Service member's career, to include initial training, and at all levels of leadership development training, such as pre-command courses and Professional Military Education.
- **Recommendation 4.2: Improve Diverse Slate of Candidates for Nominative Positions:** USD(P&R), in conjunction with the Military Departments and Joint Staff, will identify, and appropriately address, any barriers to developing racially and ethnically diverse pools of candidates for consideration by non-statutory selection boards or selecting officials for nominative assignments, which lead to positions in senior leadership, such as aides-de-camp, military assistants, deputies, general officer or flag officer nominative positions (officer and enlisted), and other special leadership development positions (officer and enlisted).

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[3] DoD. (2018). Summary of the 2018 National Defense Strategy of the United States of America: Sharpening the American Military's Competitive Edge. https://dod.defense.gov/Portals/1/Documents/pubs/2018-National-Defense-Strategy-Summary.pdf.

- **Recommendation 4.3: Standardize DoD Human Resources Data System for Diversity and Inclusion Analysis:** USD(P&R) will establish an enterprise-wide data system to enable improved ability to aggregate Military Department human resource data to perform demographic, diversity, and inclusion analysis on Defense Manpower Data Center (DMDC) data. This data system will include standardized data elements leading to improved ability to assess the effectiveness of D&I initiatives.
- **Recommendation 4.4: Offer Internships in STEM-related Fields in JROTC Programs:** USD(P&R) will collaborate with the U.S. Department of Education and the National Science and Technology Council to include Pathway programs or internships in science, technology, engineering, and mathematics (STEM) related fields at Title I schools where DoD is funding JROTC programs.

Focus Area 5: Organizational Climate

To ensure an organizational climate that cultivates D&I and promotes dignity and respect of all Service members, the Board recommends:

- **Recommendation 5.1: Create a Chief Diversity Office who Reports Directly to DoD Component Directors:** USD(P&R), in conjunction with the Military Departments, will develop an organizational governance structure including distinctions and outlined areas of collaboration between D&I and equal opportunity offices to ensure D&I programs are effective and maintain appropriate authority and resources to institute positive change over time.
- **Recommendation 5.2: Develop DoD Diversity and Inclusion Mobile Application and Website:** USD(P&R) will develop and launch a DoD D&I mobile application and website for use by DoD military and civilian personnel. The application and website will provide updates concerning DoD D&I initiatives and contain resources related to best practices, employee resource groups, career development, mentorship, and Departmental policies concerning D&I, military equal opportunity, and civilian equal employment opportunity.
- **Recommendation 5.3: Incorporate the Value of Cultivating a Diverse and Inclusive Workforce into Leadership and Ethics Curriculum:** The Military Departments, in consultation with DEOMI, will incorporate into leadership and ethics curriculum, modules and case studies explaining the value of fostering and cultivating a diverse and inclusive workforce. This includes curriculum for ROTC and Military Service Academies.

Focus Area 6: Culture, Worldview, and Identity

Incorporating diverse cultures, worldviews, and identities into DoD requires a strong stance against hate and extremist ideologies. To that end, the Board recommends:

- **Recommendation 6.1: Decrease Number of Complaints and Incidents of Extremist Activity:** The DoD Office of the General Counsel, in coordination with the Office of the Secretary of Defense (OSD) for Legislative Affairs, will draft legislative language for consideration within the Executive Branch, to propose to Congress to modify the Uniform Code of Military Justice (UCMJ) to address extremist activity within the military.
- **Recommendation 6.2: Prohibit Hate Group Membership:** USD(P&R), in conjunction with USD for Intelligence and Security (I&S), will review current policy, laws, and regulations concerning active participation by Service members and civilian employees in extremist or hate group activity and develop a report, with recommendations, concerning initiatives to more effectively prohibit extremist or hate group activity. The report will leverage the ongoing efforts of the interagency working group on extremism.

- **Recommendation 6.3: Increase Transparency of Promotion Selections and Career Opportunities:** USD(P&R), in conjunction with the Military Departments, will establish procedures for the release of demographic and other contextual data concerning promotion selection board results to improve transparency in career management processes.

APPENDIX F: NECESSARY CONVERSATIONS GUIDE 2.1



Oct 23, 2020

Necessary Conversations 2.1

This leadership listening manual is for guided discussions NOT training

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On June 30, 2020, the Chief of Naval Operations issued NAVADMIN 188/20 encouraging every Navy leader to start a dialogue on race relations and have open and honest conversations at each command. In addition to these conversations, over the last three months Task Force One Navy (TF1N) has engaged in listening sessions across the force. Thus far, forty-three themes and several recommendations have emerged to help remove barriers to help improve readiness, equality, inclusion and diversity in our ranks. We heard our shipmates say things like:

"I have learned more in the past 30 minutes listening to you than I have in years. I have very little experience with this…"

"Female racks at sea, some women do not have an opportunity to go to sea because there are no racks available, so their career is impacted. There is a whole section at PERS that their only job is finding female racks at sea, that is not an issue for men."

"I have a biracial son, and my son's dad is black. I'm 30 minutes from Brunswick, so everything's on the news from George Floyd and Breonna [Taylor]. My son very randomly said one day while he's doing some schoolwork – "Mom, I don't want to die." He's nine! So, I asked, "why would you say that?" He said, "because people with dark skin get murdered..." And that opened up conversations I never thought that I would have that type of talk with him…"

"I went to the deckplates to engage with the Sailors and check on them, but the feedback I received was disappointment that the CO and XO didn't have the same immediate response. I got with my CO/XO and had a conversation and they went and talked with Sailors together. I felt that maybe me and my CO/XO didn't perceive the situation the same way, so our responses were different."

As highlighted above, discussing inequalities can be difficult, but these conversations are necessary to foster connectedness in our Navy. In order for our teams to heal and build trust, leaders must lead, listen, and advocate for change. This starts by providing our Sailors and civilians with the environment to openly communicate with you. The focus should be on listening to **hear**, to **understand**, to **empathize** and to show **respect** vice listening to respond. This is hard sometimes, but necessary.





Tips for Engaging in Necessary Conversations

1. Plan it Out

Start by identifying what's really happening. Know that barriers exist and be an active listener to all perspectives. Before you begin the conversation, consider the following:

What journey did your Sailors walk that led to their beliefs?

What journey did I walk that shaped my beliefs?

Identify if, and understand why, your own beliefs may make you feel uncomfortable with this topic.

The goal is not to solve all the issues right then and there, but to listen without endorsement or judgment, and open the lines of communication in support of your Sailors. Consider leveraging experts at your command (Wardroom, CPO Mess, CRT, Chaplain, CMEO, trained facilitators, DRC, JAG etc.)

2. Create a Comfortable Environment

Make time in the schedule to allow personnel to attend but make the conversation attendance voluntary. When possible, you want to select a place where people can feel relaxed and be willing to share. This can apply as much to the physical location as to the make-up of the group. Be cognizant of the level of openness junior Sailors might feel in a large discussion with their chain of command present, as opposed to a smaller group led by an LPO, for instance.

3. Be Authentic

Communicate that these can be difficult conversations, but they are important and need to take place. Acknowledge your own limitations and possible lack of understanding of the experiences of others. Set the tone by conveying how much you value them and appreciate their willingness to share their stories and experiences with the team.





4. Set Some Guidelines

Make sure the group knows that participation is voluntary and everyone who joins is allowed to voice their own perspective. Establish some ground rules up front that should be agreed upon by the group such as "Everyone will be respectful of one another's point of view" or "Everyone is allowed to speak openly without interruption when it is their turn." Ask that the group allow others to speak so that no one person dominates the conversation. Stress that the goal is to listen and hear each other.

5. Be Okay with Silence

Some groups will begin talking right away. Others will need some time to feel comfortable and think about what they want to say. Be okay with the silence for a time but set the tone as a leader. Feel free to share a relevant personal experience, or one of a shipmate (without divulging any confidences) to open the flow of conversation. If they don't begin speaking after a while, ask another question and wait. Someone will begin speaking. When the conversation winds down and no one else is speaking be sure to ask if anyone else has anything to say and wait to see if anyone responds. Remind the group that there are alternative ways to voice their concerns, i.e. CO Suggestion box, email and chain of command.

6. Keep the Discussion on Topic / Avoid Side Bar Conversations

If side bar conversations become a problem, tell the participants that it is difficult for you to focus on the speaker that has the floor with the other conversations taking place. Also let them know that as soon as the current speaker is finished, they can present what they are discussing to the group for a more inclusive discussion. If a topic of conversation has gone on too long or gone too far off topic, tell the group this item is going to be tabled and can be revisited at another time.

7. Continue the Work

Conversations regarding complex issues must be done in a continuous approach. This is not a one and done. Make a commitment and plan for continued conversations.

8. Other Considerations

While very personal ideas and experiences will be openly shared throughout the conversations, it is important to remember that all participants must treat one another with dignity and respect. According to Executive Order "Combating Race and Sex Stereotyping" of September 22, 2020 and pursuant to the Equal Opportunity policies of the Navy, race or sex stereotyping or scapegoating in the federal workplace is prohibited. Keep in mind that the purpose of these conversations is listening and understanding, and <u>not</u> to provide training.



Open-Ended Questions to Get the Conversation Started

1. How do you feel about the recent events in our nation?
2. What has been your experience being different and trying to fit in to the group? How can you be actively against any type of discrimination?
3. What are some actions we as individuals can take?
4. What can you do to support your shipmates? How would you like to be supported?
5. What would you like our Nation, Navy and command to look like going forward?

Going Forward

- Recognize that at this time there is no quick fix. The recent public protests are a catalyst for leaders to be mindful and listen to the experiences and concerns of their people. Be open to identifying and addressing anything that can be resolved at the local level.
- Listen to people's stories who have experienced racism or bias. Actively listen and do not be defensive.
- Encourage shipmates to continue these conversations on their own.
- Live the Signature Behaviors. Challenge yourself to act consistent with them in all aspects of your life, both in private and public. The Signature Behaviors infographic is available at: https://www.cpf.navy.mil/downloads/2020/02/signature-behaviors.pdf; https://www.public.navy.mil/usff/Documents/signature-behaviors-f.pdf; or https://www.c6f.navy.mil/Portals/22/Documents/Signature%20Behaviors_FINAL.pdf.
- Leaders, managers and colleagues, acknowledge the needs of your individual Sailors.
- To our Civilians, Sailor and families, we understand that mental health and the ability to seek proper care is fundamental to your well-being. If you or a peer is struggling and need assistance, reach out to these resources:
    - For free confidential, non-medical counseling: https://www.militaryonesource.mil/confidential-help/non-medical-counseling/military-onesource/free-confidential-face-to-face-non-medical-counseling
    - Chaplain support: https://www.navy.mil/local/chaplaincorps/chaplaincare.asp
    - Navy Suicide Prevention: https://www.public.navy.mil/BUPERS-NPC/support/21st_century_sailor/suicide_prevention/Pages/default.aspx

It is imperative that we draw on the resources, skills, capabilities, and talents of our people, and that we do not expect everyone to think, act, and look the same. Equally, we must create a culture where everyone feels they can provide their opinions, and that they are valued for who they are. We must live the Signature Behaviors we are proud to showcase in the Navy. The first step, however, is having these conversations with one another.

Active listening, and being open to various perspectives will produce leaders and teams who learn and adapt to achieve maximum possible warfighting capability, and will achieve and maintain high standards, better preparing them for combat operations. The Navy must be at its best when the Nation needs it most. We will deliver this future Navy. We will apply time, effort and resources to grow our Nation's naval power and think differently to find every competitive advantage.



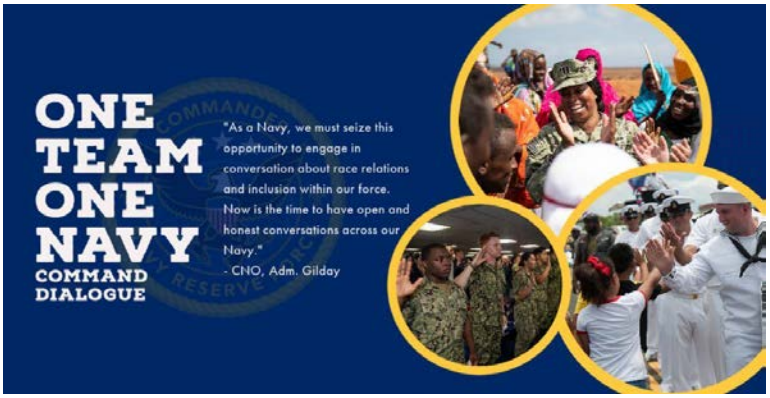
How You May Report Observations and Recommendations

If you have observations and recommendations from your Necessary Conversations that you would like to share with the CNO's staff, please e-mail them to Ms. Debbi Rounds (deborah.m.rounds@navy.mil) and courtesy copy your Echelon II and/or III commands. We will compile your feedback and forward to the Center for Naval Analysis for compilation, assessment and 'red-teaming' potential solutions. Please submit your feedback as text (no attachments) with "Necessary Conversations Feedback" in the subject line.



Additional Resources

Community Relations Guide
The Community Relations Service (CRS) is a U.S. Department of Justice component created by the Civil Rights Act of 1964 to help resolve community racial conflict through non-coercive, third party intervention. CRS is called upon to assist communities to resolve disputes arising from biases of race, color and national origin. As a result, agency conciliators have developed extensive experience in issues associated with racial and ethnic conflict. CRS provides a wide range of informal assistance that attempts to keep communications open among affected parties and to facilitate a mutually acceptable resolution of racial conflict. Facilitating Community Dialogues on Race is one of the creative ways in which CRS opens lines of communication and helps the community resolve its own racial problems. Visit: https://www.justice.gov/archive/crs/pubs/dialogueguide.htm



APPENDIX G: TF1N AND IFLEX COURSE OF 25 NOV 2020

U.S. NAVAL WAR COLLEGE
College of Leadership & Ethics

25 November 2020

From: Olenda E. Johnson, Ph.D.
U.S. Naval War College
College of Leadership & Ethics

To: RADM Alvin Holsey, Director
Task Force One Navy (TF1N)

Cc: RADM (ret) Peg Klein, Dean
College of Leadership & Ethics

Liz Cavallaro, Ed.D.
College of Leadership & Ethics

Subj: TF1N and IFLEX (Intermediate Flag and Executive) Leadership Course

BLUF: IFLEX provided a unique opportunity to allocate focused time with 31 senior naval leaders engaging on TF1N issues and outcomes; garnering collective commitment to, and accountability for, an issue of critical importance to the Navy.

1. The U.S. Naval War College (USNWC), College of Leadership and Ethics (CLE), hosted the Intermediate Flag and Executive Leadership Course (IFLEX) 2-6 November 2020. Participants included 24 RADMs, 5 DoN SESs, 1 USMC MajGen, and 1 Royal Navy, RADM.

2. The VCNO directed that the course focus on developing knowledge and tools to employ learning organization principles (e.g., appreciating context, disrupting assumptions, applying new thinking) to accelerate Navy outcomes. CLE facilitators leveraged VCNO's direction to apply learning organization principles to TF1N and gather collective inputs from 31 senior naval leaders.

3. Six teams focused on specific TF1N Focus Areas:
   - Talent Management
   - Training & Education
   - Judicial/Non-Judicial Processes
   - Promotion/Advancement
   - Partnerships with HBCUs, MSIs, Affinity Groups
   - Leader Development

4. Small group and collective discussions yielded rich conversations that: (1) elicited deep-level thinking around systems that influence TF1N's outcomes; (2) identified and challenged underlying assumptions, and (3) generated key questions and ideas to shape Navy equality efforts going forward.

5. Some examples of raw captured input:

   - Need to confront the "yeah, buts" of "we've tried this before" (ADM Roughhead focus 10 years ago).
   - Is there inherent bias in our NJP/UCMJ system? Explicit? Unconscious? Disproportionate escalation of NJP versus alleged offenses?
   - Is NJP process too restrictive, i.e., "zero defect" mentality? (i.e., should mores strikes be allowed?)
   - We can only do so much about increasing diversity in SES and Flags near-term, because the pool right now is generally lacking diversity. So it's really more about changing how we bring people in, how we keep diversity throughout the career pathway.
   - Goes back to paradox with how do you ensure diversity if you remove all identifying information in a promotion package? Shouldn't we instead be working on educating the Navy to recognize their own bias? Need to build awareness throughout the pipeline.
   - What winnows out the diversity from intake to mid-career (what causes the death valley syndrome)? How do you combat that?
   - We need to include the acknowledgement of what is happening outside the lifelines.
   - Recruiting - focus in on enlisted - difference btwn officer/enlisted not understood
   - The [talent management] system as is has no outsiders involved in assessing its effectiveness.

6. Individual participants also shared personal and professional experiences with inequality, along with reflective self-assessments of their understanding of the issues. Others shared current efforts they are championing in their leadership roles to engage or address inequality.

7. IFLEX senior leaders committed to supporting, advocating, instituting, and holding themselves accountable for TF1N actions and outcomes. The senior leaders will meet again in January 2021 to further their TF1N efforts.

8. Co-leads for the IFLEX course are the POCs for further information or questions:

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Olenda E. Johnson, PhD
olenda.johnson@usnwc.edu

APPENDIX H: INCLUSION AND DIVERSITY COUNCIL AFTER-ACTION REPORT OF 5 OCT 20

05 October 2020

Subj: CHIEF OF NAVAL OPERATIONS' INCLUSION AND DIVERSITY COUNCIL AFTER ACTION REPORT

1. The Vice Chief of Naval Operations' (VCNO) Inclusion and Diversity (I&D) Council (IDC) met on 30 September 2020. The IDC is a semi-annual meeting that coordinates and aligns Navy policies and programs to recruit, develop and retain the most talented individuals, while improving operational performance. Attendance included the CNO, Fleet Commanders, and NR or their reps, CNP, Systems Commands, Type Commands and Community Leads.

2. I&D Core Competencies:

Dr. Milam presented the Enlisted and Officer Core Competencies as developed by Dr. Renée Yuengling for outcome-based I&D Training. Dr. Milam also presented the initial training syllabus for Echelon 2 and Community Lead I&D Practitioners. Currently, Task Force One Navy (TF1N) is examining Navy I&D Training, and next steps include a gap analysis to incorporate the new competencies, overall recommendations and an implementation plan to be approved at the next IDC. Of note, civilian I&D core competencies are being considered by the Civilian Advisory Board. Several members of the council expressed deep concerns with having separate I&D core competencies for officers and enlisted sailors. Much discussion was had on the Executive Order delivered 22 September and its effects on training Navy-wide. Office of the Secretary of Defense (OSD) and Secretary of the Navy (SECNAV) guidance cascading from this Executive Order will follow shortly.

(comment): RADM Joanna Nunan, USCG CG-1, mentioned a similar Coast Guard initiative to write an I&D aspect into each of their 28 leadership competencies organized around their four tenets of Leading Self, Leading Others, Leading Units, and Leading the Organization.

3. Dr. Francis Frei Presentation on How to Build and Rebuild Trust:
https://www.ted.com/talks/frances_frei_how_to_build_and_rebuild_trust

4. Task Force One Navy (TF1N) Update:

In regard to George Floyd and the following events, RADM Holsey stated that racism is a safety issue; it's not about race, gender, or sexual orientation, it's about readiness – "If I'm thinking more about how I will get home safely, what am I forgetting about when I am conducting maintenance?" Capitalizing on Dr. Frei's Ted Talk, he stated that leadership is founded on four key things: Empathy, Compassion, Development, and Promise, and how TF1N is an acceleration tool for Culture of Excellence (COE) lines of effort (LOEs) #4 (effects-based I&D) and #5 (Governance).

TF1N is in alignment with OSD, which initially provided 78 recommendations with 15 being approved and 3 already implemented: Standard database tracking for diversity metrics, creating a standard organizational chart for I&D, and launching a mobile app for submitting equal opportunity complaints. After TF1N provides their final report in December 2020, these continued efforts will shift to N17 to further institutionalize their findings through COE LOEs #4 and #5.

During the latest Navy Flag Officer & Senior Executive Service (NFOSES) symposium, SECNAV said the topic of racism comes down to one word: "Respect." During the TF1N Listening Sessions, the topic of respect came up frequently; all things start with respect – respect for yourself, respect for shipmates, respect for others, and respect for society. It was brought to the council to add "and Respect" to Navy's Core Values.

Subj: VICE CHIEF OF NAVAL OPERATIONS' INCLUSION AND DIVERSITY COUNCIL AFTER ACTION REPORT

5. After Action Items:

- CNP to release a NAVADMIN incorporating guidance from Executive Order dated 22 September 2020, once the implementing guidance from OSD and SECNAV received regarding I&D training in the DoD and DoN.
- Combine "Best in Breed" Officer and Enlisted core competencies into one continuum, disseminate to the IDC for further feedback, and send to CNO for approval. Additionally take this "Best in Breed" and present to Civilian Advisory Board for inclusion as their Core Competencies.
- Regarding adding "and Respect" to Navy's core values – CNO asked Council members to provide him or CNP feedback on the proposal to permit coming to closure on a decision near term.
- Provide a Necessary Conversations 2.0 guide and assist CNO in articulating Navy's approach in further facilitating these difficult conversations in a real, honest, and authentic way.
- Regarding Leadership Development Framework (LDF) briefs, provide more demographic information and work with TYCOM leaders for their feedback to assist in developing the way forward. Reinitiate LDF briefings OCT/NOV.

APPENDIX I: CURRENT STATE STATISTICS

FY19 TRANSFER FROM URL to RL/STAFF											
Commissioned Officer	Total	White	Black	Asian	Other	Unknown Race	Hispanic	Non Hispanic	Unknown Ethnicity	Male	Female
O-1	109	86	5	7	6	5	18	86	5	96	13
O-2	126	87	24	5	8	2	10	103	13	87	39
O-3	132	93	19	8	9	3	13	110	9	96	36
O-4	33	29	-	2	1	1	2	30	1	26	7
O-5	10	9	-	-	1	-	1	9	-	10	-
O-6	0	-	-	-	-	-	-	-	-	-	-
O-7	0	-	-	-	-	-	-	-	-	-	-
O-8	0	-	-	-	-	-	-	-	-	-	-
O-9	0	-	-	-	-	-	-	-	-	-	-
O-10	0	-	-	-	-	-	-	-	-	-	-
Total Officer	410	304	48	22	25	11	44	338	28	315	95

FY18 TRANSFER FROM URL to RL/STAFF											
Commissioned Officer	Total	White	Black	Asian	Other	Unknown Race	Hispanic	Non Hispanic	Unknown Ethnicity	Male	Female
O-1	153	114	7	15	15	2	23	122	8	128	25
O-2	119	81	12	8	16	2	10	100	9	83	36
O-3	112	85	6	11	6	4	10	93	9	83	29
O-4	40	36	-	1	2	1	2	36	2	34	6
O-5	10	9	-	-	-	1	2	8	-	10	-
O-6	0	-	-	-	-	-	-	-	-	-	-
O-7	0	-	-	-	-	-	-	-	-	-	-
O-8	0	-	-	-	-	-	-	-	-	-	-
O-9	0	-	-	-	-	-	-	-	-	-	-
O-10	0	-	-	-	-	-	-	-	-	-	-
Total Officer	434	325	25	35	39	10	47	359	28	338	96

All Communities										
Commissioned Officer	Total	White	Black	Asian	Hispanic	Non Hispanic	Other	Unknown	Male	Female
O-1	6,825	5103	514	468	779	6,046	595	145	5,282	1,543
O-2	6,897	5178	489	479	728	6,169	559	192	5,282	1,615
O-3	20,037	15240	1482	1144	1,791	18,246	1,501	670	15,557	4,480
O-4	10,298	8114	789	551	742	9,556	458	386	8,341	1,957
O-5	6,657	5399	476	278	431	6,226	211	293	5,731	926
O-6	3,143	2661	197	115	181	2,962	57	113	2,770	373
O-7	107	96	3	4	3	104		4	100	7
O-8	62	58	2		1	61	1	1	56	6
O-9	39	37				39	2		36	3
O-10	10	10				10			10	
Total Officer	54,075	41896	3952	3039	4,656	49,419	3,384	1,804	43,165	10,910

Aviation										
Commissioned Officer	Total	White	Black	Asian	Hispanic	Non Hispanic	Other	Unknown	Male	Female
O-1	2,033	1,711	50	93	203	1,830	144	35	1,706	327
O-2	1,822	1,532	43	104	151	1,671	105	38	1,530	292
O-3	5,009	4,368	112	123	346	4,663	310	96	4,396	613
O-4	1,755	1,567	38	33	100	1,655	55	62	1,655	100
O-5	1,599	1,446	36	34	85	1,514	27	56	1,549	50
O-6	549	505	12	8	29	520	6	18	538	11
O-7	30	28	2		1	29			29	1
O-8	19	18	1			19			18	1
O-9	9	9				9			9	
O-10	2	2				2			2	
Total Officer	12,827	11,186	294	395	915	11,912	647	305	11,432	1,395

Surface Warfare										
Commissioned Officer	Total	White	Black	Asian	Hispanic	Non Hispanic	Other	Unknown	Male	Female
O-1	1,943	1,358	201	160	239	1,704	176	48	1,397	546
O-2	1,641	1,141	156	133	201	1,440	153	58	1,108	533
O-3	3,025	2,167	297	210	308	2,717	243	108	2,253	772
O-4	1,169	897	112	47	94	1,075	58	55	1,012	157
O-5	789	606	90	26	62	727	22	45	696	93
O-6	445	372	33	10	30	415	9	21	417	28
O-7	23	21	1		1	22		1	22	1
O-8	11	9	1			11	1		11	
O-9	9	9				9			7	2
O-10	4	4				4			4	
Total Officer	9,059	6,584	891	586	935	8,124	662	336	6,927	2,132

Submarine Warfare										
Commissioned Officer	Total	White	Black	Asian	Hispanic	Non Hispanic	Other	Unknown	Male	Female
O-1	751	604	14	54	62	689	67	12	647	104
O-2	743	624	16	37	46	697	54	12	690	53
O-3	1,456	1,263	24	57	101	1,355	89	23	1,376	80
O-4	524	444	13	16	38	486	28	23	522	2
O-5	330	298	10	9	12	318	5	8	330	
O-6	214	199	4	2	10	204	3	6	214	
O-7	11	9		1		11		1	11	
O-8	10	9				10		1	10	
O-9	8	7				8	1		8	
O-10	4	4				4			4	
Total Officer	4,051	3,461	81	176	269	3,782	247	86	3,812	239

Explosive Ordanance Disposal										
Commissioned Officer	Total	White	Black	Asian	Hispanic	Non Hispanic	Other	Unknown	Male	Female
O-1	60	46	1	2	1	59	5	6	56	4
O-2	62	56			4	58	2	4	58	4
O-3	189	168	2	5	14	175	7	7	180	9
O-4	88	81	1	3	2	86		3	87	1
O-5	69	63	1	2	6	63	1	2	68	1
O-6	28	26		1	3	25	1		28	
O-7	3	2		1		3			2	1
O-8										
O-9										
O-10										
Total Officer	499	442	5	14	30	469	16	22	479	20

Special Warfare										
Commissioned Officer	Total	White	Black	Asian	Hispanic	Non Hispanic	Other	Unknown	Male	Female
O-1	154	138	3	2	14	140	7	4	154	
O-2	135	124	2	2	5	130	4	3	135	
O-3	354	328	6	3	22	332	11	6	354	
O-4	152	138		4	8	144	4	6	152	
O-5	103	92	1	1	6	97	3	6	103	
O-6	55	54	1		2	53			55	
O-7	5	5				5			5	
O-8	2	2				2			2	
O-9	2	2				2			2	
O-10										
Total Officer	962	883	13	12	57	905	29	25	962	0

Other URL										
Commissioned Officer	Total	White	Black	Asian	Hispanic	Non Hispanic	Other	Unknown	Male	Female
O-1	1	1				1			1	
O-2										
O-3										
O-4	1		1			1			1	
O-5	1	1				1			1	
O-6	4	4				4			4	
O-7										
O-8										
O-9										
O-10										
Total Officer	7	6	1	0	0	7	0	0	7	0

Notes:

- "Other" URL Community is FSO.
- "Other" within the template includes:
  a. Native Hawaiian or other Pacific Islander
  b. American Indian or Alaska Native
  c. Multiple Races
- "Unknown" within the template includes: "Declined to Respond

Minority Enlisted Advancements

Navy Wide Advancement Exam (NWAE) data for E-4 to E-6, taken for the five-year period (FY14-FY18) shows that minority advancement rates are lower compared to their white peers. (Attachment 1).

- E-6 advancement: Black: 11.0 percent, Asian: 13.7 percent and Hispanic ethnicity 13.3 percent compared to Whites: 16.9 percent.
- E-5 advancement: Black: 20.7 percent, Asian: 22.3 percent and Hispanic ethnicity 21.2 percent compared to Whites: 22.6 percent.
- E-4 advancement: Black: 27.7 percent, Asian: 29.3 percent and Hispanic ethnicity 29.3 percent compared to Whites: 32.0 percent.

During this same period, racial minorities accounted for higher promotion percentages in the Meritorious Advancement Program (MAP): Black: 24.2 percent, Asian: 5.8 percent, Multiple races: 10.5 percent than their average percentage of active enlisted inventory (FY18): Black: 19.0 percent, Asian: 5.6 percent, Multiple races: 8 percent.

	FY14	FY15	FY16	FY17	FY18	FY18 Enlisted population %
American Indian or Alaska Native	4.3%	3.9%	2.8%	2.8%	1.9%	2.5%
Asian	6.2%	5.5%	6.7%	5.4%	5.7%	5.6%
Black or African American	23.6%	25.2%	24.1%	24.2%	24.2%	19.0%
Native Hawaiian or Pacific Islander	2.0%	1.9%	1.6%	1.2%	1.4%	1.3%
White	48.8%	49.7%	51.3%	52.3%	52.8%	58.8%
Declined to respond	12.4%	11.2%	10.6%	10.7%	9.4%	4.9
Multiple Races	2.6%	2.6%	2.9%	3.4%	4.6%	8.0%

Meritorious Advancement Program FY14-FY18

Navy Enlisted Selection Board data for E-7 and E-9 during the most recent four-year period (FY17-FY20) shows that Black minorities and Hispanic ethnicity advanced higher than their white peers.

- E-7 advancement: Black: 25.6 percent and Hispanic ethnicity: 25.4 percent advanced higher than Whites: 22.8 percent, while Asian: 21.6 percent advanced lower.
- E-8 advancement: Black: 12.4 percent, Asian: 11.8 percent and Hispanic ethnicity: 13.4 percent advanced lower than Whites 14.2 percent.
- E-9 advancement: Black: 15.2 percent and Hispanic ethnicity: 14.9 percent advanced higher than Whites: 13.6 percent while Asian: 11.2 percent advanced lower.

Despite the NWAE trends, but possibly due in part to our expanding MAP Advancement, all enlisted minority race groups had higher average retention rates than Whites (Black: 55.5 percent, Asian: 60.3 percent, Whites: 50.4 percent). Also, the average Hispanic enlisted retention rate (55.2 percent) was higher than the average non-Hispanic retention rate (51.6 percent).

E-4 through E-6 Promotion Rates (FY14 – FY18)

Active-Duty E-6	FY-14			FY-15			FY-16			FY-17			FY-18		
Race	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel
(1) White	18197	3688	20%	19385	3340	17%	22035	3100	14%	22030	3783	17%	22377	3659	16%
(2) Black	8133	1151	14%	8556	973	11%	9783	838	9%	9579	1122	12%	10161	1020	10%
(3) Asian / Pacific Islander	3544	607	17%	3676	528	14%	4202	465	11%	4241	591	14%	4343	553	13%
(4) American Indian / Alaskan Native	2432	492	20%	2585	417	16%	2949	363	12%	2840	400	14%	2642	382	14%
(5) Other/ Multiple Races	1966	465	24%	2852	591	21%	4257	643	15%	4959	878	18%	5470	762	14%
(6) Hispanic*	8248	1474	18%	9558	1363	14%	11271	1205	11%	11118	1474	13%	10804	1272	12%
Total	**42520**	**7877**	**19%**	**46612**	**7212**	**15%**	**54497**	**6614**	**12%**	**54767**	**8248**	**15%**	**55797**	**7648**	**14%**

Active-Duty E-5	FY-14			FY-15			FY-16			FY-17			FY-18		
Race	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel
(1) White	29949	6981	23%	30863	6715	22%	34382	6905	20%	34154	8518	25%	34278	7861	23%
(2) Black	10198	2191	21%	10476	2106	20%	11877	2230	19%	11884	2809	24%	12266	2429	20%
(3) Asian / Pacific Islander	4405	1026	23%	4407	937	21%	5001	997	20%	5127	1255	24%	5386	1211	22%
(4) American Indian / Alaskan Native	3542	810	23%	2960	667	23%	2573	521	20%	2006	483	24%	1734	376	22%
(5) Other/ Multiple Races	8613	2045	24%	8298	1816	22%	8180	1661	20%	7111	1691	24%	6462	1342	21%
(6) Hispanic*	13036	2961	23%	11976	2361	20%	12190	2296	19%	11719	2821	24%	11767	2412	20%
Total	**69743**	**16014**	**23%**	**68980**	**14602**	**21%**	**74203**	**14610**	**20%**	**72001**	**17577**	**24%**	**71893**	**15631**	**22%**

Active-Duty E-4	FY-14			FY-15			FY-16			FY-17			FY-18		
Race	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel
(1) White	17828	5752	32%	21648	6607	31%	20918	6334	30%	17603	6341	36%	14573	4562	31%
(2) Black	8437	2279	27%	10649	2802	26%	10480	2776	26%	8512	2913	34%	6691	1648	25%
(3) Asian / Pacific Islander	2976	826	28%	3615	1024	28%	3759	1037	28%	3343	1182	35%	2834	789	28%
(4) American Indian / Alaskan Native	1702	563	33%	1643	476	29%	1274	349	27%	973	331	34%	620	172	28%
(5) Other/ Multiple Races	5497	1739	32%	5766	1704	30%	4567	1339	29%	3393	1152	34%	2923	791	27%
(6) Hispanic*	7832	2328	30%	8832	2483	28%	8624	2419	28%	7140	2429	34%	5902	1578	27%
Total	**44272**	**13487**	**30%**	**52153**	**15096**	**29%**	**49622**	**14254**	**29%**	**40964**	**14348**	**35%**	**33543**	**9540**	**28%**

* Note: The data used to construct this table treat a Hispanics as a racial category, even though Hispanic is an ethnic group that includes people from many races

Active-Duty E-7	FY-17			FY-18			FY-19			FY-20		
Race	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel
(1) White	9482	1868	12.9%	9476	2124	22.4%	9245	2290	24.8%	8917	2170	24.3%
(2) Black or African American	2938	656	11.6%	2931	769	26.2%	2886	781	27.1%	2884	770	26.7%
(3) Native Hawaiian or Other Pacific Islander	170	34	12.5%	208	47	22.6%	242	71	29.3%	216	52	24.1%
(4) American Indian / Alaskan Native	674	155	11.5%	694	132	19.0%	700	183	26.1%	673	152	22.6%
(5) Asian	1195	211	10.6%	1163	257	22.1%	1164	272	23.4%	1074	253	23.6%
(6) Declined to Respond	331	48	16.5%	292	62	21.2%	268	52	19.4%	263	54	20.5%
(7) Multiple Races	557	123	13.2%	745	175	23.5%	959	201	21%	1217	299	24.6%
Total	**15347**	**3095**	**20.2%**	**15509**	**3566**	**23.0%**	**15464**	**3850**	**24.9%**	**15244**	**3750**	**24.6%**

Active-Duty E-8	FY-17			FY-18			FY-19			FY-20		
Race	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel
(1) White	6858	883	12.9%	6380	885	13.9%	6357	998	15.7%	6048	870	14.4%
(2) Black or African American	2393	278	11.6%	2466	315	12.8%	2288	287	12.5%	2222	280	12.6%
(3) Native Hawaiian or Other Pacific Islander	96	12	12.5%	95	16	16.8%	102	17	16.7%	106	13	12.3%
(4) American Indian / Alaskan Native	295	34	11.5%	340	34	10.0%	378	62	16.4%	405	56	13.8%
(5) Asian	942	100	10.4%	917	97	10.6%	944	128	13.6%	869	108	12.4%
(6) Declined to Respond	236	39	16.5%	212	26	12.3%	224	42	18.8%	208	18	8.6%
(7) Multiple Races	266	35	13.2%	335	39	11.6%	284	31	10.9%	328	40	12.2%
Total	**11086**	**1381**	**12.5%**	**10745**	**1412**	**13.1%**	**10577**	**1565**	**14.8%**	**10186**	**1385**	**13.6%**

Active-Duty E-9	FY-17			FY-18			FY-19			FY-20		
Race	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel
(1) White	2015	243	12.1%	1886	268	14.2%	1817	284	15.6%	1805	228	12.6%
(2) Black or African American	544	108	19.9%	518	78	15.1%	518	80	15.4%	561	59	10,5%
(3) Native Hawaiian or Other Pacific Islander	14	2	14.3%	14	1	7.1%	14	0	0%	23	1	4.4%
(4) American Indian / Alaskan Native	60	8	13.3%	62	8	12.9%	65	7	10.8%	72	8	11.1%
(5) Asian	241	25	10,4%	239	34	14.2%	233	27	11.6%	248	22	8.9%
(6) Declined to Respond	46	5	10.9%	48	6	12.5%	51	7	13.7%	69	10	14.5%
(7) Multiple Races	58	10	17.2%	64	8	12.5%	66	8	12.1%	81	6	7.4%
Total	**2978**	**401**	**13.5%**	**2831**	**403**	**14.2%**	**2764**	**413**	**14.9%**	**2859**	**334**	**11.7%**

Minority Officer Promotions

While white officers reflect promotion percentages relatively consistent with other minority groups, the total population of white officers being considered/selected for promotion for any given paygrade/year was significantly higher than all other races. Specifically, white officers accounted for 81 percent of all control grade promotions between FY16 and FY20. This does not reflect a similar demographic representation as compared to the overall Navy white officer population (77 percent) or the American population, which is 76 percent white (Source: U.S. Census Bureau).

The percentage of officers selected for promotion show that white flag officers were the only ethnic/racial group consistently selected for promotion across the 5-year span (accounted for 100 percent of O-8 promotions in FY17 and FY20). Of all O-7 and O-8 promotions between FY17 and FY21, White officers accounted for 89.5 percent, Black or African American were 3 percent and Hispanic 4 percent.

According to a 2018 Strategic Workforce Council, Center for Naval Analysis (CNA) Study, promotion board results show that the lower number of minorities considered for promotion (especially African Americans) in the URL can possibly be explained by pre and post-accession career experiences, which affect retention.

CNA is conducting a series of senior leader and JO interviews with surface warfare and aviation officers to identify the experiences that lead to the higher rate of attrition for minority and female officers from the URL community.

Control Grade Promotion Rates (FY16 – FY20)

Active-Duty O-6 Line & Staff Corps	FY-16			FY-17			FY-18			FY-19			FY-20		
Race	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**
(1) American Indian/Alaska Native	20	2	10%	21	0	0%	22	2	9%	25	2	8%	26	3	12%
(2) Asian	143	18	13%	162	14	9%	171	22	13%	175	24	14%	178	23	13%
(3) Black or African American	278	27	10%	277	34	12%	281	27	10%	307	45	15%	288	39	14%
(4) Native Hawaiian/Other Pacific Islander	11	0	0%	17	1	6%	18	0	0%	19	6	32%	17	2	12%
(5) White	3379	421	12%	3382	444	13%	3313	404	12%	3410	450	13%	3241	471	15%
(6) Multiple Race Codes/Other	199	16	8%	211	31	15%	229	18	8%	249	23	9%	242	37	15%
Total	**4030**	**484**	**12%**	**4070**	**524**	**13%**	**4034**	**473**	**12%**	**4185**	**550**	**13%**	**3992**	**575**	**14%**
Ethnicity	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**
(1) Hispanic/Latino	134	15	11%	138	17	12%	147	10	7%	154	17	11%	147	15	10%
(2) Not Hispanic/Latino	3896	469	12%	3932	507	13%	3887	463	12%	4031	533	13%	3845	560	15%
Total	**4030**	**484**	**12%**	**4070**	**524**	**13%**	**4034**	**473**	**12%**	**4185**	**550**	**13%**	**3992**	**575**	**14%**

Active-Duty O-5 Line & Staff Corps	FY-16			FY-17			FY-18			FY-19			FY-20		
Race	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**
(1) American Indian/Alaska Native	46	2	4%	47	8	17%	41	7	17%	48	4	8%	47	6	13%
(2) Asian	275	35	13%	291	41	14%	297	46	15%	299	45	15%	303	51	17%
(3) Black or African American	476	69	14%	510	74	15%	511	83	16%	472	77	16%	442	65	15%
(4) Native Hawaiian/Other Pacific Islander	19	5	26%	22	3	14%	23	1	4%	30	10	33%	20	4	20%
(5) White	4522	825	18%	4979	948	19%	5018	929	19%	5086	1012	20%	4821	971	20%
(6) Multiple Race Codes/Other	373	45	12%	425	90	21%	399	70	18%	412	82	20%	419	94	22%
Total	**5711**	**981**	**17%**	**6274**	**1164**	**19%**	**6289**	**1136**	**18%**	**6347**	**1230**	**19%**	**6052**	**1191**	**20%**
Ethnicity	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**
(1) Hispanic/Latino	217	30	14%	230	41	18%	226	40	18%	238	43	18%	222	46	21%
(2) Not Hispanic/Latino	5494	951	17%	6044	1123	19%	6063	1096	18%	6109	1187	19%	5830	1145	20%
Total	**5711**	**981**	**17%**	**6274**	**1164**	**19%**	**6289**	**1136**	**18%**	**6347**	**1230**	**19%**	**6052**	**1191**	**20%**

Active-Duty O-4 Line & Staff Corps	FY-16			FY-17			FY-18			FY-19			FY-20		
Race	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**
(1) American Indian/Alaska Native	71	18	25%	75	15	20%	87	28	32%	86	21	24%	82	22	27%
(2) Asian	385	82	21%	422	106	25%	436	108	25%	440	121	28%	403	103	26%
(3) Black or African American	613	145	24%	654	140	21%	680	152	22%	706	156	22%	642	180	28%
(4) Native Hawaiian/Other Pacific Islander	32	6	19%	40	8	20%	45	12	27%	45	11	24%	43	9	21%
(5) White	6201	1563	25%	6533	1767	27%	6379	1694	27%	6471	1743	27%	6557	1886	29%
(6) Multiple Race Codes/Other	523	113	22%	580	154	27%	575	140	24%	635	150	24%	671	163	24%
Total	**7825**	**1927**	**25%**	**8304**	**2190**	**26%**	**8202**	**2134**	**26%**	**8383**	**2202**	**26%**	**8398**	**2363**	**28%**
Ethnicity	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**	**Con**	**Sel**	**% Sel**
(1) Hispanic/Latino	318	77	24%	329	72	22%	350	86	25%	360	92	26%	366	90	25%
(2) Not Hispanic/Latino	7507	1850	25%	7975	2118	27%	7852	2048	26%	8023	2110	26%	8032	2273	28%
Total	**7825**	**1927**	**25%**	**8304**	**2190**	**26%**	**8202**	**2134**	**26%**	**8383**	**2202**	**26%**	**8398**	**2363**	**28%**

*The above chart represents the aggregate of promotion groups by grade and is not reflective of the DoDI 1320.13 promotion opportunity %. Additionally, the chart does not display competitive category due to space limitations. This data is a representation of promotions in the aggregate to show gender, race, and ethnic, demographics in relative magnitude.

Active-Duty O-7	FY-17			FY-18			FY-19			FY-20			FY-21		
Race	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel
(1) American Indian/Alaska Native	0	0	0%	1	0	0%	1	0	0%	2	0	0%	3	1	33%
(2) Asian	18	0	0%	17	0	0%	24	1	4%	20	0	0%	29	1	3%
(3) Black or African American	22	2	9%	31	0	0%	49	0	0%	51	1	2%	62	2	3%
(4) Native Hawaiian/Other Pacific Islander	2	0	0%	1	0	0%	2	0	0%	1	0	0%	2	0	0%
(5) White	634	25	4%	641	23	4%	794	30	4%	825	26	3%	923	25	3%
(6) Multiple Race Codes/Other	17	0	0%	16	1	6%	23	0	0%	24	1	4%	22	0	0%
(7) Declined to Respond	5	0	0%	7	0	0%	6	0	0%	8	0	0%	10	0	0%
(8) Hispanic/Latino	23	2	9%	25	1	4%	35	0	0%	42	1	2%	64	3	5%
Total	**721**	**29**	**4%**	**739**	**25**	**3%**	**934**	**31**	**3%**	**973**	**29**	**3%**	**1115**	**32**	**3%**

Active-Duty O-8	FY-17			FY-18			FY-19			FY-20			FY-21		
Race	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel	Con	Sel	% Sel
(1) American Indian/Alaska Native	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
(2) Asian	1	0	0%	1	0	0%	3	1	33%	0	0	0%	0	0	0%
(3) Black or African American	3	0	0%	2	1	50%	5	1	20%	4	0	0%	4	1	25%
(4) Native Hawaiian/Other Pacific Islander	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
(5) White	34	16	47%	37	18	49%	82	20	24%	43	20	47%	46	18	39%
(6) Multiple Race Codes/Other	1	0	0%	1	0	0%	0	0	0%	1	0	0%	2	0	0%
(7) Declined to Respond	1	0	0%	1	1	100%	4	1	25%	0	0	0%	0	0	0%
(8) Hispanic/Latino	1	0	0%	2	0	0%	10	1	10%	3	0	0%	3	2	67%
Total	**41**	**16**	**39%**	**44**	**20**	**45%**	**104**	**24**	**23%**	**51**	**20**	**39%**	**55**	**21**	**38%**

*The above chart represents the aggregate of promotion groups by grade and does not display each competitive category due to space limitations. This data is a representation of promotions in the aggregate to show gender, race, and ethnic, demographics in relative magnitude.

APPENDIX J: SECRETARY OF DEFENSE MEMORANDUM OF 19 JUN 2020

SECRETARY OF DEFENSE
1000 DEFENSE PENTAGON
WASHINGTON, DC 20301-1000

JUN 19 2020

MEMORANDUM FOR CHIEF MANAGEMENT OFFICER OF THE DEPARTMENT OF DEFENSE
SECRETARIES OF THE MILITARY DEPARTMENTS
CHAIRMAN OF THE JOINT CHIEFS OF STAFF
UNDER SECRETARIES OF DEFENSE
CHIEF OF THE NATIONAL GUARD BUREAU
COMMANDERS OF THE COMBATANT COMMANDS
GENERAL COUNSEL OF THE DEPARTMENT OF DEFENSE
DIRECTOR OF COST ASSESSMENT AND PROGRAM EVALUATION
INSPECTOR GENERAL OF THE DEPARTMENT OF DEFENSE
DIRECTOR OF OPERATIONAL TEST AND EVALUATION
CHIEF INFORMATION OFFICER OF THE DEPARTMENT OF DEFENSE
ASSISTANT SECRETARY OF DEFENSE FOR LEGISLATIVE AFFAIRS
ASSISTANT TO THE SECRETARY OF DEFENSE FOR PUBLIC AFFAIRS
DIRECTOR OF NET ASSESSMENT
DIRECTORS OF DEFENSE AGENCIES
DIRECTORS OF DOD FIELD ACTIVITIES

SUBJECT: Actions for Improving Diversity and Inclusion in the Department of Defense

For more than 200 years the U.S. military has fought to defend our great Nation and our interests abroad, earning the reputation as the greatest military force in history. We have reached this apex because we are an all-volunteer force of patriots who believe in the Constitution and the rights it guarantees all Americans. We have also reached this level of mission excellence because we attract the best America has to offer: young men and women from across the land and beyond our shores. They not only love our country and share these values, but also represent a wide range of creeds, religions, races, ethnicities, sexual orientations, and other attributes that distinguish us as individuals, and make us stronger together.

To ensure the morale, cohesion, and readiness of the military it is essential that our ranks reflect and are inclusive of the American people we have sworn to protect and defend.

While the military has often led on these issues throughout history, we are not immune to the forces of bias and prejudice. We know this bias burdens many of our uniformed personnel and has direct and indirect impacts on the experiences of our minority members and their representation in our ranks, especially in our officer corps. That is why bias and prejudice have no place in our military; they also have no place in our country. We can and must do better.

OSD005968-20/CMD007245-20

We must lead on these issues as America's most respected institution and as a global leader when it comes to building diverse, winning teams and creating opportunity for all. Therefore, I am directing the following actions:

- By June 29, 2020 the Secretaries of the Military Departments and the Under Secretary of Defense for Personnel and Readiness (USD(P&R)), in consultation with the Chiefs of the respective Military Services and informed by Combatant Commanders through the Chairman of the Joint Chiefs of Staff, will conduct a review of all DoD, Military Department, and Military Service policies, programs, and processes that may negatively affect equal opportunity, diversity, and inclusion for all our people. The Secretaries of the Military Departments and USD (P&R) will recommend changes for swift implementation to address any identified issues. Examples of policies, processes, and programs to be reviewed include areas such as accessions, promotion boards, and associated processes; assignment and command opportunity and selection; and professional military education selection.

- By July 2, 2020 USD(P&R) will establish the framework and terms of reference for an internal DoD Board on Diversity and Inclusion to undertake a more comprehensive evaluation and assessment of military policies, processes, and practices to improve racial diversity in our ranks. This Board will be led by the Secretary of the Air Force, the Honorable Barbara Barrett. USD(P&R) will provide me and Secretary Barrett a coordinated proposal for the Board's framework and terms of reference, including its structure, membership, goals, and objectives, with the aim of the Board being operational by July 15, 2020 if not sooner. A final report by the Board, with findings, actionable recommendations (including proposed changes to policy, statute, and resources), and proposed metrics to evaluate the effectiveness of these recommendations, will be provided to me not later than December 15, 2020. The Military Departments are directed to provide logistical and administrative support to the Board, as required.

- Finally, by July 20, 2020 the USD(P&R), with the assistance of the Office of the Chief Management Officer, will provide a proposal to me for establishing an enduring Defense Advisory Committee on Diversity and Inclusion in the Armed Services to examine any and all issues that will improve equal opportunity, diversity, and inclusion in the military. This advisory committee will be an independent body that mirrors the Defense Advisory Committee on Women in the Services, and will be composed of subject matter experts and distinguished authorities from outside DoD. This advisory committee will build upon the work of the new aforementioned Defense Board, as appropriate, and will be ready to begin its work by December 1, 2020. The advisory committee will be charged with conducting studies, generating findings, and providing its recommendations to the Secretary of Defense.

A starting point for each of the above actions must include an examination of the reports of the numerous efforts and studies concerning issues of diversity and inclusion in the past, as well as a review of the implementation status of any resulting recommendations. Such reports include U.S. Government Accountability Office studies and the reports of the Military

Leadership Diversity Council. In addition, the work of existing forums that address aspects of these critical issues, such as the Defense Diversity Working Group and the Defense Equal Opportunity Reform Group, should also inform these actions.

Updates on all of these actions will be provided to me by USD(P&R) and the chain of command on a monthly basis.

I am proud to be part of an institution that embraces diversity and inclusion, and rejects hate and prejudice in all its forms. I am committed to effecting an enterprise-wide, organizational and cultural shift. In doing so, we will continue to be the greatest fighting force in history and the most respected institution in the country; one that not only reflects its values, but one that also fully represents the American people it has sworn to protect and defend.

Mark T. Esper

APPENDIX K: SECRETARY OF DEFENSE MEMORANDUM OF 14 JUL 2020

SECRETARY OF DEFENSE
1000 DEFENSE PENTAGON
WASHINGTON, DC 20301-1000

JUL 1 4 2020

MEMORANDUM FOR CHIEF MANAGEMENT OFFICER OF THE DEPARTMENT OF DEFENSE
SECRETARIES OF THE MILITARY DEPARTMENTS
CHAIRMAN OF THE JOINT CHIEFS OF STAFF
UNDER SECRETARIES OF DEFENSE
CHIEF OF THE NATIONAL GUARD BUREAU
GENERAL COUNSEL OF THE DEPARTMENT OF DEFENSE
DIRECTOR OF COST ASSESSMENT AND PROGRAM EVALUATION
INSPECTOR GENERAL OF THE DEPARTMENT OF DEFENSE
DIRECTOR OF OPERATIONAL TEST AND EVALUATION
CHIEF INFORMATION OFFICER OF THE DEPARTMENT OF DEFENSE
ASSISTANT SECRETARY OF DEFENSE FOR LEGISLATIVE AFFAIRS
ASSISTANT TO THE SECRETARY OF DEFENSE FOR PUBLIC AFFAIRS
DIRECTOR OF NET ASSESSMENT
DIRECTORS OF DEFENSE AGENCIES
DIRECTORS OF DOD FIELD ACTIVITIES

SUBJECT: Immediate Actions to Address Diversity, Inclusion, and Equal Opportunity in the Military Services

On June 19, 2020 I issued a memorandum directing a three-pronged approach to take the initiative against discrimination, prejudice, and bias in all ranks of our Armed Forces. The purpose of this approach is to promote the morale, cohesion, and readiness of the force. Each effort aims to identify actions the Department can take within policies, programs, and processes to improve diversity, inclusion, and equal opportunity for our Service members:

1. A short-term "sprint" to identify immediate actions;

2. A mid-term DoD Board on Diversity and Inclusion (the "Board") to dive deeply into our policies and processes and identify additional actions; and

3. A long-term *Defense Advisory Committee on Diversity and Inclusion in the Armed Services* to provide an independent and enduring review and assessment that will strengthen our efforts in this area for generations to come.

OSD006634-20/CMD008163-20

After reviewing recommendations from across the Department, I am resolved to act immediately on those issues that we can address now. To that end, I direct the following:

- **Remove photographs from consideration by promotion boards and selection processes and develop additional guidance, as applicable, that emphasizes retaining qualified and diverse talent.** To ensure equal opportunity for all, I direct the Under Secretary of Defense for Personnel and Readiness (USD(P&R)) to prescribe policy prohibiting the use of photographs for promotion boards and selection processes pertaining to assignment, training, education, and command, effective September 1, 2020. Further, I direct the USD(P&R) to review policies and processes and develop additional guidance – including provisions for establishing diverse selection panels and the removal of all references to race, ethnicity, and gender in personnel packets reviewed by panel members – to ensure promotion boards and selection processes enable equal opportunity for all Service members, promote diversity in our ranks, and are free from bias based on race, ethnicity, gender, or national origin. The USD(P&R) will prepare guidance with timelines for implementation for my signature NLT September 30, 2020.

- **Update the Department's military equal opportunity and diversity inclusion policies.** The Department will update its military harassment policy to strengthen protections for Service members against inappropriate and intolerable harassing behaviors, especially racial bias and prejudice. The Department will update its military equal opportunity policy to prohibit pregnancy-based discrimination. The Department will update its policy *on Diversity Management and Equal Opportunity in the DoD* to delineate roles and responsibilities of leaders and provide reference points for engaged and critical thinking on this topic. I direct the USD(P&R) to issue updates to these policies NLT September 1, 2020.

- **Obtain and analyze additional data.** The prejudice and bias that exist within our force are not always transparent. The Department must collect data and analyze it to identify patterns and trends, and to inform and improve the Department's policies and programs. I direct the USD(P&R) to increase the frequency of the *Workplace and Equal Opportunity* survey to measure the effectiveness of our actions and identify areas requiring improvement. This survey will include metrics concerning harassment and discrimination, extremist groups and activities, and the effectiveness of military equal opportunity offices. I also direct the USD(P&R) to develop and implement an officer retention and promotion cohort analysis study, in order to understand the potential factors affecting racial and ethnic minority officer retention and promotion. The USD(P&R) will provide me a proposal for these actions NLT October 1, 2020.

- **Add bias awareness and bystander intervention to the violence prevention framework.** Addressing racial prejudice and bias within the force requires a combination of ongoing skill development, leadership, and accountability. I direct the USD(P&R) to ensure the integrated violence prevention framework currently

under development, includes measures for addressing bias through personal skill development, to include bias awareness and bystander intervention in response to improper remarks or other communications made by peers or superiors. Issue this policy NLT September 15, 2020.

- **Develop educational requirements for implementation across the military lifecycle to educate the force on unconscious bias.** To effectively educate Service members and leaders concerning the impact of their own biases and prejudices on their decisions, I direct the USD(P&R) to develop requirements for Common Military Training including terminal learning objectives, enabling learning objectives, purpose of learning, and desired outcomes that are targeted to Service members, tailored to their place within the military lifecycle (e.g., new recruits, newly appointed leaders, senior officers), and deployable enterprise-wide through existing training and professional military education programs. These requirements must include clear and concise definitions of key and relevant terms. Provide me a plan of action and milestones, including timelines, for the development and implementation of these requirements NLT October 1, 2020.

- **Develop a program of instruction containing techniques and procedures which enable commanders to have relevant, candid, and effective discussions.** Develop specific training requirements, relevant talking points, and scenario-based learning to assist commanders in guiding discussions on discrimination, prejudice, and bias within units and organizations. The USD(P&R) will provide a training plan, including timelines for requirements development, NLT October 1, 2020.

- **Review hairstyle and grooming policies for racial bias.** I direct the Services to review all appearance standards and policies and make appropriate policy modifications NLT September 15, 2020.

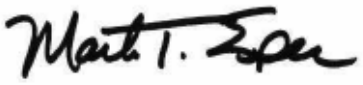
- **Review effectiveness of Military Service equal opportunity offices.** To supplement data obtained through the *Workplace and Equal Opportunity* survey, I direct the Military Service Inspectors General to initiate a review, NLT September 1, 2020, to assess the effectiveness of Military Service equal opportunity offices and other applicable offices, in responding to equal opportunity issues and to make recommendations based on their findings.

- **Support Military Department initiatives.** To synchronize efforts and appropriately allocate resources, I direct the Secretaries of the Military Department to provide me a status report on the implementation of the immediate actions they identified within their components NLT August 15, 2020, and to provide me updates monthly thereafter through December 2020.

The success of our military mission depends on a disciplined and lethal force prepared to defend our country and our Constitution. There is no greater mission and no greater calling. When our Nation's young men and women volunteer to join the U.S. Armed Forces, they do so

to be a part of this critical mission, but also to be a part of a military "family" that spans over 10 generations. It is a bond that is revered, enduring, and essential to our integrity and all we do. As a military, we succeed by working together, hand in hand, side by side. Diversity and inclusivity in the ranks are not merely aspirations, they are fundamental necessities to our readiness and our mission success.

The actions I am directing are a necessary first step, but hard work remains, and we will continue to learn as we move forward. Shifting culture requires steadfast attention; these actions will maximize our efforts to ensure a diverse workforce at all levels, an inclusive environment, and equal opportunity for all who serve.



APPENDIX L: NAVADMIN 247/20

UNCLASSIFIED//
ROUTINE
R 032333Z SEP 20 MID510001694164U
FM CNO WASHINGTON DC
TO NAVADMIN
INFO CNO WASHINGTON DC
BT
UNCLAS

NAVADMIN 247/20

PASS TO OFFICE CODES:
FM CNO WASHINGTON DC//N1//
INFO CNO WASHINGTON DC//N1//
MSGID/GENADMIN/CNO WASHINGTON DC/N1/SEP//

SUBJ/ELIMINATION OF THE DISPLAY OF THE OFFICER PHOTOGRAPH DURING SELECTION BOARDS//

REF/A/DOC/DOD/14JUL20//
REF/B/MSG/CNO WASHINGTON DC/N1/291453ZOCT18//
REF/C/DOC/COMNAVPERSCOM/01JUN19//
REF/D/DOC/COMNAVPERSCOM/23JUL07//

NARR/REF A IS DEPARTMENT OF DEFENSE MEMORANDUM, IMMEDIATE ACTIONS TO ADDRESS DIVERSITY, INCLUSION, AND EQUAL OPPORTUNITY IN THE MILITARY SERVICES.
REF B IS NAVADMIN 265/18, REINSTATEMENT OF THE REQUIREMENT TO DISPLAY THE OFFICER PHOTOGRAPH DURING SELECTION BOARDS.
REF C IS MILPERSMAN ARTICLE 1070-20, OFFICER OFFICIAL MILITARY PERSONNEL FILE.
REF D IS MILPERSMAN ARTICLE 1070-180, OFFICER PHOTOGRAPHS.//

RMKS/1. In line with reference (a), this NAVADMIN cancels reference (b). As part of reference (a), the Secretary of Defense has prohibited the use of official photographs for all officer promotion selection boards and selection board processes pertaining to assignment, training, education and command.

2. The Officer Career Progression Branch (PERS-8) has complied with reference (a) beginning on 31 August 2020. A future change to reference (c), will reflect the elimination of the display of the officer photograph (Field Code 2) as outlined above.

3. The requirement to maintain an officer photograph in the official service record will continue to exist in line with reference (d). The point of contact for photo submission to Official Military Personnel File is Records Management and Policy (PERS-313) at (901) 874-3407/DSN 882.

4. This NAVADMIN will remain in effect until superseded or canceled, whichever occurs first.

5. Released by Vice Admiral John B. Nowell, Jr, N1.//

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APPENDIX M: BUPERSNOTE 1401 OF 9 SEP 2020

DEPARTMENT OF THE NAVY
BUREAU OF NAVAL PERSONNEL
5720 INTEGRITY DRIVE
MILLINGTON TN 38055-0000

Canc frp: Sep 2021

BUPERSNOTE 1401
PERS-8
9 Sep 2020

BUPERS NOTICE 1401

From: Chief of Naval Personnel

Subj: DIVERSITY IN SELECTION BOARD RECORDER ASSIGNMENT

Ref: (a) SECNAVINST 1401.3B
(b) BUPERSINST 1401.5C
(c) CNO memo 5000 Ser N1/127133 of 31 Aug 2007
(d) NAVPERS 15560D, Navy Military Personnel Manual (MILPERSMAN)

1. Purpose. To provide guidance regarding the sourcing of diverse officer and enlisted selection board participants. In an effort to provide greater exposure to senior Navy leaders serving as board members, knowledge of board processes, and a better understanding of career progression, this note formally encourages expanded diversity of recorders and assistant recorders in support of Navy promotion and administrative boards.

2. Discussion. Reference (a) provides guidance for selection board membership and directs board members be selected from a wide range of leadership positions that reflect the overall composition of the officer corps, to include women and racial and ethnic minorities. This diversity guidance has been historically and consistently applied to board voting members, but not to other supporting board roles (e.g., recorder and assistant recorder(s)). Moreover, gender and racial and ethnic minority considerations for recorder and assistance recorder(s) are not discussed in reference (b). As selection boards provide a unique opportunity to advance the ideals of inclusion, diversity, and equal opportunity as a central tenet of naval service, the guidance of reference (a) concerning assignment of gender and racial or ethnic minorities to selection boards is now formally extended to the selection/assignment of selection board recorders and assistant recorders.

3. Action. Effective immediately, when sourcing for selection board recorder and assistant recorders, promotion and administrative selection board sponsors will seek to attain a 30% diversity fill rate that will take into consideration gender, race, and ethnicity in order to ensure assigned personnel represent the overall diversity of the naval workforce. The 30% diversity sourcing is for the entire board and not for each individual competitive category, designator, rating, etc. Under certain circumstances it may not be possible to attain a 30% diversity sourcing rate due to scheduling conflicts, eligibility for consideration by the board, and/or limited numbers of minority representation within a specific community group (e.g., female submarine officers). Given these conditions, using a minimum of one recorder or assistant recorder of gender and racial or ethnic minority status is acceptable. This requirement applies to all promotion selection boards and administrative boards whose recorders and assistant recorders are staffed by sources external to the Bureau of Naval Personnel (BUPERS) Millington/Navy Personnel Command (NAVPERSCOM).

4. Methodology and Definitions

a. Defined by reference (c) and issued via reference (d), MILPERSMAN 1000-090, gender, race, and ethnicity are reflected in the Officer Assignment Information System (OAIS) and the Enlisted Assignment Information System (EAIS) by the sex, race, and the ethnic fields, respectively.

b. For the purposes of satisfying this diversity of recorder or assistant recorder(s) requirement, the following personnel are considered a gender, racial, or ethnic minority:

(1) Gender: Any Sex field other than an "M" (Male)

(2) Race/Ethnicity:

(a) Any Race field other than an "E" (White) or "F" (Declined to Respond), or

(b) Any Race field in conjunction with an Ethnic field of "1" (other Hispanic descent), "4" (Puerto Rican), "6" (Mexican), "9" (Cuban), or "S" (Latin American descent).

c. When applying the percent requirement to the number of total recorders or assistant recorders, if the computation results in a fraction of a number of 0.5 or greater, that fraction is rounded up to the nearest whole number. If the computation results in a fraction of a number less than 0.5, that fraction is rounded down to the nearest whole number, unless that number is less than 1, in which case that number must be 1.

(1) Example 1: Where 9 recorders and assistant recorders are required for a board - 3 of them (30 percent of 9 = 2.7, rounded up) should be gender and racial and ethnic minorities.

(2) Example 2: Where 8 recorders and assistant recorders are required for a board - 2 of them (30 percent of 8 = 2.4, rounded down) should be gender and racial and ethnic minorities.

5. Records Management

a. Records created as a result of this notice, regardless of format or media, must be maintained and dispositioned for the standard subject identification codes (SSIC) 1000 through 13000 series per the records disposition schedules located on the Department of the Navy/Assistant for Administration (DON/AA), Directives and Records Management Division (DRMD) portal page at: https://portal.secnav.navy.mil/orgs/DUSNM/DONAA/DRM/Records-and-Information- Management/Approved%20Record%20Schedules/Forms/AllItems.aspx.

b. For questions concerning the management of records related to this notice or the records disposition schedules, please contact your local records manager or the DON/AA DRMD program office.

6. Cancellation Contingency. This notice will remain in effect until reference (a) or (b) is revised or for 1 year, whichever occurs first. This notice may be retained for reference purposes only.

J. W. HUGHES
Deputy Chief of Naval Personnel

Releasability and distribution:
This note is cleared for public release and is available electronically only via BUPERS Web site, https://www.public.navy.mil/bupers-npc/reference/instructions/BUPERSInstructions/%20Pages/default.aspx

APPENDIX N: SECRETARY OF DEFENSE MEMORANDUM OF 16 JUL 2020

UNCLASSIFIED//FOR OFFICIAL USE ONLY

SECRETARY OF DEFENSE
1000 DEFENSE PENTAGON
WASHINGTON, DC 20301-1000

JUL 16 2020

MEMORANDUM FOR CHIEF MANAGEMENT OFFICER OF THE DEPARTMENT OF DEFENSE
SECRETARIES OF THE MILITARY DEPARTMENTS
CHAIRMAN OF THE JOINT CHIEFS OF STAFF
UNDER SECRETARIES OF DEFENSE
CHIEF OF THE NATIONAL GUARD BUREAU
COMMANDERS OF THE COMBATANT COMMANDS
GENERAL COUNSEL OF THE DEPARTMENT OF DEFENSE
DIRECTOR OF COST ASSESSMENT AND PROGRAM EVALUATION
INSPECTOR GENERAL OF THE DEPARTMENT OF DEFENSE
DIRECTOR OF OPERATIONAL TEST AND EVALUATION
CHIEF INFORMATION OFFICER OF THE DEPARTMENT OF DEFENSE
ASSISTANT SECRETARY OF DEFENSE FOR LEGISLATIVE AFFAIRS
ASSISTANT TO THE SECRETARY OF DEFENSE FOR PUBLIC AFFAIRS
DIRECTOR OF NET ASSESSMENT
DIRECTORS OF DEFENSE AGENCIES
DIRECTORS OF DOD FIELD ACTIVITIES

SUBJECT: Public Display or Depiction of Flags in the Department of Defense

The mission of the Department of Defense is to provide a combat-ready military force to deter conflict, and, should deterrence fail, to prevail in war. Accomplishing this mission depends on our most important resource — our Service members and civilian employees. Supporting our people requires mutual respect, responsibility, and accountability.

Flags are powerful symbols, particularly in the military community for whom flags embody common mission, common histories, and the special, timeless bond of warriors. As Supreme Court Justice John Paul Stevens, a veteran of the Second World War, once wrote about the United States flag: "It is a symbol of freedom, of equal opportunity, of religious tolerance, and of good will for other peoples who share our aspirations." We wear this flag on our sleeves; we honor it prominently on parade fields; we carry it into combat; and, we drape it over the coffins of those who have given their lives for our Nation.

We must always remain focused on what unifies us: our sworn oath to the Constitution and our shared duty to defend the Nation. I am committed to fielding the most powerful military force the world has known by strengthening the bonds of our most valuable resource — our people. That is why we honor the American flag, which is the principal flag we are authorized and encouraged to display. The flags we fly must accord with the military imperatives of good order and discipline, treating all our people with dignity and respect, and rejecting divisive symbols.

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Consequently, in addition to the American flag, Service members and civilian employees are authorized to display or depict representational flags that promote unity and esprit de corps, including:

- Flags of U.S. States and Territories and the District of Columbia;
- Military Service flags;
- Flag or General Officer flags;
- Presidentially-appointed, Senate-confirmed civilian flags;
- Senior Executive Service (SES) and Military Department-specific SES flags;
- The POW/MIA flag;
- Flags of other countries, for which the United States is an ally or partner, or for official protocol purposes;
- Flags of organizations in which the United States is a member (e.g., NATO); and
- Ceremonial, command, unit, or branch flags or guidons.

This guidance applies to public displays or depictions of flags by Service members and civilian employees in all Department of Defense work places, common access areas, and public areas, including, but not limited to:

- Office buildings, facilities, naval vessels, aircraft, government vehicles, hangars, garages, ready rooms, conference rooms, individual offices, cubicles, storage rooms, tool and equipment rooms, workshops, break rooms, kitchens/galleys, recreational areas, commissaries, Navy and Marine Corps and Army and Air Force exchanges, and heads/latrines/restrooms — including property and buildings off installation leased by the Department;
- Sensitive compartmented information facilities and other secure facilities;
- Open-bay barracks, berthing areas, and common areas of barracks and bachelor quarters;
- School houses and training facilities; and
- All spaces or items in public or plain view, such as the outside areas of any Department of Defense buildings and government-operated or public-private venture housing (e.g., parking lots, yards, gazebos, or porches).

The public display or depiction of unauthorized flags in museum exhibits, state-issued license plates, grave sites, memorial markers, monuments, educational displays, historical displays, or works of art, where the nature of the display or depiction cannot reasonably be viewed as endorsement of the flag by the Department of Defense, is not prohibited.

What has always united us remains clear — our common mission, our oath to support and defend the Constitution, and our American flag. With this change in policy, we will further improve the morale, cohesion, and readiness of the force in defense of our great Nation.

Mark T. Esper

APPENDIX O: NAVADMIN 203/20, PUBLIC DISPLAY OR DEPICTION OF FLAGS IN THE NAVY

UNCLASSIFIED//

ROUTINE

R 172205Z JUL 20 MID110000838485U

FM CNO WASHINGTON DC

TO NAVADMIN

INFO CNO WASHINGTON DC

BT
UNCLAS

NAVADMIN 203/20

MSGID/NAVADMIN/CNO WASHINGTON DC/CNO/JUL//

SUBJ/PUBLIC DISPLAY OR DEPICTION OF FLAGS IN THE NAVY//
POC/ELLIOTT/JEFF/CIV/CHINFO/LOC: WASHINGTON DC/TEL: 703-692-4754

REF/A/MEMO/OSD/20200716//
REF/B/MEMO/USN/20200717//

AMPN/Reference (a) is Secretary of Defense Memorandum Subj: Public Display or Depiction of Flags in the Department of Defense.
Reference (b) is Under Secretary of the Navy Memorandum Subj: Public Display or Depiction of Flags in the Department of the Navy.

RMKS/1. In references (a) and (b), the Secretary of Defense and Under Secretary of the Navy state that our number one mission is to provide combat-ready naval forces able to deter conflict or, if necessary, prevail in combat. In order to ensure our forces are ready, these references highlight the importance of unit cohesion and note that flags are powerful symbols. The flags we fly must accord with the military imperatives of good order and discipline, treating all our people with dignity and respect, and rejecting divisive symbols. Paragraph 2 below quotes reference (a).

2. Consequently, in addition to the American flag, Service members and civilian employees are authorized to display or depict representational flags that promote unity and esprit de corps, including:
a. Flags of U.S. States and Territories and the District of Columbia; b. Military Service flags; c. Flag or General Officer flags; d. Presidentially-appointed, Senate-confirmed civilian flags; e. Senior Executive Service (SES) and Military Department-specific SES flags; f. The POW/MIA flag; g. Flags of other countries, for which the United States is an ally or partner, or for official protocol purposes; h. Flags of organizations in which the United States is a member (e.g., NATO) i. Ceremonial, command, unit, or branch flags or guidons. This guidance applies to public displays or depictions of flags

by Service members and civilian employees in all Department of Defense work places, common access areas, and public areas, including, but not limited to: a. Office buildings, facilities, naval vessels, aircraft, government vehicles, hangars, garages, ready rooms, conference rooms, individual offices, cubicles, storage rooms, tool and equipment rooms, workshops, break rooms, kitchens /galleys, recreational areas, commissaries, Navy and Marine Corps and Army and Air Force exchanges, and heads/latrines/restrooms - including property and buildings off installation leased by the Department; b. Sensitive compartmented information facilities and other secure facilities; c. Open-bay barracks, berthing areas, and common areas of barracks and bachelor quarters; d. School houses and training facilities; e. All spaces or items in public or plain view, such as the outside areas of any Department of Defense buildings and government-operated or public-private venture housing (e.g., parking lots, yards, gazebos, or porches).

3. I expect all Commanders to exercise their authority in a way that maintains unit cohesion and good order and discipline, while respecting the rights of Sailors and civilian employees. To aid Commanders in balancing these considerations as they implement the references, Commanders should consult a judge advocate or legal counsel.

4. Released by Admiral Mike Gilday, Chief of Naval Operations.//

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APPENDIX P: UNDER SECRETARY OF DEFENSE MEMORANDUM OF 31 AUG 2020

PERSONNEL AND READINESS

UNDER SECRETARY OF DEFENSE
4000 DEFENSE PENTAGON
WASHINGTON, D.C. 20301-4000

AUG 3 1 2020

MEMORANDUM FOR SECRETARIES OF THE MILITARY DEPARTMENTS
CHAIRMAN OF THE JOINT CHIEFS OF STAFF
CHIEF OF THE NATIONAL GUARD BUREAU

SUBJECT: Immediate Actions to Address Diversity, Inclusion, and Equal Opportunity in the Military Services – Promotion and Selection Board Guidance

Effective September 1, 2020, as directed by the Secretary of Defense, the use of photographs for promotion selection boards and selection processes pertaining to assignment, training, education, and command is prohibited.

Further, I request you provide representatives who are subject matter experts in general/flag officer, commissioned officer, and enlisted personnel promotion and selection board processes to participate in several working group sessions. I also ask that you provide legal counsel and diversity office representatives for these working group sessions. The working group will review all current policies and processes pertaining to the conduct of promotion selection boards (and other selection processes) across the Department, ensuring that promotion selection boards and selection processes enable equal opportunity for all Service members, promote diversity in our ranks, and are free from bias based on race, ethnicity, and gender. Upon completion of the review, the working group will make recommendations for policy changes, implementation guidance, and timelines in order to implement the Secretary of Defense's guidance NLT September 30, 2020.

Please provide the name of your representatives NLT September 2, 2020, to my point of contact for this matter, Mr. Robin (Rob) Parsons, who may be reached at: 703-697-4625 or robin.e.parsons.civ@mail.mil.

I appreciate your assistance in this critical matter.

Matthew P. Donovan

APPENDIX Q: NAVADMIN 051/20, NAVY INCLUSION AND DIVERSITY POLICY UPDATE

UNCLASSIFIED//

ROUTINE

R 271513Z FEB 20 MID510000989998U

FM CNO WASHINGTON DC

TO NAVADMIN

INFO CNO WASHINGTON DC

BT
UNCLAS

NAVADMIN 051/20

PASS TO OFFICE CODES:
FM CNO WASHINGTON DC//N1//
INFO CNO WASHINGTON DC//N1//

MSGID/GENADMIN/CNO WASHINGTON DC/N1/FEB//

SUBJ/NAVY INCLUSION AND DIVERSITY POLICY UPDATE//

REF/A/DOC/OPNAV N1/20DEC12//

REF/B/DOC/CNO/27FEB20//

REF/C/DOC/CNO/17DEC18//

REF/D/DOC/CNO/4DEC19//

REF/E/DOC/CNO/7MAY19//

REF/F/DOC/CNO/7MAY19//

REF/G/MSG/CNO/12NOV19//

REF/H/DOC/CNO/7APR18//

REF/I/DOC/CNO/24JUL17//

REF/J/DOC/CNO/24JUL17//

REF/K/DOC/MCPON/7MAY19//

REF/L/DOC/SECDEF/29NOV16//

REF/M/DOC/SECNAV/15JUL05//

REF/N/DOC/ASN(M&RA)/23JAN17//

REF/O/DOC/SECNAV/9MAY19//

REF/P/MSG/CNO/29JAN20//

REF/Q/MSG/COMUSFLTFORCOM/13FEB20//

NARR/REF A IS OPNAVINST 5420.115, NAVY DIVERSITY POLICY COORDINATION REF B IS U.S. NAVY INCLUSION AND DIVERSITY GOALS AND OBJECTIVES.
REF C IS DESIGN FOR MAINTAINING MARITIME SUPERIORITY VERSION 2.0.
REF D IS CNO FRAGMENTARY ORDER 01/2019. REF E IS NAVY LEADER DEVELOPMENT FRAMEWORK VERSION 3.0. REF F IS NAVY CIVILIAN WORKFORCE FRAMEWORK VERSION 1.0. REF G IS CULTURE OF EXCELLENCE NAVADMIN 254/19. REF H IS CULTURE OF EXCELLENCE BOARD OF GOVERNANCE CHARTER.
REF I IS OPNAVINST 5354.1G, NAVY EQUAL OPPORTUNITY INSTRUCTION. REF J IS OPNAVINST 5300.13, NAVY SEXUAL HARASSMENT PREVENTION AND RESPONSE MANUAL.
REF K IS LAYING THE KEEL. REF L IS DODD 1020.02E, DIVERSITY MANAGEMENT AND EQUAL OPPORTUNITY IN THE DOD. REF M IS SECNAVINST 1610.2A, DEPARTMENT OF NAVY HAZING POLICY. REF N IS DEPARTMENT OF NAVY DIVERSITY AND INCLUSION STRATEGIC ROADMAP. REF O IS SECNAVINST 5402.31A, MANAGEMENT OF DON PROGRAM FOR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND MINORITY SERVING INSTITUTIONS.
REF P IS NAVADMIN 025/20, RE-ESTABLISHING NAVY LEADER DEVELOPMENT FRAMEWORK BRIEFS. REF Q IS THE 12-STAR MESSAGE: PROMULGATION OF SIGNATURE BEHAVIORS OF THE 21ST CENTURY SAILOR NAVY CORE VALUES, NAVY ETHOS, AND CORE ATTRIBUTES IN ACTION, VERSION 2.0.//

RMKS/1. This NAVADMIN revises the 2012 Navy Diversity Policy Coordination instruction, reference (a), and incorporates the Office of Inclusion and Diversity under the Twenty First Century Sailor Office (OPNAV N17). Inclusion and Diversity is a line of effort in the Chief of Naval Operations Culture of Excellence (COE) Campaign, which empowers the Navy to achieve warfighting excellence by fostering psychological, physical and emotional toughness. Ensuring inclusion and connectedness among every Sailor, family member and Navy civilian promotes organizational trust and transparency throughout their Navy journey. Every Active and Reserve Sailor and civilian brings a unique set of skills to our team. Actively seeking out and leveraging these skills is key to reaching our maximum warfighting potential.

2. This new approach operationalizes the guidance in references (b) through (q) by promulgating specific roles and responsibilities and including Inclusion and Diversity as a line of effort within the COE Campaign Plan. Without inclusion, diverse perspectives can lead to friction/conflict in thoughts and opinions. All perspectives must be actively included to harness the creative power of diversity, accelerating our Navys warfighting advantage.

3. Inclusion and Diversity Goals
a. Goal 1: Institutionalize Inclusion and Diversity across our Navy.
b. Goal 2: Attract and recruit the best talent from our diverse nation to cultivate a high-performing and innovative workforce.
c. Goal 3: Develop and retain Sailors and Navy civilians by ensuring an inclusive culture across our workforce.

4. Requirements

a. MyNavy HR Health of the Force Report: OPNAV N1 will provide COE progress made during the previous calendar year to leaders throughout the Navy no later than 15 March of each year.

b. Inclusion and Diversity Senior Leader Engagement Calendar: Describes key engagement events, participation objectives and assigns a key leader for Navy representation at each event. OPNAV N17 will promulgate no later than 1 October of each year.

c. Inclusion and Diversity Engagement Resource Plan: OPNAV N17 will consolidate local Inclusion and Diversity engagement inputs from Echelon II and Community Leads to coordinate efforts, minimize redundancy and optimize Inclusion and Diversity funding efforts. Community leads are defined in reference (p).

d. Inclusion and Diversity Council: Semi-annual Inclusion and Diversity Council replaces the Strategic Workforce Council and is comprised of senior Navy leaders and key workforce stakeholders chaired by the Vice Chief of Naval Operations (VCNO) to coordinate, align and make decisions regarding Navy Inclusion and Diversity programs and policies.

e. Semi-annual COE Governance Board (GB): Four-Star GB coordinates and aligns Navy policies and programs to promote excellence, team cohesion, personal accountability and promulgation of the Navys warrior ethos.

f. COE Executive Steering Council (ESC): Flag/SES-level body with representatives from Fleet and select Echelon II commands. The COE ESC convenes as required to provide direction to the Culture of Excellence Working Group (COE WG) in the development and execution of the COE Campaign Plan.

g. Bi-Weekly COE WG: Composed of key decision-makers from across MyNavy HR and the Navy to provide subject matter expertise and input to the development of the COE as it matures to become a Fleet-led, Navy-wide approach.

h. Inclusion and Diversity Practitioners Sync: The Inclusion and Diversity Practitioners for the Echelon II commanders and Community Leads will assess Inclusion and Diversity strategy, align Fleet Inclusion and Diversity efforts, update and develop strategy and education and share community best practices. The Inclusion and Diversity Practitioners Sync convenes under COE WG governance.

5. Roles and Responsibilities

a. Chief of Naval Operations

(1) Chair the COE Governance Board.

(2) Convene Navy Leader Development Framework (NLDF) briefings with TYCOM/Community Leaders per reference (p).

(3) Conduct key engagements in support of the Inclusion and Diversity Senior Leader Engagement Calendar.

b. Vice Chief of Naval Operations

(1) Convene NLDF briefings with TYCOM/Community Leaders per reference (p).

(2) Chair the Inclusion and Diversity Council.

(3) Conduct key engagements in support of the Inclusion and Diversity Senior Leader Engagement Calendar.

c. Deputy Chief of Naval Operations (DCNO) for Manpower, Personnel, Training and Education (MPT&E)

(1) Serve as Chief Inclusion and Diversity Officer.

(2) Plan and execute the Inclusion and Diversity Officer.

(3) Attend NLDF briefings with CNO and VCNO.
(4) Conduct key engagements in support of the Inclusion and Diversity Senior Leader Engagement Calendar.
(5) Develop and implement policies that position the Navy as the Service and employer of choice.

d. Master Chief Petty Officer of the Navy

(1) Advise senior leaders and Navy Chief Inclusion and Diversity Officer on status, progress and any barriers regarding Navy programs to recruit and retain top talent.

(2) Conduct key engagements in support of the Inclusion and Diversity Senior Leader Engagement Calendar.

e. OPNAV N17

(1) Serve as senior Inclusion and Diversity advisor to CNO, VCNO, DCNO (MPT&E), the COE GB, the Civilian Advisory Board and the Inclusion and Diversity Council.

(2) Leverage data analytics, the behavior learning continuum and policies, programs, practices and processes to enhance culture and force readiness.

(3) Develop, maintain and update the Navys COE strategic guidance.

(4) Evaluate and assess the Navys Inclusion and Diversity policy and program.

(5) Collaborate with affinity groups, associations and families to improve Navy retention rates.

(6) Collaborate with training and education stakeholders to ensure Navy curricula includes relevant Inclusion and Diversity core competencies and objectives.

(7) In accordance with reference (o), represent DCNO (MPT&E) as the Historically Black Colleges and Universities and Minority Serving Institutions Administering Office.

(8) Define and develop Inclusion and Diversity content for MyNavy HR Career Development Symposium (CDS) events.

(9) Develop and distribute COE performance metrics to appropriate Navy leaders for use during NLDF briefings.

f. Echelon II Commanders and Community Leads

(1) Designate an Inclusion and Diversity Practitioner in writing to function as the primary Inclusion and Diversity advisor and representative to both the Inclusion and Diversity Practitioners Sync and COE WG. Designees shall be in the paygrade of E-7 and above or GS-12 and above.

(2) Community Leader coordinate Inclusion and Diversity updates during NLDF briefs using COE performance data provided by OPNAV N17.

(3) Develop and implement quarterly community-centric Inclusion and Diversity Engagement and Resource Plan and submit to OPNAV N17 for consolidation and optimization of resources.

(4) Participate in the Inclusion and Diversity Council.

(5) Oversee subordinate commands for implementation of Navys Inclusion and Diversity Goals and Objectives and associated policies.

g. Naval Education and Training Command

(1) Develop and implement Navys Inclusion and Diversity training and education strategy from entry to executive levels in accordance with the Officer and Enlisted Leader Development Paths outlined in the Navy Leader Development Framework version 3.0.

(2) Review course curricula through the Human Performance Requirements Review process to ensure incorporation of relevant Inclusion and Diversity content.

h. Naval Service Training Command

(1) Pursue opportunities to strengthen the Naval Reserve Officers Training Corps program on college campuses.

i. Navy Recruiting Command

(1) Plan and execute the Navys marketing and advertising activities incorporating Inclusion and Diversity Goals and Objectives.

(2) Execute outreach events to pursue and maintain positive relationships with external affinity groups.

(3) Investigate and present to OPNAV N17 updated recruiting plans to influence diversity in accessions.

j. Navy Personnel Command

(1) Include Inclusion and Diversity learning topics in the MyNavy HR CDS.

(2) Provide funding and coordinate registration for Sailors to attend key affinity group national conferences.

k. Command Triads

(1) Enhance team performance by deliberately inclusive command environment and climate that deliberately leverages diverse perspectives in decision making.

(2) Share Inclusion and Diversity best practices and lessons learned with immediate superior in command for Community Leads to incorporate into NLDF briefings.

6. For questions concerning Navys updated Inclusion and Diversity policy, contact the OPNAV N17 Office of Inclusion and Diversity at ALTN_USN_INCLUSION_AND_DIVERSITY(at)navy.mil.

7. To view the U.S. Navy Inclusion and Diversity Goals and Objectives strategic communications product and toolkit, go to MyNavy Portal (MNP) at https://my.navy.mil/quick-links.html. From there, click on the NPC link, then go to Support & Services at the top, then select 21st Century Sailor from the left sidebar.
Click Inclusion & Diversity on the left sidebar then click below to Resources and Links. These products further explain the Inclusion and Diversity goals listed below in paragraph 3, supplement this NAVADMIN to facilitate command-level discussions and further support integration of Inclusion and Diversity in education, training and signature behaviors.

8. This NAVADMIN will remain in effect until superseded or canceled, whichever occurs first.

9. Released by Vice Admiral John B. Nowell, Jr, N1.//

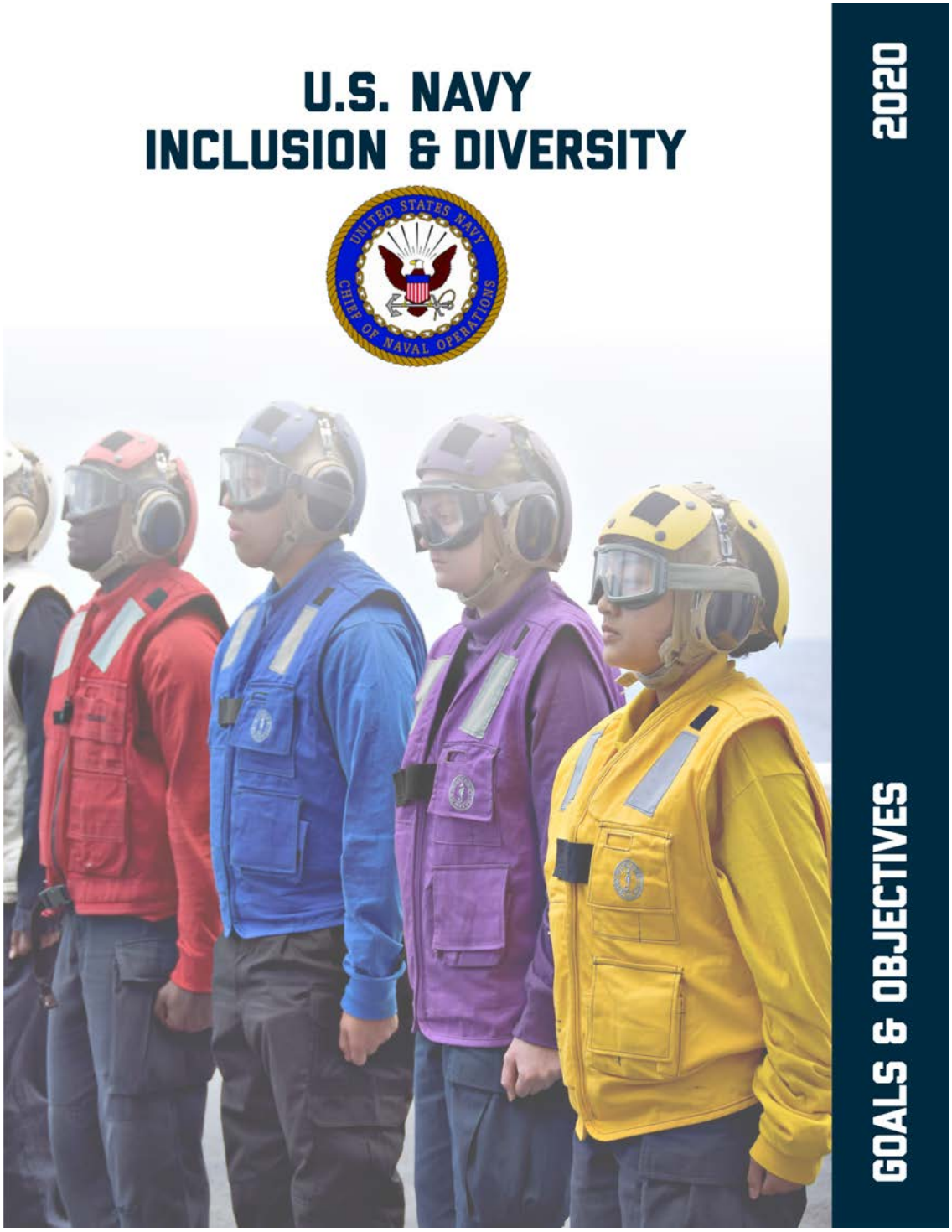
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APPENDIX R: USFFC RMG 051941ZOCT20 – UPDATE TO NAVSUP P-487

RTTUZYUW RHOIAAA0001 2792008-UUUU--RHSSSUU.
ZNR UUUUU
R 051941Z OCT 20 MID200000191229U
FM COMUSFLTFORCOM NORFOLK VA
TO ALFLTFORCOM
INFO COMUSFLTFORCOM NORFOLK VA
BT
UNCLAS
PASS TO OFFICE CODES:
CNO WASHINGTON DC/N41/N414/
COMUSFLTFORCOM NORFOLK VA/N02F/N41/
COMNAVAIRLANT NORFOLK VA/N41/N01FE/
COMNAVSURFLANT NORFOLK VA/N41/N01F/
COMSUBLANT NORFOLK VA/N41/N02F/
COMNECC LITTLE CREEK VA/N41/N01F/
SECINFO/U/-//
MSGID/GENADMIN/COMUSFLTFORCOM NORFOLK VA/-/OCT//
SUBJ/UPDATE TO NAVSUP P-487/PARAGRAPH 2400/EXTENT OF BARBER SERVICE//
REF/A/NAVSUP P-487/PARAGRAPH 2400/EXTENT OF BARBER SERVICE//
AMPN/REF A NAVSUP P-487 EXTENT OF SHIPBOARD BARBER SERVICE GUIDANCE//
POC/DAVID FRANCIA/LCDR/USFFC N412/NORFOLK, VA/757-836-3787 DSN 836/
DAVID.F.FRANCIA(AT)NAVY.MIL//
GENTEXT/REMARKS/1. PER REF A IS UPDATED TO REEMPHASIZE SHIPBOARD
BARBER SERVICE AND PROVIDES STANDARDS WHICH ALL QUALIFIED BARBERS
AND NON-QUALIFIED BARBER PERSONNEL WILL FOLLOW WHEN PROVIDING
HAIRCARE SERVICES TO CREW MEMBERS. THE FOLLOWING PROCEDURES
ARE IN EFFECT UPON RECEIPT OF THIS MESSAGE. THE NEXT REVISION TO THE
P-487 WILL MODIFY THIS PARAGRAPH TO REFLECT THE CHANGES.
2. SANITATION. ALL SANITATION INSTRUCTIONS, REQUIREMENTS, AND PRACTICES
DEFINED IN NAVMED P-5010-2 SHALL BE FOLLOWED AT ALL TIMES BY ANY
QUALIFIED BARBER OR ANY NON QUALIFIED BARBER PERSONNEL UTILIZING THE
SHIPS BARBERSHOP TO PROVIDE HAIRCARE SERVICE. THIS MUST BE
STRICTLY ADHERED TO, WITHOUT EXCEPTION. A COPY OF THE NAVMED P-5010-2
SANITATION INSTRUCTION MUST BE AVAILABLE FOR REVIEW IN THE BARBERSHOP.
A. ALL PERSONNEL UTILIZING THE BARBERSHOP TO PROVIDE SERVICE MUST
OBTAIN AND MAINTAIN A CURRENT MEDICAL SCREENING CERTIFICATE FROM THE
MEDICAL DEPARTMENT AND A COPY OF THE CERTIFICATE WILL BE DISPLAYED ON
THE BARBER STATION AT ALL TIMES.
3. REGULAR BARBERSHOP SERVICES. DURING NORMAL BUSINESS HOURS, BARBERSHOP
SERVICES INCLUDE ONLY THE MILITARY REGULATION HAIRCUT PROVIDED BY A
QUALIFIED BARBER (MEMBER HOLDS AN NEC OR HAS COMPLETED APPLICABLE PQS).
A. ALL BARBERS UTILIZING THE BARBERSHOP FOR REGULAR SERVICES MUST BE
CURRENT IN PQS AND HAVE COMPLETED THE BARBER PORTION OF NAVEDTRA 43239
(PERSONNEL QUALIFICATION STANDARD FOR SHIP'S SERVICEMAN), SECTIONS 103 -
BARBER FUNDAMENTALS AND 302 - SHIPBOARD BARBER.
4. ADDITIONAL SERVICES. THE COMMANDING OFFICER SHALL AUTHORIZE THE USE
OF THE BARBERSHOP BY OTHER CREW MEMBERS, WHO ARE NON-QUALIFIED
BARBERS, DURING UNDERWAY PERIODS FOR ADDITIONAL HAIR CARE SERVICES SUCH
AS FEMALE HAIR STYLING, BRAIDING, ETC., THAT ARE NOT OTHERWISE AVAILABLE
DURING REGULAR HOURS. THE SUPPLY OFFICER WILL SET THE BUSINESS HOURS
AND CONDITIONS UNDER WHICH THE BARBERSHOP MAY BE USED. THE NAVY WILL
NOT BE LIABLE FOR ANY SERVICES PROVIDED DURING NON-BUSINESS HOURS;
THE SERVICE WILL BE AN AGREEMENT BETWEEN THE CREW MEMBER AND THE

PERSON PROVIDING THE BARBER, BEAUTICIAN, OR HAIR STYLIST SERVICES.
THE FOLLOWING WILL REMAIN IN EFFECT AT ALL TIMES:
A. NO TIPPING OR CHARGES FOR BARBER OR HAIRCARE SERVICES.
B. ALL SERVICES PROVIDED MUST BE WITHIN NAVY REGULATIONS AND STANDARDS. ALL BARBERSHOP RULES AND NAVY GROOMING REGULATIONS MUST BE ADHERED TO AT ALL TIMES. THE SUPPLY OFFICER HAS AUTHORITY
TO RESTRICT PRIVILEGES AS DEEMED APPROPRIATE.
C. NON-QUALIFIED BARBER PERSONNEL PROVIDING ADDITIONAL HAIR CARE SERVICES, OTHER THAN A QUALIFIED BARBER, MUST BE ABLE TO USE THEIR OWN EQUIPMENT AND BARBER/BEAUTICIAN SUPPLIES. THE EQUIPMENT
MUST BE PROPERLY SAFETY CHECKED, IN GOOD WORKING ORDER, AND SANITIZED BEFORE AND AFTER EACH USE.
D. THE SUPPLY DEPARTMENT/SERVICES DIVISION WILL NOT BE RESPONSIBLE FOR ANY ISSUES BETWEEN THE SERVICE PROVIDER AND THE CREWMEMBER FOR ANY BARBER SERVICES PROVIDED AFTER HOURS.
E. NO PRIVATELY OWNED PRODUCTS OR EQUIPMENT MAY BE STORED IN THE BARBERSHOP.
F. ALL PERSONNEL PROVIDING REGULAR BARBER SERVICES AND ADDITIONAL SERVICES SUCH AS FEMALE HAIR STYLING AND BRAIDING, MUST BE TRAINED BY THE SHIP'S MEDICAL DEPARTMENT IN IDENTIFYING UNHEALTHY CONDITIONS OF THE HAIR AND SCALP TO PREVENT SPREADING CONTAMINANTS. PERSONNEL WILL REVIEW THE "UNHEALTHY CONDITIONS" INFORMATION ALREADY POSTED IN THE SPACE.
G. PERSONNEL USING THE BARBERSHOP ARE RESPONSIBLE FOR CLEANING THE AREA THEY USE.//
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APPENDIX S: NAVY INCLUSION AND DIVERSITY GOALS AND OBJECTIVES



HTTPS://WWW.PUBLIC.NAVY.MIL/BUPERS-NPC/SUPPORT/21ST_CENTURY_SAILOR/INCLUSION/DOCUMENTS/UPDATED%20GLOSSY.PDF

APPENDIX T NAVADMIN 188/20, NAVY INCLUSION AND DIVERSITY

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ROUTINE

R 302151Z JUN 20 MID510001444262U

FM CNO WASHINGTON DC

TO NAVADMIN

INFO CNO WASHINGTON DC

BT
UNCLAS

NAVADMIN 188/20

MSGID/GENADMIN/CNO/WASHINGTON DC/CNO/JUN//

REF/A/RMG/CNO WASHINGTON DC/121637ZNOV19//
REF/B/RMG/CNO WASHINGTON DC/271513ZFEB20//
REF/C/MEMO/SECDEF/19JUN20//
REF/D/MSG/COMUSFLTFORCOM NORFOLK VA/131415FEB20//

NARR/REF A IS NAVADMIN 254/19 CULTURE OF EXCELLENCE.
REF B IS NAVADMIN 051/20 NAVY INCLUSION AND DIVERSITY POLICY UPDATE.
REF C IS SECDEF MEMORANDUM ACTIONS FOR IMPROVING DIVERSITY AND INCLUSION IN THE DEPARTMENT OF DEFENSE.
REF D IS 12-STAR MESSAGE PROMULGATION OF SIGNATURE BEHAVIORS OF THE 21ST CENTURY SAILOR
NAVY CORE VALUES, NAVY ETHOS, AND CORE ATTRIBUTES IN ACTION, VERSION 2.0//

SUBJ/NAVY INCLUSION AND DIVERSITY (CORRECTED COPY)//

RMKS/1. I hope you have had the opportunity to view my second video, It Starts with Us, encouraging a
dialogue about race relations and inclusion within the Navy. We have been working to build a better
Navy through the Culture of Excellence approach announced in references (a) and (b). One very
important aspect of this approach is recognizing that we come from all walks of life, with different and
valuable experiences and perspectives. Our differences make our Navy, our connection to each other
and our families and communities even stronger.

2. Our efforts are taking us in the right direction, but clearly not enough has been done to face the
challenges of today. Three weeks ago, I asked you to listen. Now, I am strongly

encouraging every Navy leader uniform and civilian, active and reserve - to start a dialogue at each of your commands. As a Navy, we must seize this opportunity to engage in conversations about race relations and inclusion within our force. Now is the time to have open and honest conversations across our Navy. We need to identify what is really happening, understand where barriers exist and listen to all perspectives on how we can bring our unique skillsets together to tackle these issues. This is not the problem of one group of people. This is our Navy, and we need a greater understanding of the experiences that make us One Navy Team and build trust and connection in our teams.

3. In addition to these conversations at every command and at every level, we are standing up Task Force (TF) One Navy reflecting the diversity of race, ethnicity, gender, age, and ranks from across our Navy to identify barriers and corrective actions to eliminate inequalities between groups of people. TF One Navy will leverage outreach focus groups from both within and outside the Navy representing diversity of race, ethnicity, gender, age, and rank to ensure a diversity of experience and perspectives. Additionally, in line with reference (c), the Secretary of Defense is setting up a Department of Defense (DoD) Board on Diversity and Inclusion to address DoD-wide issues of diversity, equity, inclusion and belonging within the DoD. While we have been committed to Inclusion and Diversity for many years, current events shine a light on the need for us to do more and to do it more quickly.

4. At the command level, we need to:

a. Start a dialogue with your superiors, peers and teams and listen to their personal stories and experiences. If we have not directly experienced racism, sexism, ageism, or other forms of discrimination, it is often difficult to realize they exist. However, they do exist in our Navy and country, and it is our responsibility to eliminate them.

b. Keep the conversation going. Practice inclusion every day by integrating Sailor and civilian perspectives in early stages of problem-solving and idea generation. In each meeting you have and problem you tackle, include all perspectives to gather varied points of view that will help you make the best decision.

c. Leverage your Command Resilience Team to understand what is happening in your command.
Look at your most recent command climate assessment with fresh eyes. Surveys may show you some of
the problem areas in your command that you can address in your conversations.
d. Advocate and model the leadership style that motivates people to speak up, be empathetic
listeners, stand up for each other, learn and grow. Ensure doors are open for conversations and
opportunities are available for professional development throughout the command.
e. Share lessons learned and best practices on leveraging diverse populations with your or your upper
echelons designated Inclusion and Diversity Representative.
f. Increase your knowledge and awareness of Inclusion and Diversity Heritage Celebrations and
Special Observances by supporting programs, exhibits, publications and participation in community
military and civilian sponsored events throughout the year.

5. I need every Sailor to:
a. Speak up and share your experiences about what you and your families are feeling, what you think
the major issues are and how you would fix it if you were in charge. Identify areas where there are
barriers to certain groups of people in the Navy feeling like they truly belong on the team. Have pride in
being an integral part of the greatest Navy in the world and have confidence that we will continue to
lead on issues that impact all of us.
b. Be an ally for those who do not feel like they can speak up.
Listen to and understand others lived experiences and recognize that your perspective is one of many
valuable perspectives.
c. Live the Signature Behaviors 24/7/365 delineated in reference (d). These behaviors include:
(1) Treat every person with respect.
(2) Take responsibility for my actions.
(3) Hold others accountable for their actions.
(4) Intervene when necessary.
(5) Be a leader and encourage leadership in others.
(6) Grow personally and professionally every day.
(7) Embrace the diversity of ideas, experiences and backgrounds of individuals.
(8) Uphold the highest degree of integrity in professional and personal life.
(9) Exercise discipline in conduct and performance.
(10) Contribute to team success through actions and attitude.

6. As Sailors, and as a Navy, we cannot tolerate racism or discrimination of any

kind. We must listen to
each other, understand the perspectives of others and identify and eliminate individual and systemic
racism and discrimination within our force.
We must live the Signature Behaviors and the first step is having conversations with one another,
controlling what you and I can control and make recommendations to leadership on other changes to
help effect positive change.

7. The following resources are available to assist:
a. I&D goals and objectives available at
https://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/inclusion/Documents/Updated%20Glossy.pdf
b. Commanders I&D toolkit: Commanders Toolkit is available under the Inclusions and Diversity tab
at:
https://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/inclusion/Pages/default.aspx
c. DEOMI Implicit Bias Training
https://www.deocs.net/public/A2S-4_1/Inclusion/documents/Implicit-Bias-5June2020-SS.pdf
d. DEOMI Assessment to Solutions (A2S) provides helpful information, videos, tools and resources
(presentations on implicit bias, inclusion and diversity at work, racist behaviors and prevention
strategies) at https://www.deocs.net.
e. The Signature Behaviors infographic is available at:
https://www.cpf.navy.mil/downloads/2020/02/signature-behaviors.pdf
https://www.public.navy.mil/usff/Documents/signature-behaviors-f.pdf
https://www.c6f.navy.mil/Portals/22/Documents/Signature%20Behaviors_FINAL.pdf
f. It Starts With Us video is available at https://www.dvidshub.net/video/757420/starts-with-us

8. Released by Admiral Mike Gilday, Chief of Naval Operations.//

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APPENDIX U: ABBREVIATIONS & ACRONYMS

ADE: Authoritative Data Environment

ADSEP: Administrative Separation

AI: Artificial Intelligence

ALNAV: All Navy message

AMPHIB: Amphibious

ANSO: Association of Naval Services Officers

ASN (M&RA): Assistant Secretary of the Navy (Manpower and Reserve Affairs)

ASVAB: Armed Services Vocational Aptitude Battery

AVRC: Armed Services Vocational Aptitude Battery Validation Review Committee

BCA: Body Composition Assessment

BCAP: Battalion Commander Assessment Program

BCNR: Board for the Correction of Naval Records

BDCP: Baccalaureate Degree Completion Program

BNR: By-Name Request

BOOST: Broadened Opportunity for Officer Selection and Training

BUPERS: Bureau of Naval Personnel

BUPERSNOTE: Bureau of Naval Personnel Note

CAB: Civilian Advisory Board

CETARS: Corporate Enterprise Training Activity Resource Systems

CIN: Course Identification Number

CFR: Code of Federal Regulations

CGO: Candidate Guidance Office

CLAS: Culturally and Linguistically Appropriate Services

CMC: Command Master Chief

CNIC: Commander, Navy Installations Command

COA: Course of Action

COB: Chief of the Boat

CONUS: Continental United States

COPR: Commissioned Officer Promotion Report

CNA: Center for Naval Analyses

CNE/CNA: Commander, Naval Forces Europe/Commander, Naval Forces Africa

CNO: Chief of Naval Operations

CNP: Chief of Naval Personnel

CNR: Chief of the Navy Reserve

COE: Culture of Excellence

CPF: Commander, United States Pacific Fleet

CRS: Congressional Research Service

CRT: Command Resiliency Teams

CRUDES: Cruiser-Destroyer

DBDI: Department of Defense Board on Diversity and Inclusion

DDWG: Defense Diversity Working Group

DEP: Delayed Entry Program

DNS: Director, Navy Staff

DOD: Department of Defense

DODI: Department of Defense Instruction

DON: Department of the Navy

DOR: Drop on Request

DTG: Date Time Group

ECM: Enlisted Community Manager

EDAC: Executive Diversity Advisory Council

EO: Equal Opportunity

EOD: Explosive Ordnance Disposal

ERG: Employee Readiness Group

FITREP: Fitness Report

GAO: Government Accountability Office

GCMCA: General Court Martial Convening Authorities

GPA: Grade Point Average

GS: General Schedule

GSI: Guardian Spirit Initiative

HBCU: Historically Black Colleges and Universities

HQ: Headquarters

HR: Human Resources

I&D: Inclusion and Diversity

IDP: Individual Development Plan

IFLEX: Intermediate Flag and Executive

IG: Inspector General

IOM: Institute of Medicine

ISIC: Immediate Superior in Command

ISPP: In-Service Procurement Program

JAG: Judge Advocate General

JAMRS: Joint Advertising Marketing Research and Studies

JDTA: Job Duty Task Analysis

JER: Joint Ethics Regulations

JO: Junior Officer

JOIN: Jobs in the Navy

LIMDU: Limited Duty

LNO: Liaison Officer

LOE: Line of Effort

LOO: Line of Operation

M&A: Marketing & Advertising

MAG: Management Advisory Group

MCPO: Master Chief Petty Officer

MCPON: Master Chief Petty Officer of the Navy

MEPS: Military Entrance Processing Station

MHS: Military Health System

MIDN: Midshipman

MILPERSMAN: Naval Military Personnel Manual

MOA: Memorandum of Agreement

MOE: Measures of Effectiveness

MOP: Measures of Performance

MOU: Memorandum of Understanding

MSC: Military Sealift Command

MSI: Minority Serving Institution

MSISR: Minority Serving Institution Scholarship Reservation

NAMA: United States Naval Academy Minority Association

NAPS: Naval Academy Preparatory School

NAVADMIN: Naval Administrative Message

NAVAIR: Naval Air Systems Command

NAVFAC: Naval Facilities Engineering Systems Command

NAVSEA: Naval Sea Systems Command

NAVSUP: Naval Supply Systems

Command

NCG: Necessary Conversations Guide

NCLASP: Navy Command Leadership Assessment and Selection Program

NDAA: National Defense Authorization Act

NEC: Navy Enlisted Classification

NETC: Naval Education and Training Command

NHHC: Naval History and Heritage Command

NJOC: Naval Junior Officer Counsel

NJP: Non-Judicial Punishment

NLDF: Navy Leader Development Framework

NLEC: Naval Leadership and Ethics Center

NNOA: National Naval Officers Association

NPC: Navy Personnel Command

NPS: Naval Post-Graduate School

NRC: Navy Recruiting Command

NROTC: Naval Reserve Officer Training Corps

NSIPS: Navy Standard Integrated Personnel System

NSTC: Naval Service Training Command

NSW: Naval Special Warfare

NTAG: Navy Talent Acquisition Group

NWC: Naval War College

OAR: Officer Aptitude Rating

OCHR: Office of Civilian Human Resources

OCM: Officer Community Manager

OCONUS: Outside Continental United States

OCS: Officer Candidate School

ODS: Officer Development School

OJAG: Office of the Judge Advocate General

OJT: On-the-Job Training

ONR: Office of Naval Research

OPT: Operational Planning Team

OSD: Office of the Secretary of Defense

P2P: Performance to Plan

PA: Public Affairs

PET: Performance Evaluation Transformation

PFB: Pseudo Folliculitis Barbae

PHA: Periodic Health Assessment

PME: Professional Military Education

POCR: Probationary Officer Continuation and Redesignation

PQS: Personnel Qualification Standard

PRIDE: Personalized Recruitment Immediate Delayed Entry System

PRT: Physical Readiness Test

PTSD: Post-Traumatic Stress Disorder

QA: Quality Assurance

QCAR: Quarterly Criminal Activity Report

QOL: Quality of Life

RC: Reserve Component

Rec: Recommendation

RL: Restricted Line

ROP: Record of Proceedings

RS: Retail Specialist

RTC: Recruit Training Command Great Lakes

RTM: Rate Training Manual

SA: Self-Awareness

SASHA: Sailors Against Sexual Harassment and Assault

SAT: Scholastic Aptitude Test

SECDEF: Secretary of Defense

SECNAV: Secretary of the Navy

SES: Senior Executive Service

SJA: Staff Judge Advocate

SME: Subject Matter Expert

SSLA: Sea Service Leadership Association

STA-21: Seaman to Admiral Program

STEM: Science, Technology, Engineering and Mathematics

SWO: Surface Warfare Officer

TACAIR: Tactical Air

TAD/TDY: Temporary Assigned Duty/ Temporary Duty

TAG: Trusted Advisory Group

TF1N: Task Force One Navy

TM: Talent Management

TWI: Training With Industry

TYCOM: Type Commanders

UCMJ: Uniform Code of Military Justice

URL: Unrestricted Line

US: United States

USC: United States Code

USCG: United States Coast Guard

USD (P&R): Under Secretary of Defense (Personnel and Readiness)

USFFC: United States Fleet Forces Command

USMC: United States Marine Corps

USN: United States Navy

USNA: United States Naval Academy

VA: Department of Veterans Affairs

VCNO: Vice Chief of Naval Operations