

Building Our Future Together

An Exploration of Strategies to Improve Retention
Among Underrepresented Members
of the NOAA Corps

May 2021



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A Call to Action: Retention of Underrepresented NOAA Corps Members

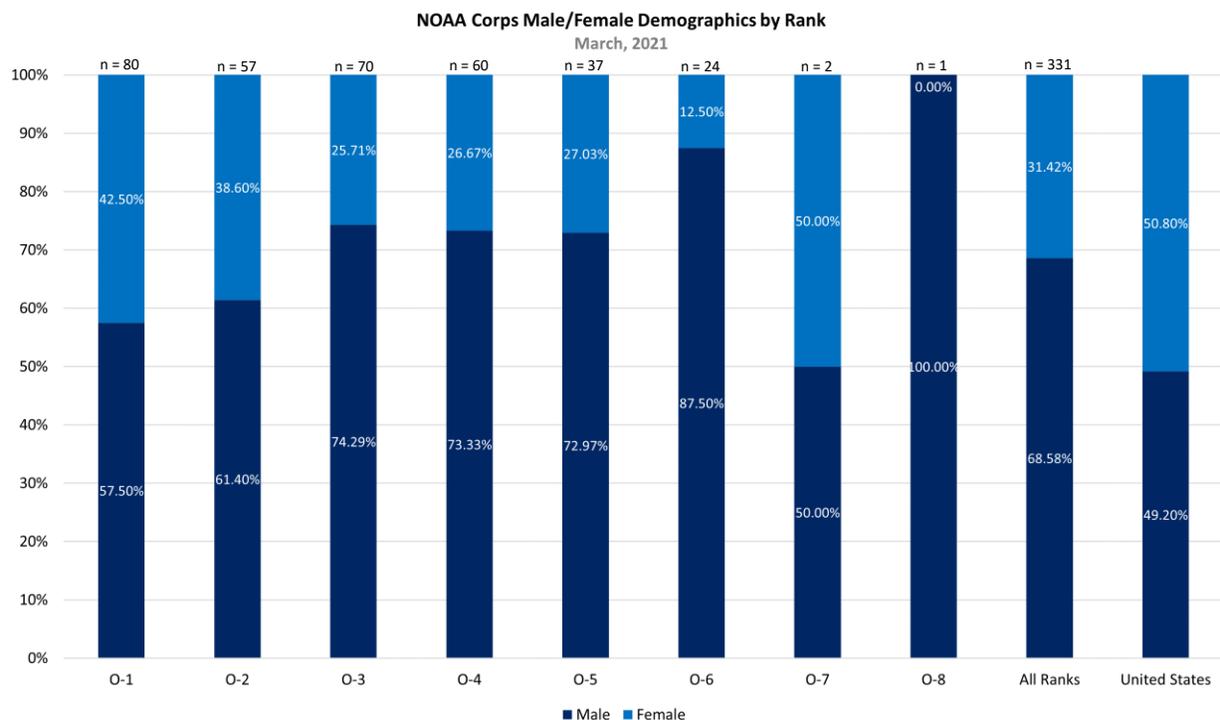
Diversity of the NOAA Commissioned Officers Corps

The NOAA Corps is a uniformed service that is a critical asset to NOAA’s ability to safely, accurately, and effectively execute its mission. NOAA Corps officers hold positions in all of NOAA’s Line Offices; however, the primary mission of the NOAA Corps is to execute NOAA’s operational mission requirements carried out by the NOAA ship and aircraft fleets. NOAA also relies on the leadership, operational, and technical expertise, and flexibility inherent of NOAA Corps Officers during national emergency preparation, response, and recovery efforts.

As of March 2021, the composition of the NOAA Corps remains predominantly white and male, a disparity that is increasingly pronounced at higher ranks of the organization. The data suggest that the NOAA Corps experiences of members from underrepresented groups is resulting in their leaving the Corps at higher rates and earlier in their careers relative to white male counterparts. This trend is reflected by the decreasing proportion of women and racial minorities at middle and senior ranks and suggests that further investigation may be needed to identify and address potential systemic hinderances to retention including promotion and other opportunities within the NOAA Corps.

It is important that OMAO better understand and address the causes of comparatively poor retention among underrepresented groups. Recommendations should consider the challenges members of underrepresented groups face in pursuing a long-term NOAA Corps career and leadership roles, and how diverse leadership can promote innovation and provide different perspectives that strengthen the organization’s ability to maintain service excellence in a demanding operational setting.

Gender Demographics

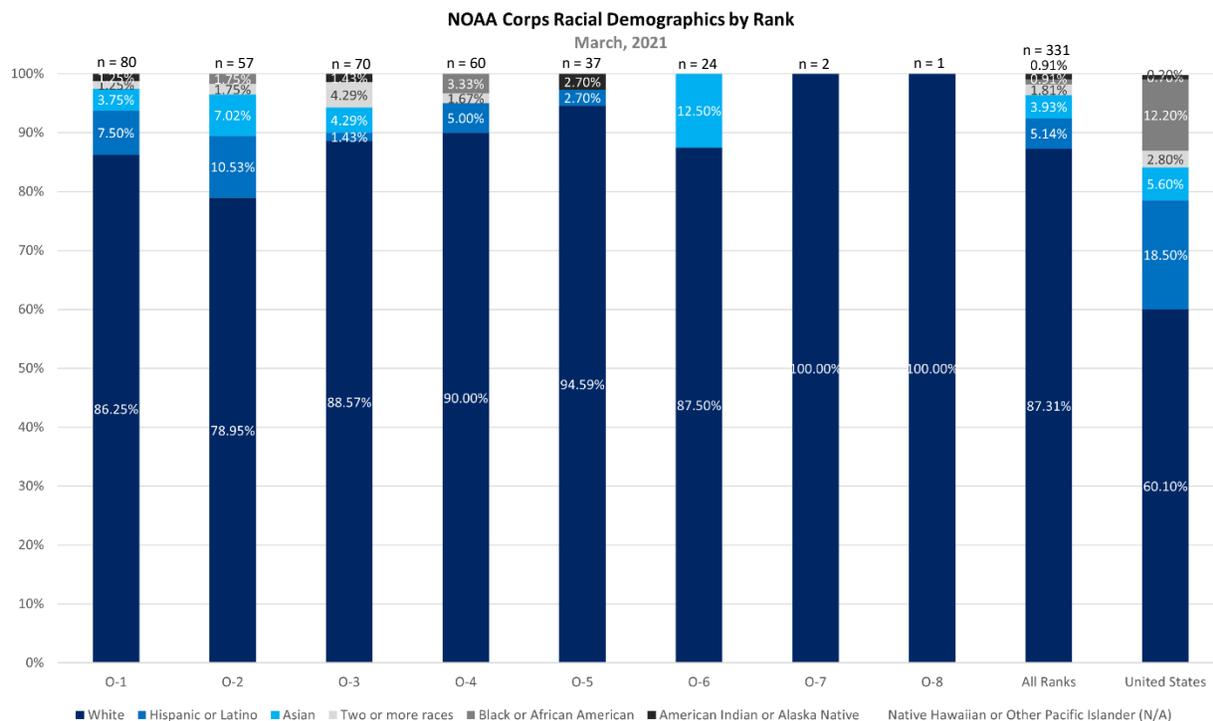


Introduction

Overall men comprise 68.58% of the NOAA Corps, nearly 20 percentage points more than the relative proportion of men in the United States. Most significantly, the gender ratio is much more closely balanced at the O-1 rank, with women comprising 42.50% of Corps members. The proportion of women declines considerably at the O-3 rank to 25.71%, and again at the O-6 rank to 12.50%. The number of members that attain the O-7 and O-8 rank is so low that the 50% and 0% representation of women at these levels may be better viewed as a qualitative assessment of the specific individuals than the promotion process itself. It is clear that women are less likely than their male counterparts to remain in the NOAA Corps and advance through the ranks to middle and senior leadership positions.

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Racial Demographics



Overall, the racial composition of the NOAA Corps relative to the United States is predominantly white (by approximately 26 percentage points), and considerably underrepresented by Hispanic or Latino members (by approximately 13 percentage points) and Black or African American members (by approximately 12 percentage points). A similar pattern to that observed in the gender data is also present in the NOAA Corps' racial demographics by rank, with comparatively more diversity observed at the O-1 and O-2 ranks, and notable declines both in real terms and the number of racial groups represented through the O-3 to O-5 ranks. Although there is an increase in the proportion of racial minorities within the O-6 rank, only one racial minority is represented in that total. Additionally, while there is only a small sample size of at the O-7 and O-8 ranks, there are no underrepresented groups within these levels. Overall racial minorities are substantially underrepresented within the NOAA Corps, and especially so in middle and senior leadership positions.

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Introduction

An Exploration of Issues and Recommendations

This report, based on a robust literature review and focus group discussions of a voluntary NOAA Corps Diversity Equity and Inclusion Team, explores many factors that may contribute to the low retention rate among underrepresented groups within the NOAA Corps. The major factors identified as impeding retention among these groups include issues of representation, interpersonal and systematic biases, and organizational support. Other factors such as career pathways and work-life balance apply more broadly to all members of the NOAA Corps regardless of identity but are nevertheless key elements in improving retention. Although more data will need to be collected and analyzed to draw concrete conclusions about the root causes of retention rates, the following issues and recommendations may serve as an initial menu of options for consideration in developing a future implementation plan for the retention of underrepresented members in alignment with the [OMAO Strategic Plan 2021-2025](#) and support from the [NOAA Commissioned Officer Corps Amendments Act of 2020](#).

Report Overview

Purpose

The purpose of this report is to inform future diversity, equity, and inclusion efforts and retention strategies at the NOAA Corps. The contents of this report reflect the careful consideration and recommendations of a volunteer NOAA Corps Diversity Equity and Inclusion Team. These recommendations have not been prioritized or evaluated for implementation. Instead, this report provides a starting point for future discussions and decisions by identifying key challenges and providing a wide range of potential solutions to address the low rate of retention among underrepresented groups within the NOAA Corps.

Participants

The Diversity Equity and Inclusion Team is comprised of the following members:

- LTJG Ajilore, Ololade
- CAPT Cary, Chad
- Cruz Lizama, Becky
- LCDR Doremus, Kevin
- LCDR Downey, Sharon
- LT Europe, Hollis
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- CDR Hauser, Olivia
- CDR Jaskoski, Matthew
- LT Kosten, Dylan
- ENS Letts, Abby
- LT MacGregor, Helen
- LCDR Maggied, Aaron
- Mr. McCarthy, Michael
- LT Owen, Hadley
- LTJG Parrish, Chelsea
- LCDR Pereira, Jeffrey
- LTJG Pope, Patrick
- LCDR Raymond, Megan
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- LT Rodriguez, Ricardo
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Introduction

Background and Methodology

Captain Chad Cary, Acting OMAO Deputy Director for Operations and NOAA Corps and Commander Douglas MacIntyre, Director, CPC, convened a group of 29 volunteers in January of 2021 to investigate causes of low retention among underrepresented groups and recommend solutions. The Diversity Equity and Inclusion Team further split into five sub-groups to research, discuss, and record their findings in smaller and more engaging settings.

Each sub-group first conducted a literature review to better understand the issue of retention among underrepresented groups and the role diversity, equity, and inclusion plays in people's decisions to join, remain, or leave organizations. The review examined related issues, solutions, and best practices at other uniformed services and organizations, as well as academic and news publications. The literature included in this review may be found in *Appendix A: Literature Review References*.

Based on the literature review and members own experiences and observations of the NOAA Corps, the sub-groups then engaged in open discussion to address the question “*why do organizations struggle to retain underrepresented service members?*” to better understand the causes of low retention. With the causes and issues identified, the sub-groups discussed and brainstormed recommendations for consideration and potential implementation. The consolidated results of all five sub-groups may be found sorted topically in *Appendix B: Topical Sort of All D&I-Related Retention Challenges* and *Appendix C: Topical Sort of All D&I-Related Retention Recommendations*. The original sub-group results may be found in *Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products*.

All sub-group work products have been consolidated and summarized in the following report. The report has also been reviewed by two external diversity, equity, and inclusion experts and the NOAA General Counsel who provided objective professional feedback and additional recommendations. The full Diversity Equity and Inclusion Team have reviewed, edited, and approved the characterization of the identified issues and recommended solutions.

Structure

This report contains the following:

Summary of Recommendations (Page 6)

A one-page, at-a-glance, high-level summary of all diversity, equity, and inclusion-related recommendations to serve as a quick reference for overarching themes.

Detailed Summary of Issues and Recommendations (Page 7)

A detailed summary of all key diversity, equity, and inclusion-related retention issues and corresponding recommendations to provide greater insight with specific outcomes and actions.

Conclusion (Page 19)

A brief conclusion including key dependencies for success and a statement of commitment to advancing diversity, equity, and inclusion within the NOAA Corps.

Appendix A: Literature Review References (Page 20)

A complete list of all literature reviewed and referenced by one or more Diversity Equity and Inclusion Team sub-groups.

Introduction

Appendix B: Topical Sort of All DE&I-Related Retention Challenges (Page 26)

A topical sort of all original inputs generated by five diversity, equity and inclusion sub-groups that identify issues causing poor retention among underrepresented groups. The consolidation of these inputs formed the basis of all “issue” statements found in the *Detailed Summary of Issues and Recommendations* and contains further detail and specific examples to inform implementation.

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations (Page 33)

A topical sort of all original inputs generated by five diversity, equity, and inclusion sub-groups that provide recommended solutions to address poor retention among underrepresented groups. The consolidation of these inputs formed the basis of all recommendations found in the *Detailed Summary of Issues and Recommendations* and contains further detail and specific examples to inform implementation.

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products (Page 47)

All Diversity Equity and Inclusion Team sub-group original work products, including sub-group participants, documentation of retention issues and causes, recommended solutions, and related dependencies, literature, and ties to the *NOAA Commissioned Officer Corps Amendments Act of 2020*. These work products contain the content and ideas represented in this report.

Summary of Recommendations

Overview

Based on an extensive literature review (*Appendix A: Literature Review References Page 20*) and exploration of Corps-specific experiences and issues, the Diversity Equity and Inclusion Team has made the following recommendations to improve retention of underrepresented groups. This high-level summary represents the categories of recommendations while the following section, *Detailed Summary of Issues and Recommendations*, provides greater insight into the underrepresented group member retention and specific recommendations for consideration.

Summary of Diversity Equity and Inclusion-Related Retention Recommendations

Increase Representation

- Improve Recruitment Methods, Policies, and Focus
- Increase Outreach to Underrepresented Communities
- Reduce Potential Biases in Personnel Evaluations

Address and Reduce Interpersonal Biases

- Provide Regular and Engaging Diversity Equity and Inclusion Trainings
- Include Diversity Equity and Inclusion in Leadership Training
- Provide Sexual Assault and Harassment (SASH) Training to Ensure Safety
- Establish Up the Chain Feedback Mechanisms
- Provide Clear Communication
- Provide Accountability for Harmful Behaviors

Address and Reduce Organizational Biases

- Periodically Review Policies and Leverage Best Practices
- Update Gender Policies to Reduce Inequities
- Update Teleworking Policies for Greater Flexibility
- Update Hair and Uniform Policies to Be More Inclusive
- Improve Support and Guidance to New and Prospective Parents
- Expand Parental Leave Policies

Expand Organizational Support and Visibility

- Provide Leadership, Visibility, and Resources for Diversity, Equity, and Inclusion Efforts
- Recognize the Achievements and Contributions of Underrepresented Members
- Ensure Access and Availability of Services
- Expand and Diversify Mentoring Programs
- Establish and Promote Support Networks
- Collect Career, Work Climate, and Other Data Regularly

Modify Career Pathways

- Establish Modified Career Pathways
- Support Leadership Development
- Offer Competitive Incentives

Enhance Work-Life Balance

- Provide Time Off and Promote a Culture of Work-Life Balance
- Increase and Augment Staffing
- Set Clear Standards and Expectations
- Provide Greater Assignment Flexibility and Predictability

Detailed Summary of Issues and Recommendations

Overview

The detailed summary below provides greater exploration of key issues and specific recommendations to improve retention among underrepresented groups. This reflects a consolidation and synthesis of all issues and recommendations identified by the five Diversity, Equity, and Inclusion Team sub-groups.

Additional detail and specific examples may be found in the original sub-group documentation which may be found sorted topically in *Appendix B: Topical Sort of All DE&I-Related Retention Challenges* (Page 26) and *Appendix C: Topical Sort of All DE&I-Related Retention Recommendations* (Page 33).

Increase Representation

Issues

When an organization lacks representation for all individuals, especially in leadership positions, underrepresented members may be less likely to participate, engage, and advance. Underrepresented members may experience structural and unconscious bias and be less likely to receive the same levels of support to advance through the organization into a leadership position. When an organization lacks diverse membership and leadership, there is a significant opportunity loss in talent, creativity, and perspective.

Women, LGBTQ+, and ethnic minorities are underrepresented in STEM fields, NOAA, and the NOAA Corps. Recruitment of underrepresented groups can be impeded by structural barriers such as exclusionary policies and requirements that lack predictive validity as well as bias in the hiring process.

Underrepresented groups may feel isolated, undervalued, and unsupported. When there are very few people that look like you and differences in identity are ignored, feelings of isolation can increase. LGBTQ+ identities may not be visible and thus strategies to build inclusion may be more challenging.

Recommendations

Improve Recruitment Methods, Policies, and Focus

NOAA Corps Amendment Reference: Sec. 201. Education loans; Sec. 202. Interest payments; Sec. 203. Student pre-commissioning program; Sec. 204. Limitation on educational assistance; Sec. 305. Officer candidates; Sec. 306. Procurement of personnel.

- Set recruitment and retention goals to track progress and anticipate future billets in the Annual NOAA Corps Management Plan.
- Use data to increase the representation of underrepresented groups within the organization and its leadership positions to bring greater parity with the overall demographics of the United States.
- Expand the Corps goals of having BOTC applicants reflect national racial and gender percentages to the broader NOAA applicant pool including wage mariners.
- Narrow NOAA Corps recruiter responsibilities to allow more time to innovate new recruitment approaches and expand their scope.
- Evaluate entry level requirements to ensure they reflect essential skills that add value to the position and adjust accordingly to the pool of eligible applicants is as large as possible.
- Increase diverse representation in NOAA Corps media where possible, including the recruitment video, Instagram stories, and other outlets, to signal the organization's commitment to its vision for a more diverse, inclusive, and welcoming community.
- Improve educational loan support and expand direct commissioning from service academies.

Detailed Summary of Issues and Recommendations

Increase Outreach to Underrepresented Communities

- Increase and expand outreach to underrepresented communities at the grade school and high school levels to raise awareness of how NOAA supports their community and of Corps career opportunities to engage and inspire future members at an early age.
- Increase social media presence as a means of targeting outreach to underrepresented groups to raise awareness of NOAA and Corps opportunities.
- Establish mentorships with students at the high school and university levels to provide guidance, support, and insight into their future career options.
- Expand engagement at middle schools and high schools in urban areas, and recruitment efforts at larger universities and STEM programs with greater diversity, as well as historically black, Latinx, and women's colleges.

Issue

Women, LGBTQ+, and ethnic minorities are especially underrepresented in leadership positions. As in hiring, structural barriers including unconscious biases in Officer development, promotion, selection, and a lack of support systems may impede ascension.

Recommendations

Reduce Potential Biases in Personnel Evaluations

NOAA Corps Amendment Reference: Sec. 302. Personnel boards.

- Reduce potential unconscious bias of personnel Boards by diversifying membership, ensuring they have clearly defined purpose statements, transparent and consistent evaluation criteria, language, and definitions, and less weight applied to significant outlier Officer Evaluation Reports (OERs).
- Review the evaluation process to qualify for career development opportunities and promotions and adjust as appropriate to reduce potential structural barriers and bias.
- Review promotion criteria and ensure that the test and skill requirements add value to the position and do not create barriers that are unrelated to predictive validity.
- Remove pictures and names from bios, Google Profiles, and promotion boards to limit the effects of unconscious bias.
- Consider gender neutral pronouns on OERs, awards, and related documents.
- Establish more automatic ribbons including Uncrewed Aircraft Systems (UAS) qualification, Officer of the Deck (OOD), Fisheries Survey Vessel (FSV)/Hydro Tour, Hydrographer in charge (HIC), and coxswain to ensure awards are based on milestones, meritocracy, and objective measures of performance rather than subjective supervisor evaluations.

Detailed Summary of Issues and Recommendations

Address and Reduce Interpersonal Biases

Issue

Underrepresented groups can face bias and discrimination in their regular personal interactions leading to low morale. Examples of such bias and discrimination range from overt racism to unconscious bias and microaggressions. When present, these actions and attitudes reinforce an insular, change resistant culture which can feel exclusionary to non-white male members. If underrepresented members are singled out and excluded, they may carry the extra burden of remaining on guard and critical of even routine interactions.

Recommendations

Provide Regular and Engaging Diversity Equity and Inclusion Trainings

NOAA Corps Amendment Reference: Sec. 104. Training and physical fitness.

- Assess the overall effectiveness, reach, and awareness of existing diversity, equity, and inclusion related trainings currently offered to the NOAA Corps and apply lessons learned to adjust training offerings accordingly.
- Increase and in some cases mandate diversity, equity, and inclusion training opportunities and informational seminars to educate the workforce and provide a space to develop awareness and interpersonal skills.
- Utilize third-party vendors that are a good cultural fit for the NOAA Corps and specialize in diversity, equity, and inclusion training and workshops for expert instruction and to reduce potential for internal organizational bias.
- Offer in-person, small group training opportunities that facilitate active engagement, open dialogue, and problem-solving pertaining to key issues including unconscious bias, conflict management, leadership styles, and problem-solving.
- Provide formal training on unconscious bias and microaggressions to improve the overall workplace climate and mandate such training for new supervisors.
- Establish an annual training on sensitivity and terminology to keep up with evolving language that promotes an inclusive and welcoming environment.
- Provide bystander training to equip people with tools and techniques to identify, call out, and address issues when they arise.
- Encourage self-reflection and development as an ongoing personal goal.

Include Diversity Equity and Inclusion in Leadership Training

NOAA Corps Amendment Reference: Sec. 104. Training and physical fitness.

- Build diversity, equity, and inclusion training into existing leadership modules and curriculum, including awareness of existing resources such as the Rape, Abuse and Incest National Network (RAINN) and the Equal Employment Opportunity Commission (EEOC), and recognition of harassment and bias “warning signs”.
- Implement recurrent training regimes over the course of Officers’ careers focused on changing societal norms and situational intervention skills.
- Provide training on preemptive communication to enable leaders to practice a compassionate mindset by discussing and addressing emotionally charged topics and events.

Detailed Summary of Issues and Recommendations

Issue

Women and LGBTQ+ members must contend with the threat of sexual assault and harassment.

Physical and psychological assaults are made more likely when a hostile work environment and culture is allowed to persist. The endurance of a “boy’s club” mentality can provide implicit permission for inappropriate conversation, objectification, and discrimination.

Recommendations

Provide Sexual Assault and Harassment (SASH) Training to Ensure Safety

NOAA Corps Amendment Reference: Sec. 504. Improvements relating to sexual harassment and assault prevention at the National Oceanic and Atmospheric Administration.

- Provide anti-Sexual Assault and Harassment (SASH) training to all personnel.
- Ensure any SASH complainant is safe throughout the entire process.
- Establish training and a clear SASH standard operating procedure including assignment of investigation personnel outside of the chain of command to adhere to the 48-hour investigation requirement and ensure effectiveness.

Issue

Culture change requires consistent communication, feedback, and personal accountability. If culture is to change it must be supported by clear and consistent communication to establish a shared understanding of norms and acceptable behaviors, mechanisms to provide one another with constructive feedback and open dialogue, and a clear system of accountability that elevates incidents and repercussions.

Recommendations

Establish Up the Chain Feedback Mechanisms

- Establish mechanisms for supervisees to provide feedback without fear of reprisal, as well as mechanisms to elevate feedback higher up the chain, if appropriate.
- Expand the OMAO Safety Climate Surveys to include workplace climate and diversity, equity, and inclusion metrics.
- Ensure that Officers with civilian supervisors also have an Officer to report to for equitable treatment and representation.

Provide Clear Communication

- Establish a diversity, equity, and inclusion duty for the Uniform and Awards Board (UAB), thereby creating an accountable Board with clear communications directly to the Directors of CPC and the NOAA Corps to relay any systemic issues and recommend changes.
- Provide consistent and sustained messaging from leadership on the importance of diversity, equity, and inclusion.
- Establish and consistently communicate what constitutes acceptable and unacceptable behavior.

Detailed Summary of Issues and Recommendations

Provide Accountability for Harmful Behaviors

- Institute a formal and highly visible Bias Reporting System for the NOAA Corps to anonymously document instances of microaggressions, discrimination, and harassment to inform corrective actions and address equal opportunity concerns.
- Enforce accountability and repercussions not only for the direct perpetrator of bias, discrimination, or harassment, but also for Officers and leaders who enable a hostile work environment or fail to intervene when incidents occur.
- Make visible and publicly acknowledge (with names and identifying information redacted) incidents and the corresponding punishments and/or corrective actions to demonstrate accountability and serve as a deterrent.
- Increase the speed of investigations from administrative reporting to conclusion and provide as much communication as allowable to resolve incidents in a timely manner and promote accountability.
- Elevate the seriousness of creating a racially hostile work environment to the list of “Unbecoming of an Officer” offenses along with clear definitions and criteria.
- Normalize a culture of accountability for those who make objectifying or sexualized remarks without making excuses, e.g., “boys will be boys”.

Address and Reduce Organizational Biases

Issue

Bias and discrimination can also be present at an organizational level through policies, regulations, structures, and processes. Examples of such issues include an absence of policies that recognize and address non-binary gender needs; uniform, hair, and grooming regulations; a permanent change of station (PCS) system designed for a traditional husband and wife family structure; and a lack of institutional action to address unconscious bias. Other policies which negatively affect the workforce but are not necessarily biased or discriminatory include those surrounding dietary options onboard ships and severance eligibility. Some solutions may be implemented as best practices, standard operating protocols, and sustained messaging, while others may potentially require changes to NOAA Corps law.

Recommendations

Periodically Review Policies and Leverage Best Practices

- Rewrite NOAA Corps policies to reduce structural barriers and promote diversity, equity, and inclusion based on a complete policy review and referencing of similar uniformed services.
- Accommodate individual preferences to the greatest degree possible, including religious, cultural, and dietary preferences.
- Establish more flexibility in severance policy so that unforeseen, temporary circumstances in employment are not grounds for ineligibility.

Update Gender Policies to Reduce Inequities

- Update gender terminology in directives, standing orders, standard operating procedures, SSIs, and forms that require gender selection for inclusivity of nonbinary individuals.
- Provide clear protocols and supervisory guidance on how to address issues stemming from a “boy’s club” work environment, including sexism and microaggressions.
- Create fleet-wide policy on berthing assignments for transgender people.

Detailed Summary of Issues and Recommendations

- Implement policies that take into account non-binary genders for Physical Readiness Test (PRT), Defense Enrollment and Eligibility Reporting System (DEERS), and other assessments and systems.

Update Teleworking Policies for Greater Flexibility

- Establish and promote the use of flexible and creative telework policies to enable greater work-life balance, fewer relocations, and reduced burnout and fatigue.

Update Hair and Uniform Policies to Be More Inclusive

- Review and update hair and grooming standards and requirements to ensure they do not produce racial inequities.
- Explore options to modify uniforms to be gender neutral with monetary allowance for those affected.

Issue

Long and variable deployment schedules and lack of organizational guidance present considerable challenges to family planning. For parents and individuals trying to start families, long deployments significantly hinder available personal time, medical or adoption appointments, and other related activities. This is complicated by a lack of family care plans, administrative guidance, maternity/paternity policies, lactation rooms, and a culture that is perceived to view parental leave negatively.

Recommendations

Improve Support and Guidance to New and Prospective Parents

- Establish Family Care Plans with clear protocols for pre- and post-deployment of parents and a designated Command Counselor.
- Provide childcare cost reimbursements and priority daycare options.
- Provide clear, thorough, and accessible guidance on family and pregnancy concerns.
- Create proper lactation and nursing spaces with consideration to the Coast Guard Training Center in Yorktown as a standard bearer.

Expand Parental Leave Policies

- Update parental leave policies to encapsulate the full spectrum of concerns and family compositions and situations.
- Increase explicit institutional support for the use of “special liberty” requests and allow Officers to move from active to inactive duty to resolve temporary personal and family matters.
- Establish an optional one-year deferral from sea assignments and permanent change of station (PCS) for parents after having or bringing home a child.
- Clarify directives and grant consideration to joint NOAA Corps spouses when issuing assignments to support work-life balance and co-parenting.

Detailed Summary of Issues and Recommendations

Expand Organizational Support and Visibility

Issue

When diversity, equity, and inclusion efforts fail it is commonly due to a lack of visibility and support from senior leadership and sustained commitment of time and resources needed to implement change. It is important that there is a broad recognition of the issues facing underrepresented groups, correct identification of the specific problems to be addressed, and genuine and sustained leadership and commitment to support a more diverse and inclusive workforce.

Recommendations

Provide Leadership, Visibility, and Resources for Diversity Equity and Inclusion Efforts

- Prioritize diversity, equity, and inclusion at an institutional level by providing sufficient and sustained budget, resources, and authority to provide training, expand recruitment efforts, and implement new/modified systems, policies, and standards.
- Demonstrate a sustained commitment to diversity, equity, and inclusion with consistent and proactive communications from top leadership on the value of diversity, equity, and inclusion and progress being made via policy updates, progression of the strategic plan, new training opportunities, and available resources.
- Clearly and consistently communicate the value of diversity, equity, and inclusion to the entire NOAA Corps, regardless of personal affiliation, and its benefit to the organization's ability to provide operational and mission excellence.
- Remove the burden of time and expectation currently placed on volunteers and individuals from underrepresented groups by incorporating diversity, equity, and inclusion initiatives into existing billet responsibilities and collateral duties, hiring specialized contractors for specific initiatives, and hiring a dedicated OMAO diversity, equity, and inclusion position with budget and authority to implement change.

Recognize the Achievements and Contributions of Underrepresented Members

- Publicly highlight the achievements, stories, and contributions of underrepresented individuals to ensure they are visible, to demonstrate a pathway to success, and to fight biases with new narratives.

Ensure Access and Availability of Services

- Improve overall access and availability of support services, and medical health services in particular.

Detailed Summary of Issues and Recommendations

Issue

Underrepresented groups lack mentors to help them navigate their careers, opportunities, and organizational and interpersonal dynamics. These mentorships are most impactful when the mentor is in a leadership position, has sufficient guidance on being an advisor, and shares the same or similar personal identity as the mentee. These attributes enable the mentor to understand the challenges faced by their mentee and to provide informed career advice and organizational perspective.

Recommendations

Expand and Diversify Mentoring Programs

- Incorporate a comprehensive mentorship program into a senior billet and provide specially trained people within CPC to provide unbiased mentorship and support.
- Expand mentoring programs at both peer and senior levels and encourage participation.
- Assign mentors outside of the chain of command to provide objective feedback and guidance.
- Mandate at least 18 months of mentorship to new Officers to routinely check in and provide guidance during this critical time.
- Enhance the career management program, particularly at the O3 level, and establish a permanent mentoring program for all Junior Officers to help navigate their careers.

Issue

A lack (or lack of awareness) of formal and informal support networks can leave individuals to their own devices to learn how to navigate difficult circumstances. Individuals have to learn first-hand how to contend with challenges such as moving for a permanent change of station (PCS) or how to raise concerns within the organization. Having support networks allows individuals to benefit from the experiences, best practices, and helping hands of colleagues. Similarly, open forums and formal communications channels allow issues to be raised for resolution and visibility and allow individuals to know that they have handled their concern and that it will be addressed.

Recommendations

Establish and Promote Support Networks

- Promote the use of established support systems and resources for underrepresented groups, including affinity groups, mentorships, and mental health resources.
- Establish and encourage participation in support groups such as Pride Employee Resource Group (ERG), NOAA Corps Women's Group similar to NOAA Junior Officer Advisory Committee (NJAC), and the Moms at Sea Support Group.
- Create peer-support groups based on cohort (e.g. hydro, flight, BOTC class, etc.) with an O5 or O6 mentor outside of their chain of command assigned to each group.
- Provide an avenue where underrepresented minorities can reach out if they have an issue, need guidance, or feel as though they may be in an unsafe environment.
- Establish a diverse sponsorship program to help with individuals' transition to new units.

Detailed Summary of Issues and Recommendations

Issues

A lack of available data and metrics relating to diversity, inclusion, and retention make it difficult to come to firm conclusions and track progress. Although basic demographic information is captured relating to recruitment, promotion, and retention, little is known about the personal motivations behind each individual. For example, in exit interviews/surveys a common reason for leaving the NOAA Corps is “personal reason” which does not provide any insight into whether their reason for leaving was something that the organization could have addressed or accommodated.

Recommendations

Collect Career, Work Climate, and Other Data Regularly

- Collect routine, ongoing, and exit interview/survey information from underrepresented NOAA Corps members to better understand their experiences, identify and prioritize solutions, and inform the implementation corrective actions.
- Collect and publish statistics from Boards on selection rates, career choices, and other information to better understand why underrepresented personnel are not promoted as frequently.
- Collect and track data relating to issues of pay, leave, and official personnel folder (OPF) documents to raise visibility of these issues to CPC and inform system and process improvements.
- Conduct anonymous work-climate surveys and interviews to understand individual and collective experiences and collect data relating to microaggressions, harassment, and discrimination to inform discussions and actions.
- Conduct an annual or biannual fatigue survey to better understand, track, and improve issues of burnout.
- Establish personal time as an organizational performance target to combat fatigue and burnout, potentially by including these metrics on Fleet Allocation Plans (FAPs) and Aircraft Allocation Plans (AAPs).

Detailed Summary of Issues and Recommendations

Modify Career Pathways

Issues

The lack of flexible career pathways can be limiting and may not maximize the strengths of all members. The tendency to remain operational up until the very point that one becomes a leader and a relative lack of alternative or flexibility within those operational assignments or administrative pathways can make for difficult transitions and does not always best leverage individual strengths.

Opportunities in the private sector and from airlines in particular present a threat to retention.

Industry can offer significantly greater compensation and more quality time at home. While the OMAO vision and mission remain compelling, the organization will need to find ways to prevent burnout and provide greater work-life balance and/or compelling career track alternatives if it is to remain an attractive destination for pilots in particular.

Recommendations

Establish Modified Career Pathways

- Explore the possibility of establishing modified operational career tracks, recognizing that the NOAA Corps must always maintain operational excellence and flexibility, and that this is a difficult challenge. Perhaps there are opportunities for innovative rotations or strategies that allow for officers to be operational in a modified capacity after a certain point in the career.
- Consider separating hydrography as its own career track apart from being a mariner.
- Develop modified and more flexible career tracks for shoreside support to hydrography, uncrewed systems, research and development, and other options.
- Provide more targeted shoreside opportunities to allow NOAA Corps members to pursue more specialized careers if desired, for example remaining focused on logistics during shoreside assignments, or other focus areas.

Support Leadership Development

NOAA Corps Amendment Reference: Sec. 201. Education loans; Sec. 202. Interest payments; Sec. 203. Student pre-commissioning program; Sec. 204. Limitation on educational assistance.

- Provide more opportunities for formal education mid-career, including full time higher education outside of the hydrography branch.
- Create an OMAO-specific leadership program with an emphasis on inclusion of underrepresented groups.
- Invest more time and resources in the direct engagement of Senior Leaders with Junior Officers to shape a more diverse and inclusive environment and future Senior Leadership composition.
- Encourage annual Individual Development Plans (IDPs) to refocus and seek growth opportunities in developing future leaders.
- Encourage the role of mentorship as a part of Officer Evaluation Reports (OERs) at the same intensity of trainings completed.
- Explore opportunities to leverage other marine and uniformed services for short term details, Officer exchanges, and other avenues to expose NOAA Corps members to different career paths and provide additional mentorship opportunities.

Offer Competitive Incentives

- Continue and expand eligibility for the Aviation Incentive Bonus to retain qualified pilots and remain competitive with industry in advance of a projected pilot shortage.
- Institute a service obligation payback period for those attending flight training to return upfront cost of initial training.

Enhance Work-Life Balance

Issues

Work-life balance is perceived to be a significant issue across the entire workforce. Long-term fatigue and burnout are prominent issues that stem from pressures to work overtime, expectations to take on excessive collateral duties, and ambivalence toward taking leave.

A “work-first” culture puts pressure on prospective parents who perceive they must choose between career and family, a pressure that is particularly resonant among women members. The present culture perceives parenthood as a matter that necessitates others to “pick up the slack” for parents that must take leave or attend periodically to family matters. Overall, there is a perceived lack of support among both peers and supervisors.

Recommendations

Provide Time Off and Promote a Culture of Work-Life Balance

NOAA Corps Amendment Reference: Sec. 307. Career intermission program.

- Define what a culture of work-life balance should look like at the NOAA Corps with specific and descriptive examples and language.
- Review and leverage existing sociological research on military families and the systems in place at other uniformed services to recommend resources, programs, and policies to promote a greater work-life balance.
- Promote wellness in all aspects of work and work life by identifying opportunities to improve well-being with consideration to the unique needs of specific underrepresented groups.
- Establish a mid-career sabbatical program or career intermission program to provide greater opportunity for individuals to start families, manage family and parental matters, and reduce overall fatigue and burnout.
- Incorporate or mandate post-assignment and deployment stand down for a set number of days to ensure people have an adequate amount of time to recharge before reengaging.
- Provide leadership in establishing a culture of work-life balance by establishing standards and modeling behaviors relating to communications, personal time, and taking leave (e.g. reducing late night and weekend email correspondence and utilizing available leave).
- Reduce expectations of additional operational duties and shift most non-marine/aviation-specific duties such as contracts, scheduling, and finance to contractor or civilian personnel.

Increase and Augment Staffing

- Expand shoreside support for collateral and administrative duties to reduce the non-operational workloads of mariners and aviators.
- Expand the pool of professional mariners to augment the workforce with permanent ship assignments.
- Make augmentation aboard a single ship or class of ships mandatory or more readily available for O3s who are assigned back-to-back land tours so they can work toward Senior Watch Officer (SWO) qualification while not permanently assigned to a ship.
- Establish a Blue/Gold staffing plan for Wardroom to reduce burnout and fatigue.
- Encourage ship and aircrews to use modified duty rotations during imports/down, shipyard, and underway days.
- Increase overall staffing and fill vacant Officer billets to alleviate workload burdens and reduce fatigue and burnout, including effective shoreside support, an additional Fisheries Survey Vessel (FSV) Officer, several “relief” billet positions, and CPC staffing.

Detailed Summary of Issues and Recommendations

Set Clear Standards and Expectations

- Set clear and accurate job descriptions, duties, and requirements so that new members do not have violated expectations upon joining.
- Establish standards for officers in land billets for desk space, workload, leave, commission needs, training, skills, and other job components.
- Adjust the billet descriptions for O3/O4 assignments to increase the levels of authority and autonomy expected from the Officer.

Issues

Extended family separation places significant strain on individuals while they are deployed. Parents report feelings of anxiety, guilt, stress, and depression arising from child-separation. Individuals may also face stress being away from family, friends, and feel that their life is “on hold”.

The frequency, duration, and location of rotations and moves puts considerable strain on individuals and parents in particular. Moving across the country can be highly disruptive particularly for families with children or parents contending with child custody issues. For single individuals, such moves may mean leaving behind support networks including family, friends, and colleagues to start anew with little or no assistance in finding a new place to live, learning about a new community, and getting settled.

Recommendations

Provide Greater Assignment Flexibility and Predictability

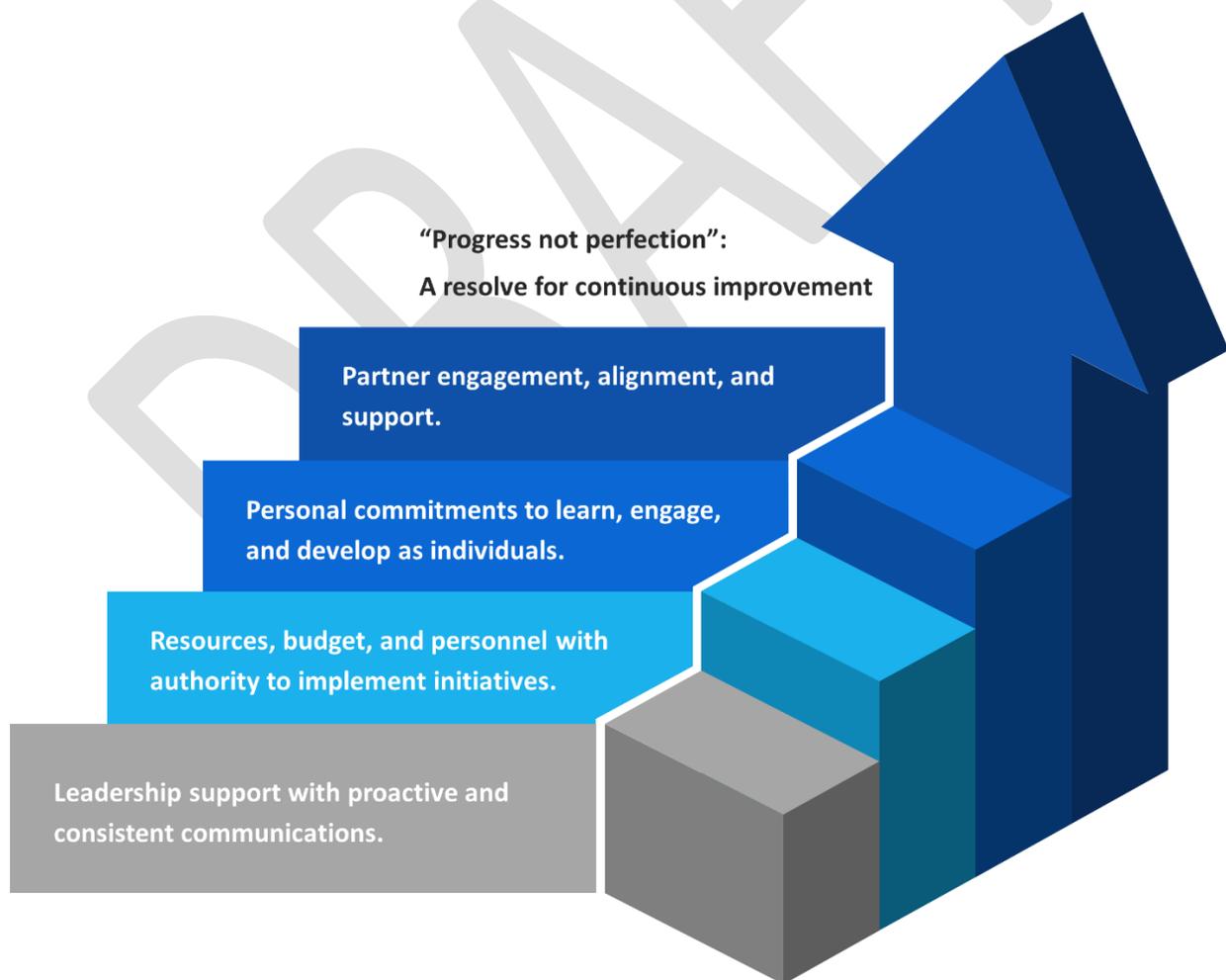
- Provide greater lead time and allowance for permanent change of station (PCS) through official directives and explicit institutional support for use of Special Liberty to allow for greater personal planning and solicitation of support from friends and family.
- Increase homesteading with back-to-back sea and shore duties in the same location with a target of at least five years in the same location between PCS to provide a better work-life balance particularly for current/prospective parents and greater stability to develop support networks.
- Provide greater flexibility in assignment location and ability to take leave to resolve personal matters.
- Minimize requirements for longer/multiple deployments for O4 and above as Senior O3s typically fall in the age range when people begin to have children.
- Revise the sea tour model with consideration for a two-person split/rotation between sea and land billets.
- Allow NOAA Corps members a one-time back-to-back shore request to provide an opportunity to spend a more extended period on shore for any purpose, personal, professional, academic, or otherwise.

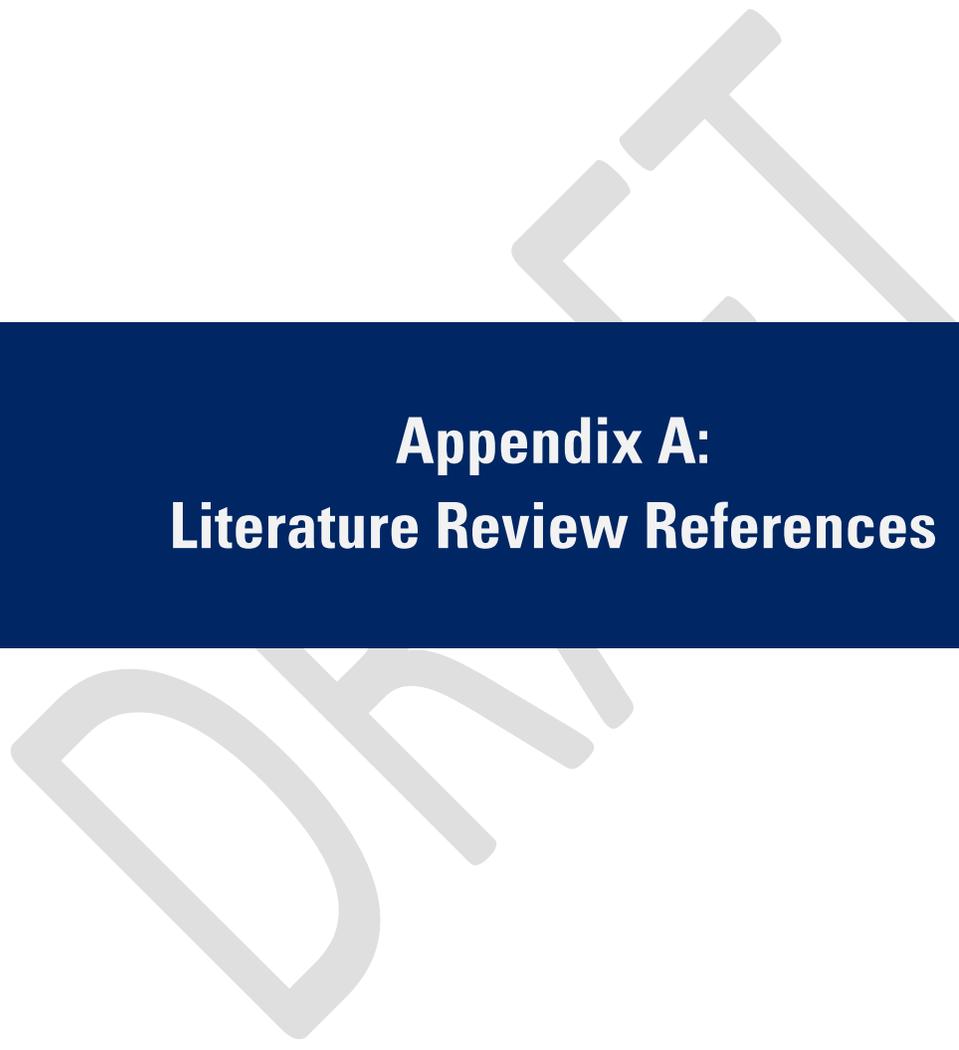
Conclusion

Commitment to Success

OMAO Leadership is committed to improving retention among underrepresented NOAA Corps members and advancing diversity, equity, and inclusion. This commitment will continue to be demonstrated through sustained leadership support for related initiatives and clear communication of the NOAA Corps' vision and the value for a diverse, equitable, and inclusive workforce. This vision and value will be realized with adequate resources, budget, and dedicated personnel with the authority to implement tangible and measurable retention strategies. Succeeding in implementing these strategies will require all NOAA Corps members to remain open minded, conscientious, and willing to learn, engage, make mistakes, and continue to work towards a more inclusive work environment. Additionally, the NOAA Corps does not operate in a vacuum, and it will be essential to work closely with NOAA's Office of Human Capital, wage mariners, civilians, contractors, and other partners to ensure there is alignment and shared commitment.

The journey towards realizing this goal of attracting and retaining a diverse, equitable, and inclusive workforce will be one of continuous improvement. Success will not arrive overnight, and "progress, not perfection" will be the motto as we work incrementally to implement changes, evaluate progress, and adjust accordingly.





**Appendix A:
Literature Review References**

Appendix A: Literature Review References

Overview

The following documents were included in the Diversity Equity and Inclusion Team’s literature review to inform issue identification and recommended solutions.

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Appendix B:
Topical Sort of All DE&I-Related Retention Challenges

Appendix B: Topical Sort of All DE&I-Related Retention Challenges

Overview

Five Diversity Equity and Inclusion Team sub-groups answered the question “*why do organizations struggle to retain underrepresented service members?*” based on a review of relevant literature and their own personal experiences and observations of OMAO. The results were documented in bullet form and the original work products may be found in *Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products* on page 46. These results have been sorted topically below resulting in high-level summaries of all diversity, equity, and inclusion-related retention challenges.

The original responses have been coded in brackets to identify the sub-group it came from [G1-5] and the underrepresented group or major issue to which the response refers [Race, LGBTQ+, CIS Women, Marital/Parental Status, Maritime/Aviation Career Tracks, Quality of Life, Overarching, and Other].

Lack of Representation

Recruitment

- Structural and perceptual barriers can limit pool of racially and ethnically diverse candidates available for specific career fields and key developmental assignments associated with reaching senior military ranks: [Race] [G2]
 - Structural barriers - inherent in policies and procedures of the institution; An example of a structural barrier is an aptitude test that, for reasons unrelated to predictive validity, prevents women or minorities from entering certain occupations or training programs.
 - Perceptual barriers - barriers based on “perceptions, attitudes, or beliefs that lead minorities to think they cannot or should not pursue . . . a job or career option;” An example of a factor that might increase perceptual barriers is a lack of role models, mentors, and career counselors that can advise racial and ethnic minorities on pursuing opportunities, such as nominative assignments.
- Women and ethnic minorities remain underrepresented in STEM fields. [Race] [G2]
- Under-representation. [Race] [G4]
- Under-representation. [LGBTQ+] [G4]
- Recruitment. [CIS-Women] [G2]
- Under-representation of minority groups. Any visitor to a NOAA facility can see our glaring diversity issues. [Maritime/Aviation Career Tracks] [G2]

Appendix B: Topical Sort of All DE&I-Related Retention Challenges

Leadership Representation

- Subjectivity of performance evaluations may disproportionately impact minority selection for key positions, assignments, and promotions. [Race] [G2]
 - Rater biases - tendencies, intentional or unintentional, to elevate or depress a performance rating due to ratee's subgroup membership, regardless of job performance.
 - Lost opportunity effects - factors that indirectly affect performance ratings via their gradual effects over time on actual performance levels; mentoring and sponsorship, in group and outgroup membership, tokenism, and self-limiting behaviors.
- Lack of minority representation at the senior ranks in part due to lack of commitment of entire work life-cycle of accessions. [Race] [G2]
- There are only a few underrepresented service members in key leadership positions in the organization. [Race] [G5]
- Lack of Representation in Leadership. [LGBTQ+] [G3]
- Women are being promoted 10% less than men in NOAA Corps. [CIS-Women] [G3]
- Under-representation in the workplace (in NC at higher ranks, ships and air crew, etc.). [CIS-Women] [G4]
- There are only a few women in key leadership positions in the organization. [CIS-Women] [G5]
- Unconscious bias in officer development/promotions/selection. [Maritime/Aviation Career Tracks] [G2]

Feelings of Isolation

- People are not actively engaging in learning about someone else's identity, and as a result that person may feel more isolated. Pretending there are no differences between all people can be damaging to inclusion. [Race] [G3]
- Lack of Identity. [Race] [G3]
- Feeling isolated (no one looks like you). [Race] [G4]
- It is a very personal discussion and one perhaps not discussed, so sometimes overlooked and undervalued. [LGBTQ+] [G2]
- Depoliticization of culture in STEM (may force people into silence). [LGBTQ+] [G4]
- Not feeling supported/valued. [CIS-Women] [G2]

Performance Evaluation

- No platform for JOs to help Senior Officers improve their leadership skills. [Maritime/Aviation Career Tracks] [G4]
- Grading system does not give great opportunity for differentiation on human factors and influence, rather focuses on monetary dividends for the organization. [Other] [G5]

Appendix B: Topical Sort of All DE&I-Related Retention Challenges

Interpersonal and Organizational Biases

Interpersonal Bias

- Unconscious biases are currently present within our fleet, affecting our officers and negatively impacting their careers. [Overarching] [G1]
- Morale is at an all-time low in underrepresented minorities groups. [Overarching] [G1]
- Stagnant/Toxic/Insular Culture; change resistance. [Overarching] [G1]
- Microaggressions [Overarching] [G1]
- Overt Racism. [Race] [G3]
- Lack of Inclusion. [Race] [G3]
- Being singled out. [Race] [G4]
- Emotional tax (being on guard). [Race] [G4]
- Dealing with White Privilege. [Race] [G4]
- As a small organization it just takes one negative personal interaction to really paint the whole organization. If you have a bad XO that is your experience with the Corps. [Race] [G5]
- Microaggressions. [LGBTQ+] [G3]
- Biases faced. [LGBTQ+] [G4]
- Exclusion/Ridicule. [LGBTQ+] [G4]
- Stereotype “white male” society in marine and aviation fields can feel exclusionary. Lack of comradery/unwelcoming climate (Ex: different for the genders). [CIS-Women] [G4]
- Microaggressions: [CIS-Women] [G4]
 - Ex: “Unlucky” to have women aboard ships
- Tolerance for bad behavior. [CIS-Women] [G4]

Sexual Assault and Harassment (SASH)

- Sexual assault and sexual harassment experience. [LGBTQ+] [G5]
- Sexual Harassment + Sex Discrimination. [CIS-Women] [G3]
- “Boy’s Club” inappropriate conversation. [CIS-Women] [G4]
- Hostile/sexualizing/objectifying work cultures. [CIS-Women] [G4]
- Sexual assault and sexual harassment experience. [CIS-Women] [G5]

Organizational/Policy Bias

- Hair and grooming regulations may be a barrier to some looking to join the Services and pressures of staying in. The Air Force just recently accomplished this (to include hijab/turban wear) with overwhelming public/officer support. [Race] [G2]
- Uniform regulation moderation. [Race] [G4]
- Institutional racism. [Race] [G4]
- Absence of policies that recognize non-binary genders. [LGBTQ+] [G3]
- Berthing assignment issues (policies for transgender people?) [LGBTQ+] [G4]
- Military Service Policy (Don’t Ask Don’t Tell, etc.). [LGBTQ+] [G4]
- The whole system is set up for the traditional husband + wife to take care of the home and handle moving the family and setting up. [CIS-Women] [G5]
- Dietary issues on ships. [Maritime/Aviation Career Tracks] [G4]
- Severance pay is not implemented. [Maritime/Aviation Career Tracks] [G4]

Appendix B: Topical Sort of All DE&I-Related Retention Challenges

Lack of Organizational Support and Visibility

- Lack of recognition of problem [Overarching] [G1]
- Negative Workplaces: There is a genuine feeling that officers are not feeling fully supported. [Overarching] [G1]
- Tone-Deaf Leadership [Overarching] [G1]
 - Communication amongst the ranks, MOC centers, and senior leadership is lacking; perception of not listening/caring.
 - Perception of kindness or vulnerability not equaling strength.
- Incorrect problem identification. [Overarching] [G1]
- Difference in leadership/supervisor approach (gender associations and different levels of support and action. Perceived levels of empathy based on gender/experience ex: SASH). [CIS-Women] [G4]
- Lack of recognition. [Maritime/Aviation Career Tracks] [G4]
- Lack of apparent support from CPC (pay, leave, promotion) [Other] [G3]

Mentoring

- Lack of mentorship. [Race] [G3]
- Lack of mentors. [Race] [G4]
- Lack of mentorship. [LGBTQ+] [G3]
- Lack of female mentorship. [CIS-Women] [G4]
- Officers can feel lost without mentorship. [Maritime/Aviation Career Tracks] [G4]
- Lack of Mentorship [Other] [G3]
- Limited/insufficient guidance on being a mentor or in a leadership role. [Other] [G5]

Support Networks

- Lack of community engagement/formal channels for internal concerns. [Marital/Parental Status] [G4]
- Traditional understanding of “family” does not encompass support network of unmarried or untraditional Corps members. [Marital/Parental Status] [G5]

Data and Progress Tracking

- Metrics and tracking are insufficient regarding set and attaining goals and then judging the progress. [CIS-Women] [G2]
- Personal Reasons [Other] [G3]

Lack of Career Pathways

Non-Operational Career Tracks

- No non-operational career track. [Maritime/Aviation Career Tracks] [G4]
- People are always operational right up until the point they become leaders. There is no straight administrative pathway. [Maritime/Aviation Career Tracks] [G5]
- There is not a NOAA Corps “career track” unless an Officer is going aviation (more structured) or hydro (more flexible). [Maritime/Aviation Career Tracks] [G5]
- There is not a non-operational career track (despite individuals’ strengths/weaknesses). [Maritime/Aviation Career Tracks] [G5]

Competitive Alternatives

- Private sector employment in the aviation industry nets significantly higher compensation and more quality time at home. [Maritime/Aviation Career Tracks] [G2]
- Opportunities in Airlines or Industry. [Quality of Life] [G3]

Lack of Work-Life Balance

Burnout and Fatigue

- Time tax (expected to do extra work towards D&I). [Race] [G4]
- Work/Life balance. [CIS-Women] [G5]
- Work-life balance is a problem for both married and unmarried NOAA Corps officers. [Marital/Parental Status] [G5]
- 2-3 year rotations cause “temporary employment” mentality causing officers to sometimes take on too much work in land assignments. [Maritime/Aviation Career Tracks] [G4]
- Leave is not always supported or possible. [Maritime/Aviation Career Tracks] [G4]
- Crewmembers may get too comfortable with the “family” concept on a ship. [Maritime/Aviation Career Tracks] [G4]
- Pressure to work overtime all the time. [Maritime/Aviation Career Tracks] [G4]
- Fatigue and burnout (i.e. long-term fatigue); lack of work life balance. [Quality of Life] [G3]
- Too many collateral duties that aren’t ship driving or flying, misalignment. [Quality of Life] [G3]
- Work/Life balance. [Other] [G5]
- Use of expected increase in officers to maximize balance of officer roles. [Other] [G5]
- Expectation vs reality. [Other] [G5]

Appendix B: Topical Sort of All DE&I-Related Retention Challenges

Family Planning and Policies

- Anticipation of challenges that marriage or addition of children may bring, including an unclear maternity policy. [Marital/Parental Status] [G2]
- Poor timing of sea assignments (around time to start a family). [Marital/Parental Status] [G2]
- Lack of support for parents. [Marital/Parental Status] [G3]
- Parent and children (strategies for increasing female Navy Officer retention). [Marital/Parental Status] [G3]
- Lack of family care plans and administrative guidance. [Marital/Parental Status] [G4]
- Active-duty pregnancy medical clearance/form workflow confusion. [Marital/Parental Status] [G4]
- No choice for single parents whether by choice or circumstance. [Marital/Parental Status] [G4]
- Lack of sufficient Maternity/Paternity leave. [Marital/Parental Status] [G4]
- Lacking lactation rooms. [Marital/Parental Status] [G4]
- Variability of deployment schedule makes it difficult for family planning. [Maritime/Aviation Career Tracks] [G2]

Family Separation

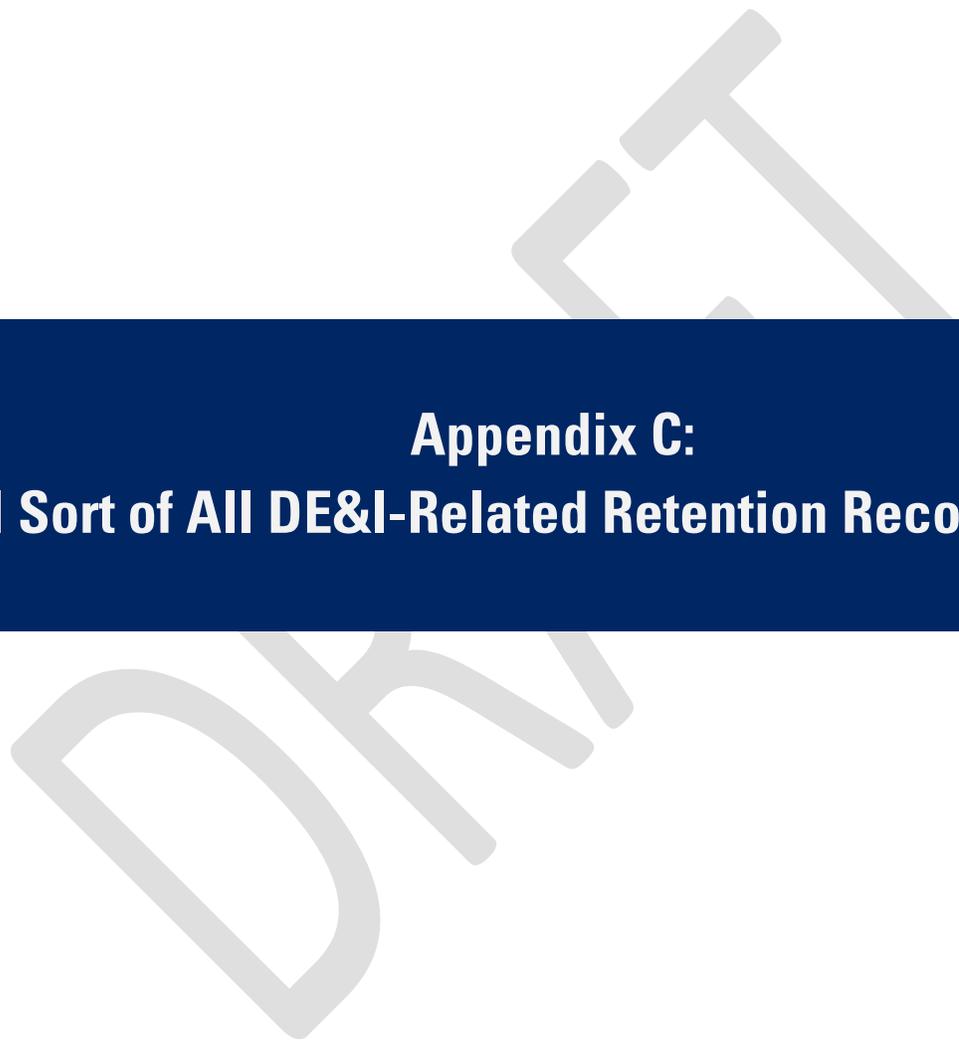
- Older Officers' priorities shift to a steadier and more reliable home life to accommodate family and health maintenance. [Marital/Parental Status] [G2]
- Dual Income, Married: Time away from each other is multiplied more so than those who do not have a full-time working partner at home. [Marital/Parental Status] [G2]
- Parent Officers: High levels of depressive symptomatology after returning from a deployment stemming from a slow acclimation period after reuniting with children. [Marital/Parental Status] [G2]
- Parent Officers: Anxiety and guilt linked to children and the general stressors linked to separation from children, family, and household. [Marital/Parental Status] [G2]
- NOAA sea assignments are long tours away from family. [Marital/Parental Status] [G3]
- Dual active-duty families have few options for career advancement and time together. [Marital/Parental Status] [G4]
- Being away from family for extended periods of time. [Maritime/Aviation Career Tracks] [G4]
- Challenging being away from family for ~2 years. [Maritime/Aviation Career Tracks] [G4]
- Long periods away from family (Strategies for increasing female navy officer retention - deploying). [Quality of Life] [G3]

Work-First Culture

- Parent Officers: Lack of supervisor support/sympathy. [Marital/Parental Status] [G2]
- Parent Officers: Even among other women, the challenges that accompany others' parenthood are perceived as a nuisance where they may be forced to pick up the slack. [Marital/Parental Status] [G2]
- Reproductive timing concerns/the perception of having to choose between career and family. [Marital/Parental Status] [G4]

Challenging Rotations and Moves

- Work-Life balance issues: time away from family, desire to start a family, frequent moves, sea/shore rotation. [CIS-Women] [G2]
- Periodic cross-country moves. [Marital/Parental Status] [G2]
- Parent Officers: Risk of child custody issues due to deployments and frequent relocations. [Marital/Parental Status] [G2]



Appendix C:
Topical Sort of All DE&I-Related Retention Recommendations

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations

Overview

Five Diversity Equity and Inclusion Team sub-groups answered brainstormed recommendations to address the diversity, equity, and inclusion-related retention challenges identified in *Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products* beginning on page 46. These results have been sorted topically below with original responses coded in brackets to identify the sub-group it came from [G1-5] and the underrepresented group or major issue to which the response refers:

- [Overarching]
- [Race]
- [LGBTQ+]
- [CIS Women]
- [Marital/Parental Status]
- [Maritime/Aviation Career Tracks]
- [Quality of Life]
- [Other]

Increase Representation

Recruitment

- Remove the high STEM course credit requirements for acceptance into the Corps. Operations duties may not need as much as is currently asked of applicants. [Race] [G2]
- Recruitment and retention. [Race] [G4]
- Increase representation of “underrepresented service members” in Corps at the entire level. [Race] [G5]
- In order to attain within 15 years a representative senior officer cis-women cohort, i.e. 50% of officers in the senior ranks (O5-O6) we must recruit (at the O1 level) and retain (at the O3-O4 level) a representative cohort. Recruitment and retention goals should be set and monitored through the annual Corps Management Plan. [CIS-Women] [G2]
- Recruitment. [CIS-Women] [G4]
- Update the NOAA Corps Recruiting video to highlight our diverse workforce. I watched the 21 minute NOAA Corps recruiting video. There were three 1-second shots of people of color. The rest were all white men and women and not a single minority member was featured. That needs to be fixed. [Maritime/Aviation Career Tracks] [G2]
- Begin planning for future billets before NOAA Corps grows. [Maritime/Aviation Career Tracks] [G4]

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations

Outreach to Underrepresented Communities

- Must look long term since the numbers are low right now. NC Recruiters are way overutilized in areas outside of what should fall within their primary scope of responsibility. Reducing their extraneous duties can help them cast a wide net and give space for innovation. Broaden the scope to include larger universities (larger numbers can mean a larger pool to enable diversity) and middle/high schools in urban areas. [Race] [G2]
- While the focus of this activity is on retention (those that already have a seat at the table), it is equally important to focus on recruiting and how we can get underrepresented groups to the door. We have an opportunity here to look at how we are recruiting and using all the tools available to make sure we have a diverse pool of candidates to start with. Increasing our social media presence in a way that attracts underrepresented groups coupled with engaging with students on a mentorship level, even before they get to college, is something worth looking into. [Race] [G2]
- CPC goal is to have BOTC applicants reflect racial/ethnic breakdown of STEM majors. Can this extend to wage mariners? Make it a goal for NOAA's applicant pool to reflect percentages of eligible mariners based on race/ethnicity/gender. [Race] [G4]
- Improve recruiting of racial and cultural minorities. [Race] [G5]
 - LANTERN position to help strategize/implement?
- Outreach in schools (high schools, grade schools) to make NOAA relevant to more communities. [Race] [G5]
- Improvement on educational loan support; direct commissioning from service academies. [Race] [G5]
- Outreach to high schools in minority communities (particularly public schools), not just to "join the NOAA Corps," but for "this is how NOAA supports your community" [Race] [G5]
 - <https://www.newyorkharborschool.org/>
 - MAST Magnet School (Miami)
- Focus some percentage of our recruiting funds toward colleges and universities that have a high level of diversity in their STEM programs. As well as focusing on historically women's colleges/universities. [CIS-Women] [G2]
- Broaden the scope to include larger universities (larger numbers can mean a larger pool to enable diversity) and middle/high schools. [CIS-Women] [G2]

Unbiased Personnel Evaluations

- Recommend we consider whether there are potential barriers to career development opportunities in the rating process. [Race] [G2]
- Recommend considering whether there are potential barriers to career development opportunities in rating process. [Race] [G2]
- Eliminate photos from official bios/profiles to aid in removing subjectivity in promotion. [Race] [G2]
- Remove pictures and/or names from promotion boards. Should only be at O-4 thru O-6 (control grades)? Enforce gender neutral pronouns on OERs, awards, etc? [Race] [G3]
- Diversifying personnel boards. [CIS-Women] [G4]
- Remove personnel photos from bios and Google profiles. (already being done in other services) [Maritime/Aviation Career Tracks] [G2]
- Change promotion standards (performance of duties, OERs, overall contributions, and training/school should suffice for justification for promotion). [Maritime/Aviation Career Tracks] [G4]
- More automatic ribbons - UAS qual, OOD, FSV/Hydro tour, HIC, Cox'n... [Maritime/Aviation Career Tracks] [G4]
- Performance reviews up the chain. [Maritime/Aviation Career Tracks] [G4]

Address and Reduce Interpersonal Biases

Diversity Equity and Inclusion Trainings

Regular and Engaging Training

- Require in-person, small-group training opportunities (for all of OMAO) that are engaging and require group interaction, communication, and problem-solving (pertaining mostly to unconscious bias, conflict management, leadership styles, and problem-solving). [Overarching] [G1]
- Introduce regular training opportunities that encourage self-development, teaching methods, mentorship of diverse personnel, etc. [Overarching] [G1]
- Utilizing third-party vendors that specialize in these types of training/workshops, separate from OMAO. [Overarching] [G1]
- Training/informational seminars. [Race] [G4]
- Training/seminars. [LGBTQ+] [G4]
- Increased training [Other] [G5]

Leadership Training Tie-In

- Indoctrination and refresher training leadership curriculum incorporate awareness of existing resources (e.g. RAINN, EEOC, etc.) and recognition of “warning signs”. [Overarching] [G1]
- Implementing new training regimes that are recurrent during an officer’s career focused on societal norms/changes and situational intervention skills. [Overarching] [G1]
- Train on preemptive communication (e.g. taking risks whether it be politically sensitive, emotionally-influenced, looking out for others) and situational leadership that includes compassionate mindset. [Overarching] [G1]
- Active (intrusive) leadership. Build into leadership modules or training. Create or modify OER rating bullet. [Race] [G3]

Unconscious Bias and Microaggression Training

- Provide an avenue for self-assessment utilizing resources like implicit bias tests. [Overarching] [G1]
- Widely encourage and support bias training to help reduce unwarranted barriers to succession. [Race] [G2]
- Implicit + subconscious bias training should be mandatory for new supervisors. [Race] [G3]
- “Safety stand-down” - understanding unconscious bias. [Race] [G4]
- Formal training on unconscious bias and microaggressions to improve workplace climate. [Race] [G4]
- Micro-triggers: self-reflection tool. [Race] [G4]
- Unconscious bias assessments/ Implicit association tests. [Race] [G4]

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations

Terminology and Sensitivity Training

- Provide sensitivity training for all personnel helping celebrate differences and encourage/allow personnel to be their true selves at all times without fear of negative attention, or unfair treatment. [LGBTQ+] [G2]
- Awareness of appropriate terminology. [LGBTQ+] [G4]
- Training on terminology/ nomenclature (annual b/c of dynamic changes). [LGBTQ+] [G4]

Bystander Training

- Provide bystander training. [LGBTQ+] [G5]
- Provide bystander training. [CIS-Women] [G5]

Accountability for Conduct

Feedback Mechanisms

- Feedback on supervisors from their supervisees (must be actively solicited w/o fear of reprisal). [Race] [G5]
- There should be a mechanism for up the chain feedback on workplace climate. What if your supervisor(s) are the one's creating a 'boy's club'? Potentially, the OMAO Safety Climate Surveys can be expanded to include workplace climate/ D&I. [CIS-Women] [G4]
 - Ex question: Does your supervisor create a respectful climate?
- Officers with a civilian supervisor need an Officer to report to as well. [Maritime/Aviation Career Tracks] [G4]

Clear Communication

- Establish Diversity and Inclusion as a duty for the UAB. This creates an accountable board, which clear communications to the Directors of CPC and NOAA Corps, to communicate any systemic issues and recommended changes. [Race] [G3]
- "Red Light, Green Light," it uses traffic-light colors to group acceptable and unacceptable forms of behavior. [LGBTQ+] [G4]
- "Red Light, Green Light," it uses traffic-light colors to group acceptable and unacceptable forms of behavior. [CIS-Women] [G4]
- Consistent leadership messaging that this is unacceptable. [CIS-Women] [G4]
- Encourage professionalism - may improve with upcoming crew rotation schedules. [Maritime/Aviation Career Tracks] [G4]

Reporting of Offenses

- Make overt racism an offense under the "Unbecoming of an Officer" list of offenses. [Race] [G3]
- Institute formal complaint process for NOAA Corps to address Equal Opportunity concerns. [Race] [G3]
- Don't blame the person who is being objectified/ sexualized; don't make excuses for people (i.e. "boys will be boys"). [CIS-Women] [G4]

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations

Sexual Assault and Harassment

- Provide anti-SASH training to all personnel. [LGBTQ+] [G5]
- Ensure the complainant is safe. [LGBTQ+] [G5]
- Establish clear SOP and provide mandatory training to adhere to 48-hour investigation requirement. Assign investigation personnel outside chain of command. [CIS-Women] [G3]
- Provide anti-SASH training to all personnel. [CIS-Women] [G5]
- Ensure the complainant is safe. [CIS-Women] [G5]

Address and Reduce Organizational Biases

Policy Review and Best Practices

- Rewrite our policies to reflect these changes. [Overarching] [G1]
- Review policies in order to make any necessary changes to help reduce or eliminate structural and perceptual barriers. [Race] [G2]
- NOAA Corps may want to look at similar policies that might be barriers in promoting inclusion and diversity. [Race] [G2]
- Confer what other fleets have been doing. [LGBTQ+] [G4]

Family Policies

- More family friendly policies. [CIS-Women] [G4]
- Clear guidance easily accessible. [Marital/Parental Status] [G4]

Parental Leave

- Review verbiage in NOAA Corps Directives regarding parental leave and ensure it encapsulates as many concerns as possible. [Marital/Parental Status] [G2]
- If both are NOAA Corps, clarify directives regarding joint-spouse assignments as a consideration. (Also include co-parenting, if unmarried). [Marital/Parental Status] [G2]
- 1-yr optional deferral of sea assignments and PCS after having or bringing home a baby (all parents). [Marital/Parental Status] [G4]
- Increased explicit institutional support for use of “Special Liberty”. [Marital/Parental Status] [G5]
- Allow officers to be inactivated from active service for specific personal reasons and return once these resolve. [Marital/Parental Status] [G5]

Family Care Plan

- Family Care Plan (agreement between NOAA Corps and service member) establishes protocols for pre & post deployment of parent(s). Designed with command our command counselor. [Marital/Parental Status] [G3]
- Family care plan [Marital/Parental Status] [G4]
- Family care plan [Marital/Parental Status] [G4]
- Working family care plan in case you get called into duty - https://armypubs.army.mil/pub/eforms/DR_a/pdf/DA%20FORM%205305.pdf [Marital/Parental Status] [G4]

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations

Childcare

- Childcare cost reimbursements. [CIS-Women] [G2]
- Childcare priority like the Navy: daycares you can sign up for and you take priority. [Marital/Parental Status] [G4]

Pregnancy

- Clear guidance on family/ pregnancy concerns easily accessible. [CIS-Women] [G4]

Nursing

- Create proper lactation/nursing spaces - Coast Guard Training Center in Yorktown has set the standard. [Marital/Parental Status] [G4]

Gender Policies

- Create Part X for non-binary persons in the meantime. [LGBTQ+] [G3]
- Implement policies that take into non-binary genders for Physical Readiness Test, DEERS, etc. [LGBTQ+] [G3]
- Gender-neutral directives / standing orders / SOPs / SSIs. [LGBTQ+] [G4]
- Update forms that require gender selection. [LGBTQ+] [G4]
- Create fleet-wide policy on berthing assignments for transgender people. [LGBTQ+] [G4]
- Suggest people put pronouns in their email signatures. [LGBTQ+] [G4]
- Clear protocols. Regardless of the supervisor's gender, there should be guidance they must follow. It seems there is clear guidance for sexual assault and harassment, but maybe there could be improved guidance for how to handle a "boy's club" environment, sexism, microaggressions, and general workplace climate that hasn't reached the level of harassment but is making an individual uncomfortable. [CIS-Women] [G4]

Teleworking

- The effects of COVID-19 have highlighted the technological advancements of virtual work-life. Promote more telework-ready work-life for those who choose (and are able) to do so. [Marital/Parental Status] [G2]
- Flexible work-from-home policies; teleworking. [Marital/Parental Status] [G4]
- Leverage use of "no-cost" TDY and telework to allow mid-level officers to work extendedly from an alternate geographic location than the billet location (e.g "humanitarian leave"). [CIS-Women] [G2]
- Allow creative telework. [Maritime/Aviation Career Tracks] [G4]

Hair and Uniform

- Hair standards that accommodate textured hair and support medical needs (i.e. buns causing migraines or fungal growth). [Race] [G4]
- When uniform standards change, consider supplementing a small uniform allowance (especially if only one group is affected by the change). [Race] [G4]
- Modify uniforms to be gender neutral. Phase out gender specific articles. Operational + khakis in the near term. Dress uniforms in the longer term. Avoid simply making women buy men's uniforms as done by other services. Permit monetary allowance for those effected. [LGBTQ+] [G3]

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations

Other

- Accommodate religious and cultural preferences. [Race] [G4]
- Cooks should try to meet dietary needs (including allergies). It isn't required, but would make a big difference. [Maritime/Aviation Career Tracks] [G4]
- It [severance] is earned through service and sacrifice. Through sometimes temporary circumstances people are forced to resign becoming ineligible for severance. That should change. [Maritime/Aviation Career Tracks] [G4]

Expand Organizational Support and Visibility

Resources and Leadership Visibility

- Leadership (Command or higher) proactively communicate courses of action with respect to our value of diverse culture and inclusivity re: policies, strategic plans, training and allocated funding. [Overarching] [G1]
- Proactive communication and context / importance of available resources (intra-command, CPC-provided, NOAA-provided, etc.). [Overarching] [G1]
- Prioritize D&I at an institutional level w/ budget (for example: offering D&I trainings, putting more money towards recruiting a diverse applicant pool); could make D&I training a requirement for promotion. [Race] [G4]
- Instead of solely relying on members of marginalized groups to volunteer for D&I initiatives, incorporate D&I into existing billet responsibilities/ collateral duties. Hire outside contractors for specific D&I initiatives. Remove the time burden/ expectation from people of color. Hire someone on OMAO staff to focus on D&I (currently hiring for position). [Race] [G4]

Recognition of Underrepresented Members

- Continue to highlight underrepresented persons and ensure they have a path forward. [Race] [G3]
- To combat perception that uniformed services are unwelcoming to the LGBTQ+ community, there could be more of an effort to recognize the stories and contributions of LGBTQ+ service members. There are Instagram posts from NOAA Corps for Women's History Month and Black History Month (and the video on the CPC website about women in the NOAA Corps) -- this acknowledgement should be extended to LGBTQ+ service members in the Corps (for example, during Pride Month). *Note: recognition of underrepresented servicemembers, must be backed up w/ tangible support for the groups (no tokenism). [LGBTQ+] [G4]
- Well-publicized affinity groups; mentorship; more publicity for achievements of underrepresented groups. [LGBTQ+] [G4]
- More publicity for achievements of underrepresented groups. [CIS-Women] [G4]

Services Availability

- Medical health services readily available; diversify medical health services staff. [Race] [G4]
- Improve availability of support services. [LGBTQ+] [G5]
- Improve availability of support services. [CIS-Women] [G5]
- Need guidance on receiving medical help - who to contact first, who you report to, what is relevant, what is the timing like. [Other] [G4]

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations

Mentorships

- Provide specially trained people within CPC who can provide unbiased opinions/mentorship, provide case/crisis management. [Overarching] [G1]
- Establish a permanent mentoring program for ALL junior officers outside of their Command) to help navigate their career. [Overarching] [G1]
- Enhance mentorship and career management program. [Race] [G2]
- Assign mentors (outside chain of command on ship + aircraft) to check in with new Officers. Mandatory assignment for first 18 months? [Race] [G3]
- Encourage participation in existing or establish voluntary mentor programs or employee resource group. [Race] [G4]
- Importance of mentors (peer support) and role models (persons in higher roles to make aspiration tangible). [Race] [G5]
- Importance of mentors and role models. [Race] [G5]
- Assign mentors (outside chain of command on ship + aircraft) to check in with new Officers. Mandatory assignment for first 18 months? [LGBTQ+] [G3]
- Expand officer mentoring program, particularly at the O3 level. [CIS-Women] [G2]
- Encourage participation in existing or establish voluntary mentor programs or employee resource group. [CIS-Women] [G4]
- Incorporate a comprehensive mentorship program into a senior billet or future senior billet. [Maritime/Aviation Career Tracks] [G5]
- Mentorship for those applying. [Other] [G4]
- Senior officer mentors - maybe for a group of junior officers? [Other] [G5]

Support Networks

- Provide an avenue where underrepresented minorities can reach out if they have an issue, need guidance, or feel as though they may be in an unsafe environment. [Overarching] [G1]
- Established support systems. If you are the only person of your race in your work environment you should be able to reach out to other resources for support i.e. well publicized affinity groups, a mentor, mental health resources (need a diverse mental health staff as well). [Race] [G4]
- Support participation in Pride Employee Resource Group (ERG). [LGBTQ+] [G2]
- Create peer-support groups based on some cohort (hydro/flight/BOTC class etc) with an O5 or O6 mentor (not in their chain of command) assigned to each group. [CIS-Women] [G2]
- Create an informal NOAA Corps Women's group similar to NJAC - through facebook or some other forum to allow for idea sharing and mentorship specific to women's issues. [CIS-Women] [G3]
- Moms at Sea support group (encourage others to form groups to create a safe, understanding, unbiased space) [Marital/Parental Status] [G4]
- Chain of Concern (Navy example) [Marital/Parental Status] [G4]

Sponsorships

- Sponsorship: helping w/ transition to new unit. [Race] [G4]
- Diversity in sponsorship. [CIS-Women] [G4]
- Create sponsorship program. [CIS-Women] [G4]

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations

Collect Data to Track Progress

Career Statistics

- Collect statistics and publish to fleet statistics from boards on selection rates, career choices, etc. Develop more information on why personnel are not promoted. [CIS-Women] [G3]
- Request actual interview material be shared with individuals for potential solutions. Right now, this information is a black hole and any trends are unknown. [Other] [G3]

Leave and Pay Issues

- Begin data analytics and metric tracking of how long it takes pay, leave, OPF documents to get fixed to make a case for increasing numbers of pay personnel. [Other] [G3]
- Add visibility to pay issues. Because pay is not collocated with CPC, have a feedback service with CPC everytime a pay issue arises. [Other] [G3]

Work Climate

- Survey / data collection process to identify problems that plague the Corps, effectively resulting in lower retention rates (i.e. exit / pre-exit interviews/surveys). [Overarching] [G1]
- Case studies available for discussion. NOAA currently gets monthly accident summaries from the fleet that are distributed and discussed w/ the crew. Potentially, we could have something similar for microaggressions. For example, a survey could anonymously collect examples of microaggressions, harassment, and discrimination people are currently experiencing in the fleet (regarding race, gender, sexual orientation, etc.). Examples that people would be willing to share--any revealing details such as ship name, year of occurrence, personnel involved would be removed. These examples could be compiled into a document similar to the monthly accident summaries and distributed for discussion during ORT, safety meetings, etc. [CIS-Women] [G4]
- Include questions on work climate in the interview. [Other] [G4]

Work-Life Balance

- Metrics to include personal time as organizational performance achievement. [CIS-Women] [G5]
- NOAA Health Services conduct annual (biannual) Fatigue Survey. [Quality of Life] [G3]
- Be comfortable with “blank” space in the schedule. Find a strategy to capture and represent down time as organizational success. [Other] [G5]

Leadership

- Develop system to capture non-tangible elements of leadership/contributions rather than flat metrics. [Other] [G5]

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations

Modify Career Pathways

Leadership Development

- Important to invest time in lower ranking accessions and develop them throughout their career in order to shape a more diverse and inclusive senior ranking environment. [Race] [G2]
- Higher level one-on-one contact with Junior Officers (this is of course more complicated due to the ratio of numbers). [Race] [G5]
- Create an OMAO-specific leadership program. [CIS-Women] [G5]
- Encourage an annual IDP either with OERs or EOYP. Helps to refocus and seek growth opportunities. [Maritime/Aviation Career Tracks] [G4]
- More opportunities for formal education mid-career. [Maritime/Aviation Career Tracks] [G4]
- Mandate annual opportunities for full time higher education outside of Hydro branch. [Quality of Life] [G3]
- Institute a service obligation payback period for attending flight training. [Quality of Life] [G3]
- Encourage this topic to be covered in OERs at the same intensity of training completed. I.e. this servicemember had a mentorship role - to emphasize different leadership roles outside of supervisory. [Other] [G3]

Competitive Options

- Continue to implement the AvB and expand eligibility for more junior officers. It works! Another pilot shortage is just around the corner (as early as 2022) and industry experts expect it to be worse than pre-pandemic. [Maritime/Aviation Career Tracks] [G2]
- Continue Aviation Incentive Bonus to retain the cost of training and qualifications of midcareer pilots. [Quality of Life] [G3]

Land-Based Pathways

- More options in career paths (especially for shore based positions). [Race] [G5]
- Land-based career tracts. [CIS-Women] [G4]
- Land vs. sea/ aviation career track. [CIS-Women] [G4]
- Land-based career path option. [Maritime/Aviation Career Tracks] [G4]
- Land-based career option. [Marital/Parental Status] [G4]

Non-Operational Pathways

- Create a non-operational career track. [Maritime/Aviation Career Tracks] [G5]
- Create a non-operational career track or clarify a more specific track. [Maritime/Aviation Career Tracks] [G5]
 - Strategic perspective on billet needs.
- Create a non-operational career track. [Maritime/Aviation Career Tracks] [G5]

Hydro and Other Pathways

- More career paths with flexible locations. [Marital/Parental Status] [G4]
- Have hydrographers be a separate career track from being a mariner. [Maritime/Aviation Career Tracks] [G4]
- Add shoreside support, hydro, UxS/technology R&D career paths. [Maritime/Aviation Career Tracks] [G4]

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations

Enhance Work-Life Balance

Wellness

- Promoting wellness in all aspects of work and work life by identifying opportunities to improve well-being. [CIS-Women] [G5]
- Promoting wellness in all aspects of work and work life by identifying opportunities to improve well-being. [Marital/Parental Status] [G5]
- Promoting wellness in all aspects of work and work life by identifying opportunities to improve well-being. [Other] [G5]

Standards and Expectations

- Adjust billet descriptions for O3/O4 assignments to increase the levels of authority and autonomy expected from the Officer. [CIS-Women] [G2]
- Have standards for officers in land billets for desk space, workload, leave, commission needs, training, explore skills, etc. [Maritime/Aviation Career Tracks] [G4]
- Job description does not paint a good picture of actual job duties and time requirements. Officers may leave given that is not what was expected. [Other] [G5]

Mid-Career Sabbatical/Intermission Program

- Mid-career sabbatical program. [CIS-Women] [G2]
- Offer a career intermission program (CIP). [Marital/Parental Status] [G2]
- Sabbatical; need deep bench of people that can come in. [Marital/Parental Status] [G4]
- Career intermission program and reappointment. [Marital/Parental Status] [G4]
- Mid-career sabbatical program (in progress with amendment act). [Maritime/Aviation Career Tracks] [G2]
- Sabbatical / career intermission option. [Maritime/Aviation Career Tracks] [G4]

Post-Assignment Stand-Down

- Focus heavily on improving quality of life while aviators are at home. Currently there is little to no break from a busy 3–4-week deployment to jumping right back into the demands of our ground jobs. Little time to recharge and spend time with family. [Maritime/Aviation Career Tracks] [G2]
- Incorporate post-assignment stand-down for XX days (Yes)! [Quality of Life] [G3]
- Mandate post deployment rest days on Fleet Allocation Plan. [Quality of Life] [G3]

Additional Duties

- As officers rise to mid-level leadership positions, eliminate expectation of additional operational duties (such as a second aircraft or greater than 180 days/year deployed). Shift (or eliminate non-essential) most non-marine/aviation specific duties, e.g. contracts, scheduling, finance to contractors/civilians/supervisor level. [Marital/Parental Status] [G2]
- Leadership should set the standard to reduce late night/weekend emailing when possible. [Maritime/Aviation Career Tracks] [G4]
- Respect of time and acknowledgement of “beyond the expected duty” actions made for customer service. [Other] [G5]
- NOAA Corps officers’ of “why Orgs struggle...” [Other] [G5]

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations

Assignment Flexibility and Predictability

Time Allowance for Permanent Change of Station (PCS)

- More time allowance for PCS, either officially in Directives, or explicit institutional support for increased use of Special Liberty. [CIS-Women] [G5]
- Earlier “set” PCS plans/dates to allow for non-family-members to plan around their own (potentially unrelated) lives to help. [CIS-Women] [G5]
- Joint PCS timing policy [Marital/Parental Status] [G4]
- More “set” timing for PCS, etc, so friends and non-legal “family” can make plans to help. [Marital/Parental Status] [G5]

Homesteading

- Reprogram the locations of some mid-level (O3/O4) land billets to allow for more “homesteading” of mid-level officers in one geographic location following sea tour, or over multiple assignments. [CIS-Women] [G2]
- Homesteading: sea/shore duty in the same location (5 yrs between a PCS). [CIS-Women] [G4]
- Homestead [Marital/Parental Status] [G4]
- A “home port” that is actually a ship and crews’ home (building community, knowing resources, sense of stability). [Marital/Parental Status] [G5]
 - Home port with dry dock facilities and prioritizing dry dock at that location.

Flexibility

- Allow officers to be inactivated from active service for specific personal reasons and return once these resolve. [CIS-Women] [G5]
- Minimize requirements for longer/multiple tours/deployments/aircraft for O-4 and above. Senior O-3s typically fall in the age range to initiate family expansion. [Marital/Parental Status] [G2]
- Location flexibility (case-by-case). [Maritime/Aviation Career Tracks] [G4]

Split Rotations

- Keeping it two years but thinking of different sea tour models such as a two-person split/rotation. Could rotate between a position at a MOC & the ship every 3/6 months? [Marital/Parental Status] [G3]
- Longer sea tours with rotational component (two officers in one role with sea assignment and associated land billet). [Marital/Parental Status] [G5]
 - Allows for people to make plans in their own lives, because the rotational dates would be set, only ship’s activities would be unpredictable

Appendix C: Topical Sort of All DE&I-Related Retention Recommendations

Workforce, Staffing, Augmentation, and Support

Workforce Augmentation

- Make augmentation aboard a single ship or class of ships mandatory or more readily available for O3s who are assigned back-to-back land tours so they can work toward SWO qual while not permanently assigned to a ship. [CIS-Women] [G2]
- More trained augmenters (shoreside support can help with collaterals, mariners can sail). [Maritime/Aviation Career Tracks] [G4]
- Professional mariners in the aug pool and can be permanently assigned to ships. [Maritime/Aviation Career Tracks] [G4]
- Continue to improve administrative staffing so that mariners and aviators are afforded time to focus on the mission. [Quality of Life] [G3]
- Establish Blue/Gold staffing plan for Ward Room (b/c we get just as fatigued as wage mariners!) [Quality of Life] [G3]
- Encourage ships & aircrew to use modified duty rotations during imports/down days, shipyard, and underway. [Quality of Life] [G3]

Increased Staffing

- Create a “relief” billet position (or two) to provide fill-in support for officers taking leave or time ashore for personal reasons. [Marital/Parental Status] [G5]
- Increase officers in vacant billets. [Quality of Life] [G3]
- Staff shore side support effectively. (MO ECO Branch is exemplary example) [Quality of Life] [G3]
- One more officer on FSV so total is 6. Help reduce collateral & in port OOD duty load. [Quality of Life] [G3]
- Increase the staff positions of NOAA Corps members of CPC. Make this a competitive position. [Other] [G3]



**Appendix D:
Topical Sort of All DE&I-Related Retention Challenges**

Overview

The following documents the original issue identification data generated by the Diversity Equity and Inclusion Team sub-groups in response to the question “*why do organizations struggle to retain underrepresented service members?*” as well as subsequent recommendations to address the identified issues of retention.

Sub-Group 1

Team Members

- CAPT Christiaan Van Westendorp
- LCDR Sharon Downey
- LT Helen MacGregor
- LT Ricardo Rodriguez
- LTJG Ololade Ajilore
- LTJG Chelsea Parrish

Issue Identification

Why Are We Struggling With Retention?

- Unconscious bias
- Stagnant/toxic/insular culture
- Negative workplaces
- Resistance to change of process
- Microaggressions
- Tone-deaf leadership
- Incorrect problem identification
- Lack of recognition of problem

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

The Effects of a Negative Workplace Climate

- 25% of what we see as supervisors is a well-performing officer completing assigned tasks, as directed.
 - Junior Officer: Chain of Command feels that their crew is adequately prepared and/or looked after.
- 75% but in reality, these perceptions are misconceived.
 - Treatment: Uncomfortable feeling that there is an inequity of treatment compared to peers.
 - Ability to Learn: A negative workplace climate is not conducive to learning.
 - Detachment: Thoughts of fleeing the situation or seeking help but being told to move on rather than addressing the problem.

How Do We Address Unconscious Bias?

- Provide an avenue for self-assessment utilizing resources like implicit bias tests.
- Introduce regular training opportunities that encourages self-development, teaching methods, mentorship of diverse personnel, etc.

The Iterative Improvement Cycle

A constantly revolving process that provides education, maintenance, repair, and resources.

The Narrative

Providing a safe outlet where officers can share their story, bringing awareness.

- Provide an avenue where underrepresented minorities can reach out if they have an issue, need guidance, or feel as though they may be in an unsafe environment.
- Providing a resource of specifically trained people within CPC who can provide unbiased opinions/mentorship, provide case/crisis management
- Establish a permanent mentoring program for ALL junior officers outside of their Command) to help navigate their career.

Identification

Identifying the current problems that plague the Corps, effectively resulting in lower retention rates.

- Unconscious biases are currently present within our fleet, affecting our officers and negatively impacting their careers.
- There is a genuine feeling that officers are not feeling fully supported.
- Communication amongst the ranks, MOC centers, and senior leadership is lacking.
- Morale is at an all-time low in underrepresented minorities group.

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

The Process

Changing our general course of actions in regards to our policies, strategic plans, and allocated funding.

- Implementing new training regimes that are recurrent during an officers career focused on societal norms/changes.
- Training will occur no less than 5 years apart to adapt to changing norms.
- Training should occur prior to reporting as OPS, XO, and CO.
- Rewrite our policies to reflect these changes.

The Improvement

The intervention; providing adequate resources and developmental training regarding underrepresented minorities that help identify unconscious biases and make us more situationally aware.

- Require in-person, small-group training opportunities (for all of OMAO) that are engaging and require group interaction, communication, and problem-solving (pertaining mostly to unconscious bias, conflict management, leadership styles, and problem-solving).
- Utilizing third-party vendors that specialize in these types of training/workshops, separate from OMAO.

Leadership

Receiving support from senior leadership condemning/supporting societal problems/ accomplishments; show vulnerability.

- Senior leadership completes the narrative by reiterating how we need to constantly re-educate ourselves as society evolves (via communication, personnel, and workplace climates).
- Hold people accountable to taking the training seriously.
- Establish a precedence, similar to Sexual Assault/Sexual Harassment Hotline (SASH), recognizing the importance.

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Recommendations

Area of Focus: Details of the Job

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Lack of Recognition of Problem	<ul style="list-style-type: none"> Provide an avenue where underrepresented minorities can reach out if they have an issue, need guidance, or feel as though they may be in an unsafe environment. Indoctrination and refresher training leadership curriculum Incorporate awareness of existing resources (e.g. RAINN, EEOC, etc) and recognition of “warning signs” 	<ul style="list-style-type: none"> Extra-command mentorship program NC-wide proactive messaging & reminder broadcasts 	NOAA Corps: Training (Sec. 104 of S.2981)	HBR-Trying to Solve the Wrong Problem
<p>Unconscious Bias</p> <ul style="list-style-type: none"> Unconscious biases are currently present within our fleet, affecting our officers and negatively impacting their careers. Morale is at an all-time low in underrepresented minorities groups 	<ul style="list-style-type: none"> Provide an avenue for self-assessment utilizing resources like implicit bias tests Introduce regular training opportunities that encourage self-development, teaching methods, mentorship of diverse personnel, etc. 	<ul style="list-style-type: none"> Training will occur no less than 5 years apart to adapt to changing norms. Training should occur prior to reporting as OPS, XO, and CO. Potentially including these specifics trainings during annual ORTs (SASH, Anxiety, Workplace Climate, etc) helping build unit cohesion Understanding of our own unconscious biases 	NOAA Corps: Training (Sec. 104 of S.2981)	<ul style="list-style-type: none"> Harvard Implicit Bias Tests IVY Planning Group: full-service management consulting/training firm Anti-Racism Flow Charts Race and racism in the geosciences

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Stagnant/Toxic/Insular Culture; change resistance	<ul style="list-style-type: none"> Implementing new training regimes that are recurrent during an officers career focused on societal norms/changes and situational intervention skills Rewrite our policies to reflect these changes. 	No less than annual assessment of cultural norms fleet- and NC-wide for purposes of updating policies and training curriculums	NOAA Corps: SASH (Sec. 504 of S.2981)	It's Time for Science and Academia to Address Sexual Misconduct
Negative Workplaces <ul style="list-style-type: none"> There is a genuine feeling that officers are not feeling fully supported. 	<ul style="list-style-type: none"> Provide specially trained people within CPC who can provide unbiased opinions/mentorship, provide case/crisis management Establish a permanent mentoring program for ALL junior officers outside of their Command) to help navigate their career. 	<ul style="list-style-type: none"> Establish and follow-up on formal mentoring program participants Provide non-specific (PII removed) feedback and/or information exchange program for mentors 		

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
<ul style="list-style-type: none"> Microaggressions 	<ul style="list-style-type: none"> Require in-person, small-group training opportunities (for all of OMAO) that are engaging and require group interaction, communication, and problem-solving (pertaining mostly to unconscious bias, conflict management, leadership styles, and problem-solving). Utilizing third-party vendors that specialize in these types of training/workshops, separate from OMAO. 	<p>Include microaggressions in annual / semi-annual fleet wide safety assessment and feedback to individual commands</p>		<ul style="list-style-type: none"> Microaggressions in the Workplace Workshops IVY Planning Group: full-service management consulting/training firm 58 little things that have a BIG impact: What's Your Microtrigger?

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
<p>Tone-Deaf Leadership</p> <ul style="list-style-type: none"> • Communication amongst the ranks, MOC centers, and senior leadership is lacking; perception of not listening/caring. • Perception of kindness or vulnerability not equaling strength 	<ul style="list-style-type: none"> • Leadership (Command or higher) proactively communicate courses of action with respect to our value of diverse culture and inclusivity re: policies, strategic plans, training and allocated funding. • Train on preemptive communication (e.g. taking risks whether it be politically sensitive, emotionally-influenced, looking out for others) and situational leadership that includes compassionate care • Proactive communication and context / importance of available resources (intra-command, CPC-provided, NOAA-provided, etc). 	<ul style="list-style-type: none"> • Establish and enforce 100% attendance requirement at in-person training opportunities, including Leadership • Incorporate training elements into fleet safety assessments for broad to unit-specific performance feedback. 		
<p>Incorrect Problem Identification</p>	<p>Survey / data collection process to identify problems that plague the Corps, effectively resulting in lower retention rates (i.e. exit / pre-exit interviews/surveys).</p>	<p>Quarterly / semi-annually report to OMAO leadership on separated officers and exit information</p>		

Sub-Group 2

Team Members

- CDR Matthew Jaskowski
- LCDR Jeffrey Pereira
- LCDR Danielle Varwig
- LCDR Kevin Doremus
- LCDR Emily Rose

Issue Identification

Area of Focus: Race

Attached are findings that I pulled directly from three articles that I felt answered “why” organizations struggle to retain underrepresented groups.

Article: DOD D&I Final Board Report

Recruitment and Accessions (Page 32)

- Many recruiting and military advertising materials contain images that are not inclusive of racial and ethnic minorities
- Diverse imagery is important in recruiting a diverse talent pool and increasing overall diversity of Armed Forces
- Lack of minority representation at the senior ranks in part due to lack of commitment of entire work life-cycle of accessions; Important to invest time in lower ranking accessions and develop them throughout their career in order to shape a more diverse and inclusive senior ranking environment

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Retention (Page 38)

- To be competitive, an officer's assignment history and supervisor's assessment of officer's performance in each position are critical inputs to promotion board; However, subjectivity of performance evaluations may disproportionately impact minority selection for key positions, assignments, and promotions
- Report recommends that Services consider whether there are potential barriers to career development opportunities in rating process
- Analyses of performance reports across military and civilian sector consistently demonstrate disparities in ratings of minority groups:
 - Rater biases-rater tendencies, intentional or unintentional, to elevate or depress a performance rating due to ratee's subgroup membership, regardless of job performance
 - Lost opportunity effects-factors that indirectly affect performance ratings via their gradual effects over time on actual performance levels; These factors include mentoring and sponsorship, in group and outgroup membership, tokenism, and self-limiting behaviors

Barriers (Page 40)

- Structural and perceptual barriers can limit pool of racially and ethnically diverse candidates available for specific career fields and key developmental assignments associated with reaching senior military ranks:
 - Structural barriers-barriers inherent in policies and procedures of the institution; An example of a structural barrier is a policy or practice of requiring senior leaders to have experience in a direct combat occupation when, until recently, women were restricted from entering specialties that have ground combat assignment; Another example is an aptitude test that, for reasons unrelated to predictive validity, prevents women or minorities from entering certain occupations or training programs
 - Perceptual barriers- barriers based on "perceptions, attitudes, or beliefs that lead minorities to think they cannot or should not pursue . . . a job or career option;" An example of a factor that might increase perceptual barriers is a lack of role models, mentors, and career counselors that can advise racial and ethnic minorities on pursuing opportunities, such as nominative assignments

Career Development (Page44)

- STEM education, despite its growing importance in an increasingly technological age, is not equally accessible to all students, particularly students from low-income families
- DOD focuses on this section of the market to build a workforce for the future with skill sets needed to operate in an environment continuing to digitalize
- In support of this goal the Services are offering internships in STEM fields in conjunction with JROTC programs

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Article: The Army is planning a major overhaul of its hair and grooming regulations (December 19, 2020)

- Army looked into hair and grooming regulations and how this may be a barrier to some looking to join the Services and pressures of staying in.
- A call for change and described by men and women what they view as broken and antiquated policies that put unnecessary burdens on women who serve.
- Changes would allow women to wear two hairstyles at once as long as it doesn't "impair the ability to wear authorized headgear and protective equipment".
- New regulations say that "it should be a woman's choice if she wants to have hair or not" .
- Will help to alleviate stress and embarrassment of female soldiers who suffer from Alopecia or other medical conditions that causes hair loss or prevents growth.
- Will help to increase health and wellness.
- New policy also removes various words from regulation that are offensive to some cultures, or have racist ties; In the facial hair section of the regulations, the word "Fu Manchu" will be removed, for example, as it "has been considered offensive to Asian Culture," the document says "Dreadlocks" will be changed to "Locs," because "the term dreadlocks has ties to the American Slavery experience;" The current regulations state that women's hairstyles "may not be eccentric or faddish and will represent a conservative, professional appearance;" But the recommended changes would get rid of words "eccentric" and "faddish," saying they "seem to target a specific demographic"
- NOAA Corps may want to look at similar policies that might be barriers in promoting inclusion and diversity.

Article: Underrepresented Students in the STEM field

- Women and ethnic minorities remain underrepresented in STEM fields
- Student in study wanted a STEM career at a young age
- Students in study enjoyed STEM related media as children
- Students in study had families that encourage them to pursue STEM career
- Several factors may influence participation of underrepresented students in STEM fields; these may include both psychological and external environmental variables, such as their mentorship experiences and preferences, their academic mindsets, STEM attitudes, and family background characteristics
- Helping women and minorities develop strong identities and academic mindsets related to STEM is a potential opportunity to address underrepresentation in STEM
- Establishing strong mentorship through live interaction/social media at an early age can strengthen the feeling of belonging
- While the focus of this activity is on retention (those that already have a seat at the table), it is equally important to focus on recruiting and how we can get underrepresented groups to the door. We have an opportunity here to look at how we are recruiting and using all the tools available to make sure we have a diverse pool of candidates to start with. Increasing our social media presence in a way that attracts underrepresented groups coupled with engaging with students on a mentorship level, even before they get to college, is something worth looking into.

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

- Focus – LTGBQ+ - I suspect there is a lack of understanding around this issue for most people, it seems to be very personal in nature and rarely discussed openly. Don't feel comfortable enough to **speak** openly about their relationships or their preferences, hesitate to discuss their personal life. Lacking data and numbers to know whether or not we have a retention problem with this group...but we want to be sure folks in this group should be included and understanding what would help them feel more included. Feel like NC might be a more inclusive environment than other services, a good option for LGBTQ+ personnel who want to be in the service. Because we are a more liberal. Doing some little things we can do to help normalize things - the pronoun addition to signature blocks. NC can possibly lead the charge with this change - we are a small service and can set the bar for the other services to follow. We should not have to mask any part of yourself at work if you don't want to - feeling safe and comfortable at work is important.
- Focus – Cis-women: What is the “Why?” In looking at a demographic roughly analogous to the **talent** pool we are presumably recruiting from, i.e. graduate school enrollment, we can glean some interesting numbers. According to the American Council on Education, Women represent a majority of all graduate students enrolled in 2015-2016 (the most recent numbers I could find) at ~61% of graduate school enrollees. The gender gap widens for women of color; at approximately 70% of black graduate school enrollees being women. Are we getting them in the door? Should we focus some percentage of our recruiting funds toward colleges and universities that have a high level of diversity in their STEM programs, these may include schools such as Rutgers, UNLV, Stanford, Univ of San Francisco, MIT, UH-Manoa among others. As well as focusing on historically women's colleges/universities such as Smith, Mt Holyoke, Sweetbriar, Bryn Mawr, Amherst and etc. Why can't we retain women into the senior officer ranks? Women in the senior ranks: of the officers lineally from 1 to 87 on the lineal list (constituting the senior ranks to the senior O-4 ranks) there are only 22 cis-women officers (25%). In the senior O-4 cohort 8 of 21 officers are cis-women (38%). For the entire O-4 cohort, 15 of 58 officers are cis-women (26%). Specific to the NOAA Corps LCDR Rose's work points to 4 overarching areas: Family concerns, support or sense of being valued, lack of flexibility, and experiences with sexual harassment/sexism. Of these the last is most concerning and disturbing, but may be beyond the scope of this working group.
 - Family concerns particularly related to; time away from family, the desire to start a family, frequent moves, childcare concerns, the sea/shore rotation and an unclear parental leave policy, were the leading reasons expressed.
 - Not feeling supported or valued: From LCDR Rose's work we find that 92% of women interviewed did not feel they had the support of leadership or CPC with regards to work-life balance career decisions, or sufficient flexibility in options for those decisions. My feeling is that BRS may exacerbate this talent-loss at the mid-ranks in years to come if these issues are not addressed through policy changes.
 - What are the steps that we need to enact to ensure that in 10-15 years time the cohort of officers in the senior O-4 ranks are - at minimum - 50% women, or more demographically representative ~60% women? Obviously, to obtain a representative cohort in the senior ranks, or a representative cohort in officers eligible for promotion to the senior ranks, we must ensure demographic representation at the lower ranks - through recruitment, and the mid-level ranks through retention. Work-life balance issues (and particularly family planning related issues) appear to be the leading cause of this retention deficit for mid-level cis-women officers. LCDR Rose's work squares with both anecdotal evidence I have received and common sense. From a biological standpoint family planning and starting a family (through childbirth or adoption) have an asymmetric impact on an officer based on their gender. Some level of accounting for this asymmetric effect on female officers should be addressed in policy.

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: Maritime/Aviation Career Track

- Primary why within NOAA Corps appears to be lack of work/life balance and variable deployment schedules. Specifically, AOC Officers struggle with balancing flying duties and “ground job” duties.
 - NOV 2020 AOC Officer Study - When you are NOT TDY, how much time do you spend working on ground job duties outside of normal working hours (evenings, weekends, etc)? >96% work outside normal hours. This make it difficult to maintain a healthy family life.
 - NOV 2020 AOC Officer Study - How often have you thought you didn't have sufficient time between a TDY and resuming ground duties? 52% say they often do not have time to restore work-life balance
- It is hard to retain a diverse workforce when our workforce is very much NOT diverse. Recruitment into STEM fields at the early stages of an individual's career path is key.
 - Aviation has historically been dominated by white males. In 2015, the US Bureau of Labor Statistics (BLS) showed that there were 140,000 persons employed as aircraft pilots of which 9.4% were women, 2.6% were Black, 0.7% were Asian, and 5.7% were Hispanic (BLS, 2015b). Stats have remained mostly stagnant, with the exception of more females entering the workforce.
- Variability of deployment schedule makes it difficult for family planning
- Why are NOAA Corps aviators leaving? (Pre-pandemic) - private sector employment nets significantly higher compensation and more quality time at home. While this problem has temporarily gone away, all industry predictions show a massive pilot shortage over the next 5-10 years.
- Focus – Marital/Parental Status - If the demands on the officer become too much to balance family life. If work can be done near home and fly or sail occasionally then it would be more sustainable for our officers with families. We are constantly causing officers to make a difficult/hard choice, why are we doing this? Will the reauthorization bill help this? Land based track or ?
 - Single / Childless
 - Personal Experience
 - Early in their career (younger in age), frequent travel is typically welcomed by those who join. However, as people get older, their priorities shift to a steadier and more reliable home life to build upon personal goals such as family and health.
 - More likely to be away from home / tasked. Perceived as having no major personal commitments at home.
 - Barriers to retention include actual and *anticipated maternal separation* (Walker, A. H. 2017. Strategies for Increasing Female Navy Officer Retention - Deploying Mothers' Perspectives. <https://docs.google.com/document/d/1nH3jU1N0xzCzF9yEnOXcyMBE7XmJVzYngm8UrW8bMZM/edit>)
 - The dominant reason, [why] women [...] decided to leave the NOAA Corps, related to family concerns [such as]
 - periodic cross country moves (Emily's excellent paper)
 - Married (Dual Income)
 - Time away from each other is multiplied.

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

- Married / Parents
 - Personal Experience
 - Anxiety linked to children and the general stressors linked to separation from children, family, and household.
 - Even among other women, the burdens that accompany parenthood (especially if single or dual income with difficult schedules) are perceived as a nuisance and they are forced to pick up the slack.
 - Pregnancy and tending to child issues tend to set women back more than men.
 - Child custody issues often plague service members who potentially face loss of custody of children due to deployments and frequent relocations (“Child custody considerations for members of the military,” n.d.; Godwin, 1996).
 - Women report more exposure to interpersonal stressors or stressors associated with social interactions and relationships during deployment (e.g., [...] maternal guilt, lack of social support from supervisors and peers).
 - Single mothers report high levels of depressive symptomatology (Kelley et al., 2002). After returning from a deployment, mothers can experience hurt and confusion when reuniting with children since it often takes time for the child to reacquaint with the parent who was absent for many months (Godwin, 1996).
 - The dominant reason, [why] women [...] decided to leave the NOAA Corps, related to family concerns [such as] time away from family wanting to start a family childcare concerns timing to start a family around sea assignments and unclear maternity policy or regulations. (Emily’s awesome paper)

Recommendations

Area of Focus: Race

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Lack of minority representation at the senior ranks in part due to lack of commitment of entire work life-cycle of accessions	<ul style="list-style-type: none"> ● Important to invest time in lower ranking accessions and develop them throughout their career in order to shape a more diverse and inclusive senior ranking environment ● Must look long term since the numbers are low right now. NC Recruiters are way overutilized in areas outside of what should fall within their primary scope of responsibility. Reducing their extraneous duties can help them cast a wide net and give space for innovation. Broaden the scope to include larger universities (larger numbers can mean a larger pool to enable diversity) and middle/high schools in urban areas. 			<ul style="list-style-type: none"> ● DOD D&I Final Board Report- Recruitment and Accessions (Page 32)

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
<p>Subjectivity of performance evaluations may disproportionately impact minority selection for key positions, assignments, and promotions</p> <ul style="list-style-type: none"> ● Rater biases- tendencies, intentional or unintentional, to elevate or depress a performance rating due to ratee’s subgroup membership, regardless of job performance ● Lost opportunity effects-factors that indirectly affect performance ratings via their gradual effects over time on actual performance levels; mentoring and sponsorship, in group and outgroup membership, tokenism, and self-limiting behaviors 	<ul style="list-style-type: none"> ● Recommend we consider whether there are potential barriers to career development opportunities in the rating process. ● Eliminate photos from official bios/profiles to aid in removing subjectivity in promotion. ● Widely encourage and support bias training to help reduce unwarranted barriers to succession. 			<p>DOD D&I Final Board Report-Retention (Page 38)</p>

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Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
<p>Structural and perceptual barriers can limit pool of racially and ethnically diverse candidates available for specific career fields and key developmental assignments associated with reaching senior military ranks:</p> <ul style="list-style-type: none"> • Structural barriers- inherent in policies and procedures of the institution; An example of a structural barrier is an aptitude test that, for reasons unrelated to predictive validity, prevents women or minorities from entering certain occupations or training programs • Perceptual barriers- barriers based on “perceptions, attitudes, or beliefs that lead minorities to think they cannot or should not pursue . . . a job or career option;” An example of a factor that might increase perceptual barriers is a lack of role models, mentors, and career counselors that can advise racial and ethnic minorities on pursuing opportunities, such as nominative assignments 	<p>Recommend considering whether there are potential barriers to career development opportunities in rating process; enhance mentorship and career management program; review policies in order to make any necessary changes to help reduce or eliminate structural and perceptual barriers.</p>	<p>Introspective review of OMAO policies with the goal of recognizing and addressing any policy driven inequalities or barriers</p>		<p>DOD D&I Final Board Report- Barriers (Page 40)</p>

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
<p>Hair and grooming regulations may be a barrier to some looking to join the Services and pressures of staying in. The Air Force just recently accomplished this (to include hijab/turban wear)with overwhelming public/officer support.</p>	<p>NOAA Corps may want to look at similar policies that might be barriers in promoting inclusion and diversity.</p>			<ul style="list-style-type: none"> Article: The Army is planning a major overhaul of its hair and grooming regulations: (Dec 19, 2020) Air Force Dress and Appearance Reg Chapter 3
<p>Women and ethnic minorities remain underrepresented in STEM fields.</p>	<ul style="list-style-type: none"> While the focus of this activity is on retention (those that already have a seat at the table), it is equally important to focus on recruiting and how we can get underrepresented groups to the door. We have an opportunity here to look at how we are recruiting and using all the tools available to make sure we have a diverse pool of candidates to start with. Increasing our social media presence in a way that attracts underrepresented groups coupled with engaging with students on a mentorship level, even before they get to college, is something worth looking into. Remove the high STEM course credit requirements for acceptance into the Corps. Operations duties may not need as much as is currently asked of applicants. 	<ul style="list-style-type: none"> Recruitment focused on STEM and particularly women in STEM Top leadership flexibility on STEM requirements 		<p>Article: Underrepresented Students in the STEM field</p>

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Area of Focus: LGBTQ+

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
It is a very personal discussion and one perhaps not discussed, so sometimes overlooked and undervalued	<ul style="list-style-type: none"> Support participation in Pride Employee Resource Group (ERG) Provide sensitivity training for all personnel helping celebrate differences and encourage/allow personnel to be their true selves at all times without fear of negative attention, or unfair treatment. 	Overwhelming leadership support starting from the top		

Area of Focus: CIS Women

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Work-Life balance issues : time away from family, desire to start a family, frequent moves, sea/shore rotation.	<ul style="list-style-type: none"> Mid-career sabbatical program Reprogram the locations of some mid-level (O3/O4) land billets to allow for more “homesteading” of mid-level officers in one geographic location following sea tour, or over multiple assignments. Make augmentation aboard a single ship or class of ships mandatory or more readily available for O3s who are assigned back to back land tours so they can work toward SWO qual while not permanently assigned to a ship. Leverage use of “no-cost” TDY and telework to allow mid-level officers to work extendedly from an alternate geographic location than the billet location (e.g “humanitarian leave”). Childcare cost reimbursements. 	<ul style="list-style-type: none"> Support and flexibility from leadership \$\$ 	SEC. 307. CAREER INTERMISSION PROGRAM.(2) [...]serve two months on active duty for each month of the period of the inactivation of the officer from active duty.	

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Not feeling supported/valued	<ul style="list-style-type: none"> Expand officer mentoring program, particularly at the O3 level Adjust billet descriptions for O3/O4 assignments to increase the levels of authority and autonomy expected from the Officer. Create peer-support groups based on some cohort (hydro/flight/BOTC class etc) with an O5 or O6 mentor (not in their chain of command) assigned to each group. 	Encouragement from leadership to promote and support mentoring program		
Metrics and tracking are insufficient regarding set and attaining goals and then judging the progress.	<ul style="list-style-type: none"> In order to attain within 15 years a representative senior officer cis-women cohort, i.e. 50% of officers in the senior ranks (O5-O6) we must recruit (at the O1 level) and retain (at the O3-O4 level) a representative cohort. Recruitment and retention goals should be set and monitored through the annual Corps Management Plan. 			
Recruitment	<ul style="list-style-type: none"> Focus some percentage of our recruiting funds toward colleges and universities that have a high level of diversity in their STEM programs. As well as focusing on historically women's colleges/universities. Broaden the scope to include larger universities (larger numbers can mean a larger pool to enable diversity) and middle/high schools. 	<ul style="list-style-type: none"> Time / \$\$ 		

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: Marital/Parental Status

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
<p>Single/Childless Officers</p> <ul style="list-style-type: none"> • Older officers' priorities shift to a steadier and more reliable home life to accommodate family and health maintenance. • Anticipation of challenges that marriage or addition of children may bring, including an unclear maternity policy. • Periodic cross-country moves. • Poor timing of sea assignments (around time to start a family). 	<ul style="list-style-type: none"> • Offer a career intermission program (CIP). • Review verbiage in NOAA Corps Directives regarding parental leave and ensure it encapsulates as many concerns as possible. • Also see CIS Women recommendations 		<p>SEC. 307. CAREER INTERMISSION PROGRAM.(2) [...]serve two months on active duty for each month of the period of the inactivation of the officer from active duty.</p>	<ul style="list-style-type: none"> • Strategies for Increasing Female Navy Officers: Deploying Mothers' Perspective • DoD Career Intermission Program • NOAA Corps Directive 06111: Parental Leave • Women in the NOAA Corps: How to Retain Women Officers

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
<p>Dual Income, Married</p> <p><i>Time away</i> from each other is multiplied more so than those who do not have a full-time working partner at home.</p>	<p>If both are NOAA Corps, clarify directives regarding joint-spouse assignments as a consideration. (Also include co-parenting, if unmarried)</p>	<p>High compatibility of the positions each officer has with one another and to the available billets.</p>		<p>NOAA Corps Directive 05203: Billet Priorities</p>
<p>Parent Officers</p> <ul style="list-style-type: none"> • <i>Anxiety and guilt</i> linked to children and the general stressors linked to separation from children, family, and household. • Even among other women, the <i>challenges that accompany others' parenthood are perceived as a nuisance</i> where they may be forced to pick up the slack. • <i>Lack of supervisor support/sympathy.</i> • Risk of <i>child custody issues</i> due to deployments and frequent relocations. • High levels of <i>depressive symptomatology</i> after returning from a deployment stemming from a slow acclimation period after reuniting with children. 	<ul style="list-style-type: none"> • Minimize requirements for longer/multiple tours/deployments/aircraft for O-4 and above. Senior O-3s typically fall in the age range to initiate family expansion. • As officers rise to mid-level leadership positions, eliminate <i>expectation</i> of additional operational duties (such as a second aircraft or greater than 180 days/year deployed). Shift (or eliminate non-essential) most non-marine/aviation specific duties, e.g. contracts, scheduling, finance to contractors/civilians/supervisor level. • The effects of COVID-19 have highlighted the technological advancements of virtual work-life. Promote more telework-ready work-life for those who choose (and are able) to do so. 	<ul style="list-style-type: none"> • Top down leadership emphasis on focusing on primary skill building for JOs, focus on organization education and leadership building for O-4s+. • Personnel or time available to take on extra load of ground duties. • Adequate technologies available for the job required. Trust in the members to accomplish duties without being physically present. • \$\$ 		<ul style="list-style-type: none"> • Defense Advisory Committee on Women in the Services, 2020 Annual Report (also 2019 report) • Strategies for Increasing Female Navy Officers: Deploying Mothers' Perspective

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: Marine and Aviation Issues/Other

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
<p>Unconscious bias in officer development/promotions/selection.</p>	<p>Remove personnel photos from bios and Google profiles. (already being done in other services)</p>	<p>Ease of implementation is very simple. Memo sent from senior leadership to all hands. Update OPF after current promotion board.</p>		<p>https://www.navytimes.com/news/your-navy/2020/07/02/official-photos-may-again-be-removed-from-officer-selection-boards/</p>
<p>Private sector employment in the aviation industry nets significantly higher compensation and more quality time at home.</p>	<ul style="list-style-type: none"> Continue to implement the AvB and expand eligibility for more junior officers. It works! Another pilot shortage is just around the corner (as early as 2022) and industry experts expect it to be worse than pre-pandemic. Focus heavily on improving quality of life while aviators are at home. Currently there is little to no break from a busy 3-4 week deployment to jumping right back into the demands of our ground jobs. Little time to recharge and spend time with family. 	<p>Funding. The cost for signing a 5-year contract is as little as 3-4 tanks of gas on the P-3. Easy solution and cost/benefit is immense.</p>		<p>https://www.ainonline.com/aviation-news/business-aviation/2021-03-23/study-predicts-pilot-shortage-will-return-2022</p>
<p>Under-representation of minority groups. Any visitor to a NOAA facility can see our glaring diversity issues.</p>	<ul style="list-style-type: none"> Update the NOAA Corps Recruiting video to highlight our diverse workforce. I watched the 21 minute NOAA Corps recruiting video. There were three 1-second shots of people of color. The rest were all white men and women and not a single minority member was featured. That needs to be fixed. 	<p>Time, money and effort needed to update this video. A significant effort, but necessary to advertise/support our inclusive diverse workplace efforts.</p>		

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Variability of deployment schedule makes it difficult for family planning	mid-career sabbatical program (in progress with amendment act)		SEC. 307. CAREER INTERMISSION PROGRAM.(2) [...]serve two months on active duty for each month of the period of the inactivation of the officer from active duty.	

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Sub-Group 3

Team Members

- CDR Olivia Hauser
- LCDR Nicola VerPlank
- LCDR Aaron Maggied
- LCDR Rebecca Shaw
- LT Dylan Kosten
- LTJG Patrick Pope

Issue Identification

Area of Focus: Race

- Not sure why: Discontinuity arises at Year 4 thru 17¹
- “Not having a voice.”²
- Lack of inclusion
 - Not overt racism
 - Cultural “disconnect,” and not understanding other cultures, unfamiliarity³
 - subtle
 - not fitting in
- Lack of identity?
 - If senior leaders do not look like us, identity can get confused
 - Lack of representation, unable to see yourself in leadership
 - Identity is peer group, organization
 - *actively engage others identify*
- Lack of mentorship
 - Having a mentor is a stepping stone to success.
 - People in power are less likely to cross gender/race lines and mentor newcomers of different race/gender (Unless assigned).

¹ Navy Continuation Rate Trends, p.1

² Britzkey, Haley. “The Army is planning a major overhaul of its hair and grooming regulations“

³ Race and racism in geo sciences

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

- Overt Racism
 - Implicit/unconscious bias that comes out
 - Not socially acceptable (and illegal) to be overtly racist
 - lower progression when upgrading aircraft or (positions on ships?)
 - Graded on a different scale
 - Minorities and women are treated differently, women and minorities held back from advancing at same pace
 - cultural heritage can influence how and when they advance (AC, SWO, OOD) vs. white & men
 - If don't get the proper training from individual, then cannot advance along with cohort

Area of Focus: LTGBQ+

- Cloaking or living double lives by feeling like they have to hide parts of their identity. (springer limited)
- Experience microaggressions due to ignorance and stereotypes (springer limited)
- Lack of mentors and role models (Springer limited)
- Isolation and harassment in STEM, professional devaluation (Science Advances article)
- Gender for berthing availability may play a factor in hiring for positions on ships (1102-03)
- DoD uses gender markers in DEERs for appropriate gender assignment for physical readiness, uniforms, etc.
- Lack of documentation from don't ask don't tell

Area of Focus: Cis-Women

- Sexual Harassment + Sex Discrimination⁴
- Does DOD have an issue with retention (not inclusion). It does with flag/gen officers⁵
- Not sure of why, but disparity beginning at year 4 thru 206

⁴ Kamarck, Krisi, M. "Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress (p.33)"

⁵Kamarck (p.50)

⁶ Navy Continuation Rate Trends, p.3

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: Maritime/Aviation Career Track

- Opportunities in Airlines or Industry
- Long periods away from family (Strategies for increasing female navy officer retention - deploying)
- Fatigue & worklife balance (OMAO report?)
 - Aviation--Too many days on the road (anecdotal interpretation)
 - Ships--lots of time U/W, away from homeport, in-port days are working days vs. crew rest
- Too many collateral duties that aren't ship driving or flying, misalignment (AOC retention survey)

Area of Focus: Marital/Parental Status

- Lack of support for parents
 - Child care centers with adequate capacity
 - No clear policy on breastfeeding support and lactation rooms (Defense Advisory Committee 2019)
 - Negative views of pregnancy in commands (Defense Advisory Committee 2019)
 - Maternity uniform availability (Defense Advisory Committee 2019)
- NOAA sea assignments are long tours away from family
- Parent & children (Strategies for increasing female Navy Officer Retention)
 - actual and anticipated maternal separation anxiety linked to children and the general stresses linked to separation from children; feeling of guilt
 - Child custody issues - potentially face loss of custody of children due to deployments and frequent relocation
 - After deployment, mothers can experience hurt and confusion since it often takes time for the child to reacquaint with the parent who was absent for many months
 - adding single parenthood to the challenges of sea duty, single mothers report high levels of depressive symptomatology

Area of Focus: Other

- What are the "personal reasons" listed in the "Exit Survey..." spreadsheet from RDML Cary? Details are important.
- Top 3 reasons for sep/retire are (in order) "Pursuing other career goals," and tied "personal reasons" & "work schedule conflicts with other needs."
 - Details again. What are the other needs?
 - "Fulfilling child care," "family relocation," and "promotion rate" do not rate high. Does this mean we do a good job at taking care of our families?
- Lack of apparent support from CPC (pay, leave, promotion)[anecdotal]
- A trend for mentorship

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Recommendations

Area of Focus: Race

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NCDIR or Amendment Ref.	Related Literature
<p>People are not actively engaging in learning about someone else's identity, and as a result that person may feel more isolated. Pretending there are no differences between all people can be damaging to inclusion.</p>	<ul style="list-style-type: none"> ● Implicit + subconscious bias training should be mandatory for new supervisors ● Active (intrusive) leadership. Build into leadership modules or training. Create or modify OER rating bullet. 	<ul style="list-style-type: none"> ● Establish training requirements for new supervisors ● Good working environment, positive ship atmosphere (hard to pin metrics) 		
<p>Lack of Mentorship</p>	<p>Assign mentors (outside chain of command on ship + aircraft) to check in with new Officers. Mandatory assignment for first 18 months?</p>	<ul style="list-style-type: none"> ● People willing to be mentors for new officers. ● Modify existing NOAA Corps mentor program to include new officer ascension. Encourage supervisor permission to participate 		

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Overt Racism	<ul style="list-style-type: none"> Remove pictures and/or names from promotion boards. Should only be at O-4 thru O-6 (control grades)? Enforce gender neutral pronouns on OERs, awards, etc? Make overt racism an offense under the “Unbecoming of an Officer” list of offenses Institute formal complaint process for NOAA Corps to address Equal Opportunity concerns 	Promotion rates O-1 thru O-6 should be statistically constant	<ul style="list-style-type: none"> Modify NCDIR CH 4 Modify NCDIR 07402 to include overt racism as an offense Modify NCDIR CH13 	
Lack of Inclusion	Establish Diversity and Inclusion as a duty for the UAB. This creates an accountable board, which clear communications to the Directors of CPC and NOAA Corps, to communicate any systemic issues and recommended changes.		NCDIR 10010	
Lack of Identity	Continue highlight underrepresented persons and they have a path forward			

Area of Focus: LGTBQ+

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Lack of Representation in Leadership				
Microaggressions				
Lack of Mentorship	See above			

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Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Absence of Policies that recognize non-binary genders	<ul style="list-style-type: none"> Modify uniforms to be gender neutral. Phase out gender specific articles. Operational + khakis in the near term. Dress uniforms in the longer term. Avoid simply making women buy men's uniforms as done by other services. Permit monetary allowance for those effected. Create Part X for non-binary persons in the meantime Implement policies that take into non-binary genders for Physical Readiness Test, DEERS, etc 	<ul style="list-style-type: none"> Merge Parts 4 & 5 of Chapter 12 NCD Update NCDIR 130101 to include gender & sexual orientation (preference?) 		<ul style="list-style-type: none"> USN TF1N Recommendation 5.17 Bostock v. Clayton County, Georgia

Area of Focus: Cis-Women

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Sexual Harassment + Sex Discrimination	<ul style="list-style-type: none"> Establish clear SOP and provide mandatory training to adhere to 48 hour investigation requirement. Assign investigation personnel outside chain of command. 		SEC. 3546	
Women are being promoted 10% less than men in NOAA Corps)	<ul style="list-style-type: none"> Collect statistics and publish to fleet statistics from boards on selection rates, career choices, etc. Develop more information on why personnel are not promoted Create an informal NOAA Corps Women's group similar to NJAC - through facebook or some other forum to allow for idea sharing and mentorship specific to women's issues. 			

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: Marital/Parental Status

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Lack of support for parents	Family Care Plan (agreement between NOAA Corps and service member) establishes protocols for pre & post deployment of parent(s). Designed with command our command counselor			https://armypubs.army.mil/pub/eforms/DR_a/pdf/DA%20FORM%205304.pdf
NOAA sea assignments are long tours away from family	Keeping it two years but thinking of different sea tour models such as a two person split/rotation. Could rotate between a position at a MOC & the ship every 3/6 months?			
Parent & children (Strategies for increasing female Navy Officer Retention)				

Area of Focus: Quality of Life

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Opportunities in Airlines or Industry	<ul style="list-style-type: none"> Continue Aviation Incentive Bonus to retain the cost of training and qualifications of midcareer pilots Institute a service obligation payback period for attending flight training Continue to improve administrative staffing so that mariners and aviators are afforded time to focus on the mission 			
Long periods away from family (Strategies for increasing female navy officer retention - deploying)	Mandate annual opportunities for full time higher education outside of Hydro branch			

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
<p>Fatigue & Burnout (i.e. long-term fatigue); Lack of work life Balance</p>	<ul style="list-style-type: none"> ● Mandate post deployment rest days on Fleet Allocation Plan ● Establish Blue/Gold staffing plan for Ward Room (b/c we get just as fatigued as wage mariners!) ● Incorporate post-assignment stand-down for XX days (Yes)! ● Encourage ships & aircrew to use modified duty rotations during imports/downdays, shipyard, & underway ● NOAA Health Services conduct annual (biannual) Fatigue Survey 	<ul style="list-style-type: none"> ● Ability for service member to recharge ● Elimination of burnout 		<p>OMAO Report</p>
<p>Too many collateral duties that aren't ship driving or flying, misalignment</p>	<ul style="list-style-type: none"> ● Increase officers in vacant billets ● Staff shore side support effectively. (MO ECO Branch is exemplary example) ● One more officer on FSV so total is 6. Help reduce collateral & inport OOD duty load. 	<ul style="list-style-type: none"> ● Effective shore-side support should alleviate deployed responsibilities & duties. ● Update USCG Safe Manning & OMAO Minimum Staffing Documents 		<p>AOC Retention Survey</p>

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: Other

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Personal Reasons	Request actual interview material be shared with individuals for potential solutions. Right now, this information is a black hole and any trends are unknown.	Establish morale & inclusion as part of annual Safety Survey. Mirror some components of Federal Employee Viewpoint Survey (FEVS) for OMAO		
Lack of apparent support from CPC (pay, leave, promotion)	<ul style="list-style-type: none"> ● Increase the staff positions of NOAA Corps members of CPC. Make this a competitive position. ● Begin data analytics and metric tracking of how long it takes pay, leave, OPF documents to get fixed to make a case for increasing numbers of pay personnel ● Add visibility to pay issues. Because pay is not collocated with CPC, have a feedback service with CPC every time a pay issue arises. 	Google form for recording pay, leave form issues to collect analytics. Should be filled out by complainant every time an email is sent.		
Lack of Mentorship	Encourage this topic to be covered in OERs at the same intensity of training completed. I.e. this servicemember had a mentorship role - to emphasize different leadership roles outside of supervisory.			

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Sub-Group 4

Team Members

- CDR Ryan Wattam
- LCDR Claire Surrey-Marsden
- LCDR Megan Raymond
- ENS Abby Letts
- LT Hollis Europe
- Mr. Michael McCarthy

Issue Identification

Area of Focus: Race

- **Being singled out** because nobody else looks like you.
- **Lack of mentorship** from people who look like you (NOAA Corps is 87% white)
- **Feeling isolated** because others don't look like you.
- **Institutional Racism**
- Also a factor in diversity on the wage mariner side; do we have stats on this?
- **Emotional Tax** - being on guard to protect against racial, ethnic, and gender bias and experiencing the associated effects on well-being and ability to thrive at work.
- White Privilege
- *Retention Rates for Students of Color*: institutional historical legacy of inclusion or exclusion; compositional diversity; psychological climate; behavioral climate; structural diversity
 - *Institutional historical legacy*: NOAA Corps is and has been **historically white**
 - *Compositional diversity*: “compositional diversity relates to the numerical and comparative display of various members of color or ethnicity on the college campus...This representation can come from students, staff, and faculty alike.” “**Challenging to find faculty of color to serve as mentors...**students of color felt that White faculty were less likely to be empathetic to their plights.”
 - For the NOAA Corps, thinking about compositional diversity should extend to wage mariners and NOAA line offices
 - *Psychological climate*: “an individuals’ opinion about **cross-cultural group relationships** in an institution. These opinions often determine an academic community’s responses to diversity, its vantage point on discrimination, and its posture towards individuals of varying races or ethnic backgrounds”
 - Do marginalized groups believe that NOAA/ NOAA Corps care about diversity and inclusion (more than just on paper)?

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

- *Behavioral climate*: “interaction amongst individuals of varying racial and ethnic backgrounds on a college campus and the quality of their intercultural relationships”
 - What is the **workplace climate** like on ships? Microaggressions?
 - **Microaggressions**: microaggressions are defined as the everyday, subtle, intentional—and oftentimes unintentional—interactions or behaviors that communicate some sort of bias toward historically marginalized groups.
- *Structural diversity*: “way in which institutions represent administrative and operational aspects throughout the college. This facet of the institution is revealed through the way the university distributes its **budget, creates curriculum, hires faculty and staff, admits students, and goes about its daily practices.**”
 - For NOAA Corps: CPC recruiting/ promotions; budget for training (do we offer any diversity and inclusion based training?)
- *The Time Tax Put on Scientists of Color*: “Academics from minority ethnic groups are targeted to serve on diversity, equity and inclusivity committees, as mentors to junior colleagues from minority ethnic groups and to participate in other schemes that take time away from their research. This **burden falls disproportionately on their shoulders** because there are so few of them on campus.”
- *Uniform regulation mods*: Having “**grooming standards** that show sensitivity to the cultural and ethnic diversity already present in our Army would go a long way in ‘walking the talk’ about diversity and inclusion”

Area of Focus: LTGBQ+

- **Biases** are still an issue when it comes to accepting LTGBQ+ rights. Crews have long term members that carry over from the past.
- **Exclusion or ridicule**
- **Berthing** assignments; policies for transgender people?
- *Vessel Quarters (OMAO procedure 1102-03)*: 4.9 “Furthermore, staterooms occupied by members of one sex are off-limits to members of the opposite sex. The only exception to this policy shall be by personnel on official business provided stateroom doors are secured in an open position for the duration of the visit.”
- Standing orders about not being allowed in the room as someone of the opposite gender for fraternization reasons (could change the language to recognize that same-sex couples exist)
- *LGBTQ in STEM*: “STEM professional cultures often promote ‘**depoliticization**’ or the bracketing of concerns perceived as social or political (like diversity and inclusion issues) from day-to-day STEM work.” “**Anti-LGBTQ bias** may not only affect LGBTQ STEM professionals socially—undermining their day-to-day integration into the social fabric of their workplace...these negative experiences may, in turn, have deleterious effects on the personal well-being of LGBTQ workers and even encourage them to consider leaving STEM all together”
- *Policies Concerning LGBTQ People in the US Military*: 1982 complete ban of gay people in the military; 1993 Don’t Ask Don’t Tell; 2010 Don’t Ask Don’t Tell Repealed; 2016 removed ban on transgender people
 - As NOAA Corps is a uniformed service, potential applicants could be deterred by the **historic discrimination in the US military**

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: Cis-Women

- Maritime industry has a **stereotypical white, male population** with ~85% within this demographic.
- Maritime culture holds to the **stigma** that women aboard ships considered unlucky.
- **Boys' environment** about ships includes
 - **wandering eyes, prompting advice for lifestyle changes** due to the uncomfortable environment while attempting to work out on a ship.
- Seems the younger generation doesn't take the same crap and have stronger attitudes. Attitudes about **being too informal with women aboard ships. Who to report issues to? Are issues taken seriously?**
- **Male counterparts in leadership may not readily address issues as seriously as women in leadership** positions, and then where to go if the ship's leadership doesn't address the issues.
- Gets **exhausting** to have to constantly stick up for yourself.
- **Microaggressions; inappropriate comments; fear of speaking out for repercussions** (i.e. being accused of taking everything too seriously, not being able to take a joke)
- **Lack of female mentorship** w/ reduced gender diversity in upper ranks (NOAA Corps is 70% male; 75% male LT and above, 77% male LCDR and above)
- Behavior/ lifestyle changes out of fear of being sexualized by predominantly male coworkers
- Viability of **starting a family/ becoming pregnant** while being in the Corps
- **Lack of gender diversity on wage mariner side** (example: including the wardroom, Okeanos Explorer has 28 permanent crew, only 2 are women (ensign and CO)—so on the ship it's 93% men, 7% women; all wage mariners are men)
- *Navy Retention Influencers to Leave*: Women left the Navy by more than ten percentage points compared to men for the following reasons "Impact of Navy Career on Ability to..., **Balance Work & Personal Life, Communication within Unit, Morale at My Command**"
- *Navy Retention Influencers to Stay*: Men stayed in the navy by ten percentage points or more compared to women for the following reasons: "Loyalty to Nation/ Service, **Camaraderie with Co-Workers, Inclusive Work Environment**"
 - Taken together, these stats indicate that the biggest differences in retention between men and women are due to the **workplace climate**. Whereas men feel camaraderie with coworkers and an inclusive work environment (and thus stay), women feel a lack of balance of work & personal life, poor communication within unit, and low morale at their command (causing them to leave)
- *Women in the NOAA Corps*: themes for leaving include: **family reasons, lack of support/leadership/poor command climate, billet locations/ assignment concerns, experienced or witnessed sexual harassment or sexism**
- *Women in the NOAA Corps*: enjoyed least about the NOAA Corps—**being away from family/ isolation; lack of support from command; lack of work life balance; sexual harassment/ sexism**
- Health Care Services: **challenges receiving health care at a MTF** because they haven't heard of the NOAA Corps; women's health appointments need a referral from primary care manager

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Area of Focus: Maritime/Aviation Career Track

- Why are there only two career tracks; mariners and aviators and no land based options?
- **Difficult to be away from family/ start a family with 2 years at sea rotation**
- Possible to have a rotating crew for sea duty? Like commercial ships do?

Area of Focus: Marital/Parental Status

- Email chains such as “Moms at Sea”, and “Sisters in Service” provide a means of peer communication. **Finding such groups isn’t a formality** and tends to be word of mouth or stumbled upon.
- There is a **lack of community engagement** but provides a means of swapping information if you can find the community.
- Is if there is an informal means of connecting via an infinity group
- *Active Duty Pregnancy – Navy Personnel Command*: **Bureaucratically challenging**: who to notify, impact on assignment/career; eligibility to be at sea
- *FAQ Navy Parenthood & Pregnancy*: **maternity leave, maternity uniforms, ability to breastfeed at work/ in uniform**
- *Women in the NOAA Corps*: **92% did not feel as though they had options/ support from CPC when considering family/ household decisions in relation to career; lack of clarity surrounding maternity and paternity leave**

Reference List

List journals, publications and other sources that you cited above to support “why” findings.

- Retention Rates Students Color; Systematic Inequalities for LGBTQ Professionals in STEM
- So You Want to Learn About Race & Racism article: https://www.catalyst.org/wp-content/uploads/articulate_uploads/RaceRacism27Jan2021/index.html#/
- Microaggressions Are A Big Deal: How To Talk Them Out And When To Walk Away: <https://www.npr.org/2020/06/08/872371063/microaggressions-are-a-big-deal-how-to-talk-them-out-and-when-to-walk-away>
- Retention Rates for Students of Color
- The Time Tax Put on Scientists of Color
- Uniform regulation mods
- Vessel Quarters (OMAO procedure 1102-03): 4.9
- LGBTQ in STEM
- Policies Concerning LGBTQ People in the US Military
- Navy Retention Influencers to Leave/Stay
- Women in the NOAA Corps
- Active Duty Pregnancy – Navy Personnel Command
- FAQ Navy Parenthood & Pregnancy

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Recommendations

Area of Focus: Race

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Being singled out	<ul style="list-style-type: none"> Established support systems. If you are the only person of your race in your work environment you should be able to reach out to other resources for support i.e. well publicized affinity groups, a mentor, mental health resources (need a diverse mental health staff as well) Sponsorship: helping w/ transition to new unit 		<p>Increased authorization #</p> <p>SP 1.1 - Attract and retain a specialized, expert, and diverse workforce</p> <p>SP 1.3 - Implement industry-preferred staffing models/ employee-focused organizational changes to optimize retention and mission performance</p>	

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Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Lack of mentors	Encourage participation in existing or establish voluntary mentor programs or employee resource group	Willingness for mentors to make themselves available at the expense of Time Tax (see below)	Increased authorization # SP 1.2 - Optimize workforce training and opportunities for professional development, career progression and building leaders at all levels.	
Feeling Isolated (no one looks like you)	<ul style="list-style-type: none"> • CPC goal is to have BOTC applicants reflect racial/ethnic breakdown of STEM majors. Can this extend to wage mariners? Make it a goal for NOAA's applicant pool to reflect percentages of eligible mariners based on race/ethnicity/gender • Medical health services readily available; diversify medical health services staff 	Continued recruitment initiative success		
Institutional Racism	<ul style="list-style-type: none"> • Prioritize D&I at an institutional level w/ budget (for example: offering D&I trainings, putting more money towards recruiting a diverse applicant pool); could make D&I training a requirement for promotion • "safety stand-down" - understanding unconscious bias 	Understanding of our own unconscious biases		

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Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Emotional tax (being on guard)	<ul style="list-style-type: none"> ● Formal training on unconscious bias and microaggressions to improve workplace climate ● Microtriggers: self-reflection tool 	Organizational sensitivity to the issue		
Uniform regulation moderation	<ul style="list-style-type: none"> ● Hair standards that accommodate textured hair and support medical needs (i.e. buns causing migraines or fungal growth) ● Accommodate religious and cultural preferences ● When uniform standards change, consider supplementing a small uniform allowance (especially if only one group is affected by the change) 			Pink Tax
Dealing with White Privilege	<ul style="list-style-type: none"> ● Training/informational seminars ● Unconscious bias assessments/ Implicit association tests 			
Time tax (expected to do extra work towards D&I)	Instead of solely relying on members of marginalized groups to volunteer for D&I initiatives, incorporate D&I into existing billet responsibilities/ collateral duties. Hire outside contractors for specific D&I initiatives. Remove the time burden/ expectation from people of color. Hire someone on OMAO staff to focus on D&I (currently hiring for position)	Organizational sensitivity to the issue		
Under-representation	Recruitment and retention	Recruitment and retention		

Cultural sensitivity and awareness training: ex) taught about “terminology” and why saying “blacks” is different than “black people” for example. Plenty of people don’t mean harm, but do harm because they just don’t know; bring in a 3rd party vendor for training to avoid time tax on current officers.

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: LGBTQ+

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Biases faced	<ul style="list-style-type: none"> ● Training/seminars ● Awareness of appropriate terminology ● "Red Light, Green Light," it uses traffic-light colors to group acceptable and unacceptable forms of behavior. 	Cultural open mindedness		https://www.nytimes.com/1993/06/19/us/navy-defines-sexual-harassment-with-the-colors-of-traffic-lights.html
Exclusion/Ridicule	<ul style="list-style-type: none"> ● Gender-neutral directives / standing orders / SOPs / SSIs ● Update forms that require gender selection 	Tangible repercussions for bullies		
Berthing assignment issues	<ul style="list-style-type: none"> ● Create fleet-wide policy on berthing assignments for transgender people ● Confer what other fleets have been doing 			
Depoliticization of culture in STEM (may force people into silence)	<ul style="list-style-type: none"> ● Training on terminology/ nomenclature (annual b/c of dynamic changes) 	Organizational inclusiveness		

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Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Military service Policy (Don't Ask Don't Tell, etc.)	<ul style="list-style-type: none"> To combat perception that uniformed services are unwelcoming to the LGBTQ+ community, there could be more of an effort to recognize the stories and contributions of LGBTQ+ service members. There are instagram posts from NOAA Corps for Women's History Month and Black History Month (and the video on the CPC website about women in the NOAA Corps)--this acknowledgement should be extended to LGBTQ+ service members in the Corps (for example, during Pride Month). *Note: recognition of underrepresented servicemembers, must be backed up w/ tangible support for the groups (no tokenism) Suggest people put pronouns in their email signatures 			
Under-representation	Well-publicized affinity groups; mentorship; more publicity for achievements of underrepresented groups			

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: Cis Women

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Stereotype “white male” society in marine and aviation fields can feel exclusionary. Lack of comradery/unwelcoming climate (Ex: different for the genders)	<ul style="list-style-type: none"> ● Recruitment ● More publicity for achievements of underrepresented groups ● Diversity in sponsorship 			
Microaggressions: Ex: “Unlucky” to have women aboard ships	<p>Case studies available for discussion. NOAA currently gets monthly accident summaries from the fleet that are distributed and discussed w/ the crew. Potentially, we could have something similar for microaggressions. For example, a survey could anonymously collect examples of microaggressions, harassment, and discrimination people are currently experiencing in the fleet (regarding race, gender, sexual orientation, etc.). Examples that people would be willing to share--any revealing details such as ship name, year of occurrence, personnel involved would be removed. These examples could be compiled into a document similar to the monthly accident summaries and distributed for discussion during ORT, safety meetings, etc.</p>	For unintentional microaggressions, creating awareness of why certain comments are offensive is key to correcting the behavior. Discussing case studies and real examples from the fleet can help people recognize phrases or behaviors in themselves and others that communicate bias.		

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
"Boy's Club" inappropriate conversation	<ul style="list-style-type: none"> Consistent leadership messaging that this is unacceptable "Red Light, Green Light," it uses traffic-light colors to group acceptable and unacceptable forms of behavior. 			
Hostile/sexualizing/objectifying work cultures	<ul style="list-style-type: none"> "Red Light, Green Light," it uses traffic-light colors to group acceptable and unacceptable forms of behavior. - Don't blame the person who is being objectified/ sexualized; don't make excuses for people (i.e. "boys will be boys") 			
Tolerance for bad behavior	<ul style="list-style-type: none"> There should be a mechanism for up the chain feedback on workplace climate. What if your supervisor(s) are the one's creating a 'boy's club'? Potentially, the OMAO Safety Climate Surveys can be expanded to include workplace climate/ D&I Ex question: Does your supervisor create a respectful climate? 			
Difference in leadership/supervisor approach (Gender associations and different levels of support and action. Perceived levels of empathy based on gender/experience ex: SASH)	<p>Clear protocols. Regardless of the supervisor's gender, there should be guidance they must follow. It seems there is clear guidance for sexual assault and harassment, but maybe there could be improved guidance for how to handle a "boy's club" environment, sexism, microaggressions, and general workplace climate that hasn't reached the level of harassment, but is making an individual uncomfortable</p>			

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Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Under-representation in the workplace (in NC at higher ranks, ships and air crew, etc.)	<ul style="list-style-type: none"> • More family friendly policies • Land-based career tracts • Diversifying personnel boards 		Year-off option, increased corps strength Section 302	
Lack of female mentorship	<ul style="list-style-type: none"> • Encourage participation in existing or establish voluntary mentor programs or employee resource group • Create sponsorship program 			
Family/reproductive concerns/the perception of having to choose between career and family	<ul style="list-style-type: none"> • Clear guidance on family/ pregnancy concerns easily accessible • Land vs. sea/ aviation career track • Homesteading: sea/shore duty in the same location (5 yrs between a PCS) 			

Area of Focus: Marital/Parental Status

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Lack of community engagement/formal channels for internal concerns	<ul style="list-style-type: none"> • Chain of Concern (Navy example) • Moms at Sea support group (encourage others to form groups to create a safe, understanding, unbiased space) 			
Active duty pregnancy medical clearance/form workflow confusion	Clear guidance easily accessible			
Reproductive timing concerns/the perception of having to choose between career and family	<ul style="list-style-type: none"> • Sabbatical; need deep bench of people that can come in • 1-yr optional deferral of sea assignments and PCS after having or bringing home a baby (all parents) • Land-based career option • Career intermission program and reappointment 	Sec 307; 301		

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Lack of sufficient Maternity/Paternity leave	Flexible work-from-home policies; teleworking			
Lack of family care plans and administrative guidance	<ul style="list-style-type: none"> • Childcare priority like the Navy: daycares you can sign up for and you take priority • Working family care plan in case you get called into duty - https://armypubs.army.mil/pub/eforms/DR_a/pdf/DA%20FORM%205305.pdf 			
Lacking lactation rooms	Create proper lactation/nursing spaces - Coast Guard Training Center in Yorktown has set the standard			
No choice for single parents whether by choice or circumstance	<ul style="list-style-type: none"> • More career paths with flexible locations • Family care plan 			
Dual active-duty families have few options for career advancement and time together	<ul style="list-style-type: none"> • Joint PCS timing policy • Family care plan • Homestead 			

Area of Focus: Mariner/Aviation

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Being away from family for extended periods of time	<ul style="list-style-type: none"> • Sabbatical / career intermission option • Location flexibility (case-by-case) 			
Challenging being away from family for ~2 years	Land-based career path option			

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
No non-operational career track	<ul style="list-style-type: none"> ● Add shoreside support, hydro, UxS/technology R&D career paths ● More opportunities for formal education mid-career ● Begin planning for future billets before NOAA Corps grows ● Change promotion standards (performance of duties, OERs, overall contributions, and training/school should suffice for justification for promotion) Have hydrographers be a separate career track from being a mariner 			
2-3 year rotations cause “temporary employment” mentality causing officers to sometimes take on too much work in land assignments	<ul style="list-style-type: none"> ● Have standards for officers in land billets for desk space, work load, leave, commission needs, training, explore skills, etc. ● Officers with a civilian supervisor need an officer to report to as well. 			
Leave is not always supported or possible	<ul style="list-style-type: none"> ● Allow creative telework ● More trained augmenters (shoreside support can help with collaterals, mariners can sail) ● Professional mariners in the aug pool and can be permanently assigned to ships 			
Crewmembers may get too comfortable with the “family” concept on a ship	Encourage professionalism - may improve with upcoming crew rotation schedules			
Lack of recognition	More automatic ribbons - UAS qual, OOD, FSV/Hydro tour, HIC, Cox'n...			

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Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
No platform for JOs to help senior officers improve their leadership skills	Performance reviews up the chain			
Severance pay is not implemented	It is earned through service and sacrifice. Through sometimes temporary circumstances people are forced to resign becoming ineligible for severance. That should change.			
Officers can feel lost without mentorship	Encourage an annual IDP either with OERs or EOYP. Helps to refocus and seek growth opportunities			
Dietary issues on ships	Cooks should try to meet dietary needs (including allergies) . It isn't required, but would make a big difference.			
Pressure to work overtime all the time	Leadership should set the standard to reduce late night/weekend emailing when possible.			

Area of Focus: Recruiting

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
	<ul style="list-style-type: none"> • Mentorship for those applying. • Include questions on work climate in the interview. 			

Area of Focus: Medical Support

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
	Need guidance on receiving medical help - who to contact first, who you report to, what is relevant, what is the timing like			

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Sub-Group 5

Team Members

- LCDR Francisco Fuenmayor
- LCDR Larry Thomas
- LT Hadley Owen
- LT Laura Rock
- Becky Cruz Lizama

Issue Identification

Area of Focus: Race

- Your leadership expresses that diversity and inclusion is not a priority or valued in the organization.
- There are only a few underrepresented service members in key leadership positions in the organization.
 - NOTE: Importance of mentors **and** role models
- Personal or organizational assumptions on work or intellectual capability of individual races.

Area of Focus: LGBTQ+

- Sexual assault and sexual harassment.
- Higher report of harassment experienced by LGBTQ-identifying people in STEM fields than other departments (in university) and this appears to translate into the STEM/non-STEM work field as well

Area of Focus: Cis-Women

- There are only a few women in key leadership positions in the organization.
- Sexual assault and sexual harassment. (*see 2019 SASH Report, upcoming 2020 SASH Report*)

Area of Focus: Maritime/Aviation Career Track

- There is not a NOAA Corps “career track” unless an officer is going aviation (more structured) or hydro (more flexible)
- There is not a non-operational career track (despite individuals’ strengths/weaknesses)
- Those with a science background tend to be introverted and more analytical, but they are required to move into public and leadership positions

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: Marital/Parental Status

- Traditional understanding of “family” does not encompass support network of unmarried Corps members
- Per a USCG report, the most common family status for *active-duty women* is to be unmarried without children, while for *active duty men* it is married with one or more children. This reinforces to me the idea that the support network for women - and motivations for staying or leaving - is fundamentally different than that for men.
- Generally, the work-life balance is a problem for both married and unmarried NOAA Corps officers

Area of Focus: Other/General

- The major issue is more work/life balance, not as much race-specific retention issues
- Respect of time and acknowledgement of “beyond the expected duty” actions made for customer service.
- Use of expected increase in officers to maximize balance of officer roles
- Limited/insufficient guidance on being a mentor or in a leadership role
- Do we keep the people that see relationships as a lower priority?
- Clear culture on feedback from mentees or junior officers on performance of supervisors.
- OERs focus on accomplishments; and do not prioritize mentoring or leadership abilities.
- Grading system does not give great opportunity for differentiation on human factors and influence, rather focuses on monetary dividends for the organization (i.e how efficient, how much money you saved)
- One good person’s impact multiplies/trickles-down; however, same for one “mediocre to bad” person’s impact
 - In other words, are we at times retaining the wrong people which in turn is a disservice to those they supervise/lead? and similarly, does losing some exceptional role models weaken the retention of those who would otherwise follow in their footsteps?

Area of Reference List

List journals, publications and other sources that you cited above to support “why” findings.

- Executive Order 13950 of September 22, 2020 (Combating Race and Sex Stereotyping). *Note that this EO has been revoked as of 01/20/21.
- From Representation to Inclusion: Diversity Leadership in the 21st-Century Military, noted that while great strides had been made in developing a diverse force, women and racial and ethnic minorities are still underrepresented in top leadership positions. (excerpt from CRS Report, Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress (06/2019))
- See also [SASH Reports](#) to Congress.

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- Dutt, Kuheli “Race and Racism in the Geosciences” [Nature Geoscience](https://www.nature.com/naturegeoscience) | VOL 13 | January 2020 | 2–3 | www.nature.com/naturegeoscience

“...the relative homogeneity in geosciences **reinforces the dominant culture**. As a result, women, people from sexual and gender minorities, and Black and Hispanic people all leave the field at higher rates than the average student or practitioner.”

“People of colour tend to view race as an important part of their identity, whereas White people tend to view it as incidental. Moreover, **references to race and racism often make people of colour feel seen and heard, whereas White people tend to view such references as unnecessary or even inappropriate.**”

“Many White people do not acknowledge systemic racism. This can be perceived by people of colour as a lack of awareness, or as **a lack of caring from those who are not exposed to it.**”

- Kricorian, Katherine, et al. “Factors influencing participation of underrepresented students in STEM fields: matched mentors and mindsets.” *International Journal of STEM Education*, 2020, 7:16.

The majority (54%) stated that **meeting a STEM professional of their own gender and ethnicity would be effective encouragement to pursue STEM**. A similar percentage (56%) believed that media exposure to gender- and ethnicity-matched STEM professionals would be effective encouragement. Most (73%) **demonstrated a growth mindset and had strong family support to pursue STEM (68%)**.

- Butkute, Gabriele, “Coming Out in STEM.” *Royal Society of Biology*, February 16, 2016.

“**the importance of role models**”

- Cech, E.A. and T.J. Waidunas “Systemic Inequalities for LGBTQ Professionals in STEM” *Scientific Advances*, 2021; 7: eabe0933, 15 January 2021

“The underrepresentation and mistreatment of historically marginalized and minoritized populations in STEM not only are problematic for **basic equity concerns of access and opportunity** but are also harmful to STEM innovation: **More diverse groups of problem solvers offer more creative, productive, and fact-based scientific and technical innovations than more homogeneous teams.**”

“**LGBTQ faculty in STEM departments were more likely to report harassment and social isolation than those in other departments.** Also a study of federal employees found that LGBTQ workers in STEM-related agencies (e.g. NASA and EPA) had more negative workplace experiences than LGBTQ workers in non-STEM-related agencies. Moreover, research on STEM education has revealed patterns of exclusion experienced by LGBTQ students that may be mirrored in the STEM workforce.” (“snowball” effect)

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- Hall, Kimberly Curry, et al. "Improving Gender Diversity in the U.S. Coast Guard: Identifying Barriers to Female Retention" 2019

*"In addition to the above themes related to personal lives, female participants, particularly those who were not married and did not have children, raised several other topics, but these were discussed with less frequency across groups. These included concerns over needing to provide increasing care for aging parents, **challenges in developing friendships and having a support network**, and difficulties dating for single women because of frequent moves and underway requirements."*

"The most common family status for active-duty women is to be unmarried without children. Conversely, married with one or more children is the most common status for men. Personnel with children tend to have higher retention than those without children."

- Cimpian, Joseph R, et al, "Understanding Persistent Gender Gaps in STEM: Does achievement matter differently for men and women?" *Science*, 19 June 2020, Vol 368 Issue 6497, 1317-1319.

*"Indeed, among PECS-intenders who persisted, females averaged almost nine percentiles higher on the STEM composite measure ($p = 0.004$; table S1), because the male average was brought down by low achievers who persisted. This pattern of **men's persistence being less sensitive to feedback on their actual performance** is consistent with a general pattern found in other recent work"*

*"Prior research suggests that women may choose PECS...less often than men because they...**value societal goals and a work-life balance more than salary**"*

*"It is critical to recognize that the gender imbalance varies throughout the achievement distribution and **may be perpetuated by male-favoring cultures that disproportionately attract low-achieving men to the field.**"*

- Stoloff, Peter. Retention of Female Surface Warfare Officers, CAB D0016066.A2/Final, July 2007.

*"Past work suggests that retention motivators for men and women are similar. Exceptions are that **women find it more difficult to balance a Navy career and family life**, and they are more likely to report low morale and long hours at sea and in port as reasons to leave the Navy."*

*"**Unmarried SWOs, without children, tend to have the lowest retention to 9 YOS.** While there are few women who have spouses in the military and who have children, this group had the highest retention rate among women (40 percent). **Because unmarried officers are the largest group, however, their low retention rate has the greatest impact on SWO retention as a whole.**"*

*"Female SWOs tend to be junior to their male counterparts. This results in fewer female SWOs in leadership positions and **a scarcity of female role models.**" (Retention of Female SWO)*

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

- Vijayaraghavan, Rukmani et al. "It's Time for Science and Academia to Address Sexual Misconduct." <https://blogs.scientificamerican.com/voices>

*"They found that **harassment and assault were more prevalent for women of color, who reported feeling unsafe in the workplace as a result of their gender or sex 40 percent of the time, and as a result of their race 28 percent of the time.**"*

*"**Sexual misconduct is prevalent in any industry where men hold a disproportionate amount of power and women are systematically underrepresented; academia and science are no different.**"*

Recommendations

Overall

The main driver of poor retention is the work life balance and personal matters. Work life balance affects each demographic differently and presents unique challenges.

Area of Focus: Race

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
As a small organization it just takes one negative personal interaction to really paint the whole organization. If you have a bad XO that is your experience with the Corps.	<ul style="list-style-type: none"> Importance of mentors (peer support) and role models (persons in higher roles to make aspiration tangible) feedback on supervisors from their supervisees (must be actively solicited w/o fear of reprisal) higher level one-on-one contact with junior officers (this is of course more complicated due to the ratio of numbers) 	Mechanism to express concerns about supervisors/leadership		

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
<p>There are only a few underrepresented service members in key leadership positions in the organization.</p>	<ul style="list-style-type: none"> ● INCREASE REPRESENTATION OF “UNDERREPRESENTED SERVICE MEMBERS” IN CORPS AT THE ENTIRE LEVEL. ● Importance of mentors and role models ● Improve recruiting of racial and cultural minorities <ul style="list-style-type: none"> ○ LANTERN position to help strategize/implement? ● Outreach in schools (high schools, grade schools) to make NOAA relevant to more communities ● Improvement on educational loan support; direct commissioning from service academies ● Outreach to high schools in minority communities (particularly public schools), not just to “join the NOAA Corps,” but for “this is how NOAA supports <i>your</i> community” <ul style="list-style-type: none"> ○ https://www.newyorkharborschool.org/ ○ MAST Magnet School (Miami) ● More options in career paths (especially for shore based positions) 	<p>Promote benefit of mentorship participation for leadership promotion</p>		

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: LGBTQ+

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Sexual assault and sexual harassment experience.	<ul style="list-style-type: none"> • Provide bystander training. • Provide anti-SASH training to all personnel. • Ensure the complainant is safe. • Improve availability of support services. 	Willing participation in programs	Sec. 504, Improvements to SASH program at NOAA	<ul style="list-style-type: none"> • NAO-202-1106 • DAO-202-955 • Report to Congress on SASH (2018 and 2019)

Area of Focus: CIS-Women

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Sexual assault and sexual harassment experience.	<ul style="list-style-type: none"> • Provide bystander training. • Provide anti-SASH training to all personnel. • Ensure the complainant is safe. • Improve availability of support services. 		Sec. 504, Improvements to SASH program at NOAA	<ul style="list-style-type: none"> • NAO-202-1106 • DAO-202-955 • Report to Congress on SASH (2018 and 2019)

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
The whole system is set up for the traditional husband + wife to take care of the home and handle moving the family and setting up.	<ul style="list-style-type: none"> • More time allowance for PCS, either officially in Directives, or explicit institutional support for increased use of Special Liberty • Earlier “set” PCS plans/dates to allow for non-family-members to plan around their own (potentially unrelated) lives to help 			
There are only a few women in key leadership positions in the organization.	Create an OMAO-specific leadership program.	Understand better why there are only a few, develop a meaningful way to increase these numbers based on results		
Work/Life balance.	<ul style="list-style-type: none"> • Allow officers to be inactivated from active service for specific personal reasons and return once these resolve. • Promoting wellness in all aspects of work and work life by identifying opportunities to improve well-being. • Metrics to include personal time as organizational performance achievement 	<ul style="list-style-type: none"> • Recognizing balance of time as an important factor of Corps Life • provide guidance and help for “sabbaticals” 	Sec. 307, Career Intermission Program	

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: Maritime/Aviation Career Track

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
People are always operational right up until the point they become leaders. There is no straight administrative pathway.	<ul style="list-style-type: none"> • Create a non-operational career track. • Incorporate a comprehensive mentorship program into a senior billet or future senior billet 			
There is not a NOAA Corps “career track” unless an officer is going aviation (more structured) or hydro (more flexible).	<p>Create a non-operational career track or clarify a more specific track.</p> <ul style="list-style-type: none"> • Strategic perspective on billet needs 	By defining or developing an outline for various pathways people can have a model of success to operate from		
There is not a non-operational career track (despite individuals’ strengths/weaknesses).	Create a non-operational career track.			

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: Marital/Parental Status

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
<p>Traditional understanding of “family” does not encompass support network of unmarried or untraditional Corps members</p>	<ul style="list-style-type: none"> ● A “home port” that is actually a ship and crews’ home (building community, knowing resources, sense of stability) <ul style="list-style-type: none"> ○ home port with dry dock facilities and prioritizing dry dock at that location ● More “set” timing for PCS, etc, so friends and non-legal “family” can make plans to help 			
<p>Work-life balance is a problem for both married and unmarried NOAA Corps officers</p>	<ul style="list-style-type: none"> ● Increased explicit institutional support for use of “Special Liberty” ● Create a “relief” billet position (or two) to provide fill-in support for officers taking leave or time ashore for personal reasons ● Longer sea tours with rotational component (two officers in one role with sea assignment and associated land billet) <ul style="list-style-type: none"> ○ allows for people to make plans in their own lives, because the rotational dates would be set, only ship’s activities would be unpredictable ● Allow officers to be inactivated from active service for specific personal reasons and return once these resolve. ● Promoting wellness in all aspects of work and work life by identifying opportunities to improve well-being. 	<ul style="list-style-type: none"> ● Encouragement of the usage of liberty by senior personnel. Seems to be a gray area and/or underutilized 	<p>Sec. 307, Career Intermission Program (for “inactivated” billet)</p>	

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Area of Focus: Other/General

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Work/Life balance	<ul style="list-style-type: none"> Respect of time and acknowledgement of “beyond the expected duty” actions made for customer service. Promoting wellness in all aspects of work and work life by identifying opportunities to improve well-being. 			
Use of expected increase in officers to maximize balance of officer roles.	<ul style="list-style-type: none"> <i>see above under ‘Work-life balance is a problem for both married and unmarried</i> Be comfortable with “blank” space in the schedule. Find a strategy to capture and represent down time as organizational success <i>NOAA Corps officers’ of “why Orgs struggle...”</i> 	<ul style="list-style-type: none"> Increase in officer numbers meant to supplement, not “ramp up already under-manned ops” Assign two officers to the same operational billets for 6 months at a time. 		
Limited/insufficient guidance on being a mentor or in a leadership role.	<ul style="list-style-type: none"> Increased training Senior officer mentors - maybe for a group of junior officers? 	Willingness of senior folks to participate and embrace a mentorship participation		

Appendix D: Diversity Equity and Inclusion Team Sub-Group Issue and Recommendation Work Products

Why Orgs Struggle to Retain Underrepresented Service Members	Recommended Solution(s)	Dependencies for Success	NOAA Corps Amendment Ref.	Related Literature
Grading system does not give great opportunity for differentiation on human factors and influence, rather focuses on monetary dividends for the organization.	Develop system to capture non-tangible elements of leadership/contributions rather than flat metrics	Promoting leadership vs simply rewarding “numbers”		
Expectation vs Reality	Job description does not paint a good picture of actual job duties and time requirements. Officers may leave given that is not what was expected	Aligning expectations and clarification		

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