

# TASK FORCE PHOENIX SUMMIT

## Summary Report of Proceedings

Prepared by Marinus van Driel, Ph.D.  
and Patrice Reid, Ph.D.



4-6 AUGUST 2010

Defense Equal Opportunity Management Institute, Patrick Air Force Base, Florida

# Executive Summary

---

The Task Force Phoenix Summit was held at the Defense Equal Opportunity Management Institute (DEOMI) from 4 to 6 August, 2010. The Summit was designed to bring together individuals with special insight regarding DEOMI's mission at a forum to discuss what DEOMI is doing well, indicate what DEOMI is not doing well, could do better, or should stop doing, and to help define the way forward for DEOMI.

The Summit membership included approximately 90 members who were former and current DEOMI staff, DEOMI graduates, senior personnel from the Office of the Undersecretary of Defense, and Equal Opportunity (EO) as well as Equal Employment Opportunity (EEO) professionals from various Department of Defense, governmental, and civilian organizations. While the original budget allowance for conducting the Summit was \$45,000, through keen fiscal acumen we were able to complete the project 55% below budget.

The Summit was structured to allow Mr. Ronald M. Joe (SES), Commandant of DEOMI, his staff, and the Summit membership to share their observations regarding DEOMI. During the first session of the Summit, Mr. Joe provided the foundation for the meeting by indicating the purpose of the Summit in his welcome address. In his address, Mr. Joe indicated that Summit's sole purpose was to gain information and insight to help improve DEOMI and facilitate the Institute's future growth into a more effective organization.

Mr. Joe's welcome address provided the springboard for discussing current DEOMI practices. This discussion was focused on briefings provided by senior DEOMI staff members about their directorates and current initiatives. Briefings were provided about the following topics:

- ✓ DEOMI's mission, history, and structure
- ✓ Academic programs
- ✓ Curriculum and faculty programs
- ✓ Equal Employment Opportunity Program (EEO)
- ✓ Equal Opportunity Program (EO)
- ✓ Research Directorate activities
- ✓ Requirements, Evaluation, and Assessment
- ✓ Research, Simulation, and Learning
- ✓ Technology Development, and Clearinghouse Management
- ✓ Logistics
- ✓ Personnel and Student Services
- ✓ Information Services
- ✓ Judge Advocate role and services
- ✓ Chaplaincy

These presentations, in turn, provided Mr. Joe with the opportunity to offer his insights about DEOMI's strengths, and opportunities for growth. Among the topics he addressed were the following:

- ✓ General Officer training provided by DEOMI

- ✓ Sexual assault/Harassment (SARC) issues as they pertain to DEOMI
- ✓ DEOMI's involvement with the "Don't Ask Don't Tell" policy debate
- ✓ Senior leader training provided by DEOMI
- ✓ DEOMI's budget constraints and shortfalls
- ✓ Reserve Component courses offered at DEOMI
- ✓ The potential of EO as a career field for all Services
- ✓ His visits to senior leaders of all Services
- ✓ Turn the commandant position into a permanent SES or a Brigadier General position
- ✓ The timeframe (expected to be two years) to facilitate his planned initiatives at DEOMI

With this foundation, the Summit membership was asked to share their insights in groups charged with addressing specific topic areas. In total, eight groups were formed to discuss each of the relevant topic areas:

- ✓ Group 1: Curriculum, Diversity, and Cultural Competencies
- ✓ Group 2: Marketing, Public Affairs, Media, and Protocol
- ✓ Group 3: Training and Instruction/Instructor Performance
- ✓ Group 4: Organization and Staffing; Budget
- ✓ Group 5: Research, Publications, Cultural Competencies
- ✓ Group 6: Board of Advisors, Board of Visitors, Organization, and Esprit de Corps
- ✓ Group 7: Equal Employment Opportunity (EEO) Education
- ✓ Group 8: Reserve Component Training and Education

All groups were asked to identify current DEOMI strengths and opportunities for DEOMI's improvement, as well as provide formal recommendations focused on the respective group's focal area of discussion. In addition, all groups were provided with the opportunity to share their observations and recommendations with all members of the Summit. The major observations of each of these groups are described in the following paragraphs.

Group 1 reviewed DEOMI's Equal Opportunity Advisor Program (EOAP) curriculum, diversity initiatives, as well as cross-cultural competency programs. This group indicated that DEOMI offers EOAs a powerful learning experience, however, this experience could be improved via the inclusion of affective based training which was included in previous versions of the course, addressing the needs of the reserve component EOAs, and including better measurement in all DEOMI's initiatives.

Group 2 discussed the strengths of DEOMI's public affairs, media, and protocol initiatives. This group indicated that DEOMI's public affairs, media, and protocol staff are performing exceptionally well. The group also indicated that there are a number of opportunities for growth and outreach that DEOMI may be able to pursue to expand its reach within the DoD, the local community, and the public domain. Among the most notable of the outreach opportunities that were mentioned are those associated with gaining prominence in the news media by providing input about diversity and Equal Opportunity related issues, covering the role of Equal Opportunity Advisors in Iraq and Afghanistan, and celebrating DEOMI's 40<sup>th</sup> birthday.

Group 3 discussed the strengths of DEOMI's training and instruction as well as DEOMI's instructor performance. This group indicated that DEOMI's processes, standardization and certification, overall instructor training, and learning environment are extremely beneficial. The

group also indicated that there are areas that can be improved in regards to instructor selection, instructor time and flexibility, training tools, and student evaluations.

Group 4 reviewed DEOMI's organization, staffing, and budget. This group pointed out that DEOMI executes its limited funds adequately and appropriately, as well as houses a resourceful and versatile staff; however, these areas can be improved via creating a strategic budget calendar, updating DEOMI's mission statement, and improving DEOMI's staff awareness on issues.

Group 5 reviewed research, publications, and cultural competency development programs at DEOMI. This group highlighted the fact that DEOMI provides strong collaboration with numerous agencies and consistently publishes in external journals. However, improvements could be made in regards to formalizing the process, enhanced communication, and an increased number of training videos.

Group 6 reviewed the Board of Advisors (BOA), Board of Visitors (BOV), organization, and DEOMI's Esprit de Corps. This group concluded that the BOA provides good direction; effectively implements policy; the organization utilizes its contractors efficiently; Esprit de Corps provides recognition and awards; and DEOMI is pushing to become the Center of Excellence. It was also noted, however, that the BOV does not currently exist. To achieve the goals set forth, the BOA needs to begin meeting on a regular basis and BOV needs to be created. Keeping in mind the issues with under-staffing under the current mission load, staff size needs to increase in order to meet such goals. Finally, it was indicated that the Esprit de Corps needs to focus on re-evaluating their standards and requirements.

Group 7 reviewed DEOMI's Equal Employment Opportunity (EEO) Education. This group indicated that DEOMI produces successful EEO courses, mediation training, and EEO reach back. However, it was also noted that the Equal Employment Opportunity (EEO) Education could be improved by clearly identifying the level of experience that should be enforced for students to come to DEOMI. In, this group stated that it is important to focus on emerging issues, such as sexual orientation in DEOMI's EEO course offerings.

Group 8 reviewed the Reserve Component training and education provided by DEOMI. This group indicated that requirements, evaluation, and assessment are all areas of success for DEOMI. This group also indicated that specifically, for Air force Reservists, the service-specific training component of DEOMI training is in compliance with Air Force guidelines and regulations. As a result, DEOMI is able to identify effective EOAs, and are thereby able to capitalize on those who are experienced in the field. This group also noted areas where improvement is needed such as:

- ✓ Updating the Advanced Distributive Learning (ADL) component of the course
- ✓ Identifying, by means of surveys, whether or not DEOMI is producing competent EOAs
- ✓ The need for mental health professionals on staff to address student concerns, such as, PTSD and family problems.

Group 8 also indicated that it is important for DEOMI to keep in communication with EOAs in the future as this will ease the process of disseminating information, media, and other effective tools that EOAs can utilize.

The current document provides a more thorough/in-depth explanations of the group discussions. This information is provided to assist readers in comprehending how each group developed its specific recommendations. Furthermore, appendices are provided which details the Summit's membership, the composition of each of the working groups, and members' assessment of the Summit.

DRAFT

# Table of Contents

---

Executive Summary.....	ii
Table of Contents.....	vi
Structure of the Report .....	1
Purpose of Summit.....	2
Welcome Address and DEOMI Directorate Presentations .....	3
Mr. Joe’s Welcome Address .....	3
Directorate Briefings.....	4
Mission Brief by Mr. Bryan Ripple, DAFC.....	4
Presentation by Dr. William T. Yates, II, DEOMI Dean of Academics.....	4
Presentation by CDR John Simonson, Director J-71 (Curriculum & Faculty Programs) .....	4
Presentation by Mr. James Lambright, J-72 (Equal Employment Opportunity).....	4
Presentation by Major Arlena Brookins, J-732 (Equal Opportunity).....	5
Presentation by Dr. Daniel McDonald, J-9 (Research).....	5
Presentation by CDR Scott Emison, J-91 (Requirements, Evaluation, & Assessment).....	5
Presentation by Dr. William McGuire, J-92 (Research, Simulation, & Learning).....	6
Presentation by Rebecca Marcum, J-93 (Technology Development, & Clearinghouse Management).....	6
Presentation by Ms. Mary Anne Watkins, J-4 (Logistics) .....	6
Presentation by Captain Keisha Texeira, J-1(Personnel & Student Services).....	7
Presentation by Lieutenant William Grantham, J-6 (Information Services) .....	7
Presentation by Major James Brousek, Command Judge Advocate .....	7
Presentation by Major Susan Caswell, Command Chaplain .....	7
Presentation by Mr. Timothy Glines, J-71(Curriculum and Faculty Programs).....	8
Mr. Ronald M. Joe’s Commandant’s Emphasis Presentation.....	8
Group 1: Curriculum, Diversity, and Cultural Competencies .....	9
Overview of Group .....	9
DEOMI Strengths.....	9
DEOMI Opportunities for Improvement.....	10
Recommendations.....	10
General Discussion Points.....	11

Group 2: Marketing, Public Affairs, Media and Protocol ..... 13

    Overview of Group ..... 13

    DEOMI Strengths..... 13

*Specific comments about Public Affairs Initiatives*..... 14

    DEOMI Opportunities for Improvement ..... 15

    Recommendations..... 17

*Group 2 Task Grid* ..... 19

    General Discussion Points..... 19

Group 3: Training & Instruction/ Instructor Performance..... 20

    Overview of Group ..... 20

    DEOMI Strengths..... 20

    DEOMI Opportunities for Improvement ..... 21

    Recommendations..... 21

    General Discussion Points..... 22

Group 4: Organization and Staffing; Budget..... 24

    Overview of Group ..... 24

    DEOMI Strengths..... 24

    DEOMI Opportunities for Improvement ..... 25

    Recommendations..... 26

    General Discussion Points..... 27

Group 5: Research, Publications, Cultural Competencies ..... 28

    Overview of Group ..... 28

    DEOMI Strengths..... 28

    DEOMI Opportunities for Improvement ..... 29

    Recommendations..... 30

    General Discussion Points..... 31

Group 6: Board of Advisors, Board of Visitors, Organization, and Esprit de Corps ..... 32

    Overview of Group ..... 32

    DEOMI Strengths..... 33

    DEOMI Opportunities for Improvement ..... 33

    Recommendations..... 34

    General Discussion Points..... 35

Group 7: Equal Employment Opportunity (EEO) Education (J-72)..... 36

Overview of Group .....36

DEOMI Strengths.....37

DEOMI Opportunities for Improvement .....37

Recommendations.....38

General Discussion Points.....39

Group 8: Reserve Component .....40

    Overview of Group .....40

    DEOMI Strengths.....40

    DEOMI Opportunities for Improvement .....42

    Recommendations.....44

    General Discussion Points.....45

Drafts of Candidate DEOMI Vision Statements .....46

    Appendix 1: List of Phoenix Summit Attendees.....49

    Appendix 2: Group Composition .....53

    Appendix 3: Phoenix Summit Survey Results.....54

    Summit Members’ Responses to Summit Survey Rating Scale Questions .....55

    Summit Members’ Written Comments to Summit Survey Questions.....57

    Appendix 4: List of Session Scribes and Support Staff .....66

    Appendix 5: Photos from DEOMI Phoenix Summit .....67

# Structure of the Report

---

The following pages provide an overview of the proceedings of the Task Force Phoenix Summit that was hosted at the Defense Equal Opportunity Management Institute (DEOMI), Patrick Air Force Base, FL, 4-6 August, 2010.

- ✓ The first section provides a discussion of the purpose of the Summit, and how it was designed to function
- ✓ The second section of the report is dedicated to providing an overview of the general introductions provided by Mr. Ronald M. Joe, Sr. (DEOMI Commandant) as well as DEOMI directors.
- ✓ The third section provides output generated by eight subgroups that were created to address specific topic areas relevant to the functioning of DEOMI
- ✓ The fourth and final section includes appendices that list the summit attendees and the respective groups they supported, feedback from attendees regarding the summit, and a list of DEOMI session scribes and administrative support staff.

DRAFT

# Purpose of Summit

---

Visitors from around the nation gathered at the Defense Equal Opportunity Management Institute (DEOMI) on 4-6 August 2010 for the Task Force Phoenix Summit. Per the request of Mr. Ronald M. Joe, Sr., DEOMI Commandant, the assembly broke into working groups and addressed three topics:

1. What DEOMI is doing well
2. What DEOMI does not do well; could do better; should stop doing
3. The way ahead for DEOMI

Overall Approach: Summit personnel consisted of approximately 90 past and present EO/EEO professionals including two former DEOMI Commandants, several senior level Department of Defense and U.S. Coast Guard civilians current and retired, along with past and present members of DEOMI staff. Members were divided into eight working groups:

1. Curriculum-comparison, legacy and current curriculum; diversity and cultural competencies
2. Marketing, public affairs, and media
3. Training, Instruction, and instructor performance
4. Organization, staffing, and budget
5. Research
6. Organization, Board of Advisors, Board of Visitors, and Esprit-de-corps
7. Equal Employment Opportunity
8. Reserve component

The working groups were given leeway to address any and all topics they felt would assist in forging the way ahead for DEOMI. The objective was to provide the commandant with additional insights and recommendations that would lead to the betterment of DEOMI.

# Welcome Address and DEOMI Directorate Presentations

---

During the first session of the Task Force Phoenix Summit, Mr. Ronald Joe, Sr., (DEOMI Commandant) and his staff had the opportunity to welcome former DEOMI commandants, staff members, and others who have been closely affiliated with DEOMI in the past. All members of the Task Force were asked to participate to the fullest extent possible during the Summit to examine what DEOMI is doing well, what it could improve upon, and what steps DEOMI should take as an institute to build upon its successes.

The following section of the document provides a brief overview of the events of the first session of the Summit, including a copy of Mr. Joe's welcome address, a summary of DEOMI staff presentations, and noteworthy audience comments that were shared throughout the session.

## **Mr. Joe's Welcome Address**

"Welcome to DEOMI, and to the important work of the Task Force Phoenix Summit. We greatly appreciate your willingness to take time from your busy schedules to work with us in this important undertaking.

I deliberately chose the symbol of the "Phoenix" for the title of this Summit. The "Phoenix" is the mythical bird that rises from its own ashes, ever more resplendent and beautiful. Each Commandant who has served at DEOMI has had his or her own vision of where the Institute should go. While I do not mean to imply in any way that DEOMI is "broken", I do believe that the Institute can be even greater than it is, and provide even better and – if you will – more "resplendent" service to the DoD and our stakeholders. This Summit is intended for the betterment of DEOMI where our joint thoughts, experiences, and contributions will assist in forging the way ahead for this remarkable organization.

As you will see, we have a very aggressive agenda. I ask that you work hard, engage in open- and spirited-dialog in your sub-groups; don't be "thin-skinned"; and consider ALL aspects of DEOMI's current state in your respective subgroups. Look at what DEOMI is doing well, what needs to be "fixed", the way ahead for the future – and most importantly – please develop and present RECOMMENDATIONS when your sub-groups provide reports to the larger group, after the three deliberative sessions.

My intention is to forward a report to Dr. Kleinman and Dr. Clifford Stanley, the USD, P&R, on the proceedings and recommendations of this Summit group. We are fortunate to have their outstanding leadership and support, and with your hard work and targeted recommendations, we will ensure that DEOMI goes forth to make even greater contributions to our Nation's – and the DoD's – Readiness."

--Ronald M. Joe, Sr., DEOMI Commandant

## Directorate Briefings

### ***Mission Brief by Mr. Bryan Ripple, DAFC***

- ✓ Mr. Brian Ripple provided introduction to DEOMI video. He indicated that DEOMI's chief guiding principle is "READINESS" which is the basis of the video.
- ✓ Mr. Ripple introduced the following during his mission brief:
  - Who we are
  - Mission Statement
  - Indicated support of Mr. Stanley in DEOMI's pursuit of supporting READINESS
  - DEOMI's chain of command
    - Indicated that DEOMI is now under the Readiness portion of OSD
  - Why we began
    - Theus Committee Results
  - Why we are still here
  - DEOMI Organizational Structure
    - DEOMI switched to a J-code system a few years ago
    - There will be a J-3 soon

### ***Presentation by Dr. William T. Yates, II, DEOMI Dean of Academics***

- ✓ Dr. Yates indicated that he oversees the Directorate of Curriculum and Faculty Development as well as the Directorate of Equal Employment Opportunity Training, and the Directorate of Equal Opportunity Training
- ✓ He also stated that the J-7 Portfolio is responsible for DEOMI's preparation for, and reaccreditation by, the Council on Occupational Education (COE). DEOMI was last visited for reaccreditation in 2006, and is anticipating a re-visit in 2012. This visit will be preceded by a year-long self-study and report

### ***Presentation by CDR John Simonson, Director J-71 (Curriculum & Faculty Programs)***

- ✓ Indicated that DEOMI uses Instructional Systems Design Process (ISD) to develop DEOMI training
- ✓ Provided an overview of DEOMI Education and Training Methodology
- ✓ Discussed Vision
- ✓ Discussed delivery of DEOMI's training to anyone, anywhere, at any time
  - Mr. Joe indicated that we are looking at using Advanced Distributive Learning (ADL) within the course and also as a distance learning tool for anyone, anywhere.

### ***Presentation by Mr. James Lambright, J-72 (Equal Employment Opportunity)***

- ✓ Provided overview of EEO course offerings
  - Mediation certification program
  - Special emphasis program manager
  - EEO basic counselor program and manager seminar
  - EEO senior manager seminar

- ✓ Provided overview of the topics that are covered in DEOMI's courses
  - EEO laws and regulations
  - Human resources management policies and procedures
  - Affirmative action programs
  - Barrier analysis
  - Disability programs/Accommodation
    - Indicated that DEOMI is in line with other DoD organizations in terms of representing disabled employees
  - Effective utilization of EEO Resources
  - Power and Discrimination
  - Understanding self
- ✓ Provided an overview of the typical demographics of in-resident and non-resident courses during the present fiscal year
  - Indicated that DEOMI only has five instructors that help in this arena

***Presentation by Major Arlena Brookins, J-732 (Equal Opportunity)***

- ✓ Presented on behalf of LTC McLeod
- ✓ Provided overview of EO training mission
- ✓ Gave an overview of training schedule which includes EO course, Reserve Component courses, Mobile Training Teams, Leadership training Awareness Seminar

***Presentation by Dr. Daniel McDonald, J-9 (Research)***

- ✓ Introduced the Research Directorate
- ✓ Currently the research directorate focuses on three main areas
  - Support training/education
  - Provide technology/clearinghouse capability
  - Provide consultation and strategic support
  - Do basic and applied research
- ✓ Indicated that the DEOCS was administered last year to 1.2 million people
  - The process behind the DEOCS has been simplified via the use of technology
- ✓ Introduced the concept of cross-cultural competency and emphasized the push from the Defense Language Office
  - Knowing thyself is the cornerstone of cross-cultural competence
- ✓ Stated that the research directorate is supporting strategic research needs in the Pentagon
- ✓ Also indicated that the Research Directorate is also providing organizational consultation
- ✓ Stressed that although the mandate is expanding, the focus should remain on equal opportunity and diversity

***Presentation by CDR Scott Emison, J-91 (Requirements, Evaluation, & Assessment)***

- ✓ Introduced Requirements, Evaluation, and Assessment Directorate (J-91)
- ✓ Indicated that DEOMI may not have effectively assessed the affective component of the training provided by DEOMI
- ✓ Indicated that the affective component of training and assessment is important and is being investigated

- ✓ Provided overview of training assessment
  - Conduct a pre-course assessment of students
  - Assess students upon graduation
  - Assess students six months after graduation
  - Also ask the student's supervisors for input
- ✓ Developed DEOMI Diversity Management Climate Survey (DDMCS)
  - There have been about 1000 respondents to date

***Presentation by Dr. William McGuire, J-92 (Research, Simulation, & Learning)***

- ✓ Introduced Research, Simulation, and Learning Directorate(J-92)
- ✓ Research is focused on defining and addressing diversity
- ✓ Stated that simulation is focused on computer-based assessment of cross-cultural competence
  - This is in its infancy stage
  - There are some linkages between simulations and the development of cross-cultural skills
- ✓ Dr. McGuire spends time collaborating with international partners to examine the opportunities available to DEOMI to implement best practices and facilitate student as well as institutional learning
- ✓ Dr. McGuire has also been appointed as the DEOMI lead on the *Don't Ask Don't Tell* issue

***Presentation by Rebecca Marcum, J-93 (Technology Development, & Clearinghouse Management)***

- ✓ Introduced Technology Development & Clearinghouse Management (J-93)
  - There is a portion of the DEOMI website called the DEOMI Resource Network (DRN)
    - It covers nine different topic areas
    - There are also video vignette-based short takes to provide insights and tools to EOAs and others in the field
- ✓ Stated that the library provides links and news summaries and distributes this freely via e-mail
- ✓ Indicated that cross-cultural competence (3C)is a new topic area on the website
- ✓ Pointed out the Library is named after Claiborne D. Haughton, Jr.
  - The library has four online databases as well as web OPAC which enables easy access to library resources

***Presentation by Ms. Mary Anne Watkins, J-4 (Logistics)***

- ✓ Ms Watkins provided an overview of the Logistics Directorate (J-4), which is responsible for
  - Budget
  - Civilian Personnel Management
  - Travel
  - Facilities
  - Supply
  - Emergency Management
- ✓ Ms. Watkins first focus was budget, and discussed the following points:
  - DEOMI annual authorization
  - Contract payment requirements

- Funding as proposed and planning
- DEOMI hoped for more funding given the fact that it has not been funded as needed
- Addressed travel funding
- OSD is the biggest supporter of DEOMI beyond traditional funding sources
- The Defense Language Office is becoming another large customer for DEOMI and is providing financial support
- Provided aspirational figure of desired funding level
- Addressed the funding of civilian labor
- Supplemental funds come in through contracting
- There is a shortfall in the operating budget for fiscal year 2011 (FY 2011)

***Presentation by Captain Keisha Texeira, J-1 (Personnel & Student Services)***

- ✓ Discussed administrative support provided by J-1
- ✓ Addressed authorization of billets by service
  - Indicated that military billets required are not sufficiently filled. This need is met by employing contractors

***Presentation by Lieutenant William Grantham, J-6 (Information Services)***

- ✓ Overview of Information Systems Directorate (J-6)
- ✓ Indicated that the J-6 mission is to do whatever can be done to make DEOMI's mission easier and better
- ✓ Stated that J-6 is going to raise the level of technology to enable commanders to query DEOMI in helping resolve human relations challenges
- ✓ Lt. Grantham indicated that DEOMI has and will continue to do so, and expand the use of these technologies

***Presentation by Major James Brousek, Command Judge Advocate***

- ✓ Provided overview of Command Judge Advocate (CJA) services and duties at DEOMI
- ✓ Indicated that the goal of the CJA is to ensure DEOMI adheres to legal regulations and other regulatory obligations
- ✓ Also indicated that the CJA provides notary services, oversees staff officer review, memorandum of agreement/ understanding (MOA/U) repository, Manager's Control program, ensures adherence to government ethics
- ✓ Indicated that the JAG works for Mr. Joe and DEOMI, not Patrick Air Force Base

***Presentation by Major Susan Caswell, Command Chaplain***

- ✓ Overview of Command Chaplaincy
- ✓ Provided an overview of her duties
- ✓ Addressed projects
  - Action Officer for GAO review team on sexual harassment
  - Beta-test Cultural Awareness Training for Army recruiters
  - Action Officer for proposed integrated process team with sexual assault prevention and response office

- ✓ Major Caswell stated that she is a prime example of how DEOMI utilizes diversity
- ✓ Talked about DEOMI's outreach and engagement
- ✓ Talked about diversity quote on the back of the current DEOMI Reflections magazine

**Presentation by Mr. Timothy Glines, J-71(Curriculum and Faculty Programs)**

- ✓ Discussed Equal Opportunity Advisor Program (EOAP) curriculum
- ✓ Indicated that curriculum training development piece is critical to all of us. Regardless of what functional area you are in at this Summit, it has an impact on the training at DEOMI.
- ✓ During his presentation, Mr. Glines addressed the following topics:
  - A general overview of how we create curriculum here at DEOMI
  - Systematic process of how we develop curriculum ISD
  - EOAP instructional strategy
  - DOD policy
  - Accreditation Process
  - Accreditation standards
  - We use the ADDIE model-analysis, design, development, implementation, evaluation
  - EOAP Learning Model
  - Summary of ISD/SAT
  - Need to meet the needs of the customers
- ✓ Mr. Glines underscored the need to follow government requirements and encouraged the implementation of feedback regarding process and procedures.

**Mr. Ronald M. Joe's Commandant's Emphasis Presentation**

- ✓ Mr. Joe addressed the following topics:
  - General Officer Training
  - Sexual assault/ Harassment (SARC)
  - *Don't Ask Don't Tell*
  - Senior Leader Training
  - Budget
  - Reserve Component courses
  - EO as a career field
    - Mr. Joe indicated that he wants to advocate making EO a career field in all of the Services
    - He also stated that there should be a place where senior enlisted members can serve in a capacity to help with EO issues and that the same applies to officers. There are few instances where EO officers have made it to positions where they can be helpful at the appropriate levels in regards to EO issues
  - Visits Senior Leaders of all Services
  - Mr. Joe wants to turn the commandant position into a permanent SES or a Brigadier General position
    - Dr. Stanley is supportive of this plan
  - Mr. Joe indicated that he believes he has a two year window to facilitate his planned changes

**Please note:** All presentations and transcripts of audience comments provided during these presentations are available from DEOMI.

# Group 1: Curriculum, Diversity, and Cultural Competencies

---

## Overview of Group

Group 1 was tasked with reviewing DEOMI's Equal Opportunity Advisor Program (EOAP) curriculum, diversity initiatives, as well as cross-cultural competency programs. Over the course of the Summit this group pointed out the DEOMI offers EOAs a powerful learning experience, but that this experience can be improved via the inclusion of affective based training which was included in previous versions of the course, addressing the needs of the reserve component EOAs, and including better measurement in all DEOMI's initiatives.

This group was asked to answer the following questions:

- ❖ What is the quality of the EOAs currently provided by DEOMI to the field?
- ❖ What is the best area of training provided to the EOAs by DEOMI?
- ❖ What does DEOMI not do well/could do better/should stop doing?
- ❖ What skills/knowledge/abilities should EOAs have when they leave DEOMI that they do not currently receive?
- ❖ What recommendations does the group have for improving the curriculum provided to DEOMI students?

A synthesis of the discussions from this group in relation to the abovementioned questions are provided below within separate sections dedicated to highlighting DEOMI's strengths, areas for improvement, and recommendations for future action.

## DEOMI Strengths

- ✓ Provides transformative training for EOAs
- ✓ Center of Excellence for EOAs
- ✓ The source of authoritative information
- ✓ Establishes a solid framework
- ✓ Curriculum process is effective in producing highly motivated EOAs
- ✓ Self Awareness/Actualization (provides tools for self awareness/self actualization)
- ✓ Research and consultation availability
- ✓ Broader training in ability to communicate diversity/EO issues (EOA have much better proficiency discussing issues with everyone from privates up to flag officers)
- ✓ Offers professional development series that allows the Services to improve skill sets
- ✓ DEOMI graduates provide increased cultural awareness, and respect for dignity and worth throughout the Services (carry this after service time into other areas of their lives)

## DEOMI Opportunities for Improvement

- ✓ Perception of loss in affective skills in EOAs (from the field; more specifically, concern is that rhetoric indicated that affective skills are difficult to measure; we do have Learning Objectives and measurement for affective skills, not sure where they are; felt it's inappropriate to not measure because "it's too hard")
- ✓ Affective-only trained to "responding" level (not to the valuing level, which was the target level given during redesign)
- ✓ Ability of EOA to appropriately brief commanders/senior officers/ O6-GO-Flag
- ✓ Lack of training for EOAs in EEOs areas (not necessarily an area the sea services are interested in)
- ✓ DEOMI needs to provide more training in statistical analysis (Air Force generated comment)
- ✓ Navy/USMC/Army still non-concurred with usage of ADL (and AF agreed today; and CG now agrees)
- ✓ DEOMI has been perceived as not listening or acting on suggestions/comments from the Services
- ✓ Decision making processes need to be congruent DEOMI +Services Other players (BOA) (triangle)
- ✓ RCP versus Active component course
- ✓ What proficiency level do we need to have EOAs trained in Knowledge, Skills, Attitude and other attributes (affective) (proficiency levels for 57 tasks were discussed; misunderstandings over verbiage?) (Differences in opinion over what level they should be trained to for the tasks; should it just be knowledge? Organizational Assessment criteria? Trends and recommendations?)
- ✓ Point about diversity bullet: look at course curriculum; where EOAs talking about self and where they came from; EOAs walk away with a clear understanding of what diversity is; no clear label, but students are receiving diversity education/training

## Recommendations

- ✓ RCP
  - Air Force UTW (Utilization Training Workshop) to make decision regarding RCP versus EOAP
  - This decision will be made the week of the 16<sup>th</sup> – 20<sup>th</sup> of August 2011
  - The front end analysis is currently underway for RCP curriculum validation (headed by research, collaborating with curriculum and RCP team)
  - We could explore the possibility of "early action" for RC personnel preparing to deploy with active units to refresh skills prior to deployment
- ✓ Better job capturing metrics (what we're doing to measure training effectiveness)
  - DEOMI can do this better by selecting a valid measure and sticking with it, as opposed to constantly changing the measures/surveys/etc. (been some flux; easiest to pick the best one and stay with it)
  - Have the SLO's engage service head quarters in gathering supervisor survey responses (problem not receiving data from supervisors; currently getting self perceptions; push to senior leaders to send back)
- ✓ Continue to move ahead with change in delivery method (regarding ADL material; explore presenting in-resident)

- ✓ DEOMI needs to develop better measurement instrument for the affective objectives/assessment
- ✓ Discuss and reassess clarification group method
  - Is time part of the issue?
- ✓ Look at current objectives in small group and then from the behaviors (task and maintenance) identify the cognitive and affective domains
  - Make sure DEOMI publishes the fact that as an Institute it is doing this – make the participants aware of what is going on. The student needs to know what the objectives are and how those objectives are relevant to their jobs
  - Reassess the affective attributes from EOAP Front End Analysis to ensure they are embedded in the course and measured

## General Discussion Points

- ✓ What level of training/expertise is expected from EOA graduates (e.g., Master craftsman? Beginner craftsman?)
- ✓ Was there ever a time in the curriculum where a missing component was addressed or included, that is not now? Missing skills in field – were those skills ever addressed?
  - Affective skills hard to measure; were measured in past; not issue of missing skills, but lack of affective skill measurement; expected behaviors of groups and individuals were measured; current measurement (affective skills assessment) is useless because it does not look at behavioral areas under interpersonal skills development/evaluation; those who are empathetic in the group should be observed; the current measure does not do this; task-centered assessment shows effectiveness
- ✓ Are assessments still posted in small group rooms?
  - No - the clarification process is gone
  - Recommendation was made for reinstatement of clarification process
- ✓ Is there time in the current course to conduct that level of evaluation?
  - No
- ✓ What proficiency level do we need to have EOAs trained in Knowledge, Skills, Attitude and other attributes—i.e., affective (proficiency levels for 57 tasks were discussed; misunderstandings over verbiage?) Are there differences in opinion on what level they should be trained for the tasks; should it just be knowledge? Organizational assessment criteria? Trends and recommendations?
- ✓ How do you train attitudes?
  - When it comes to KSAs, verbiage is often used interchangeably – sometimes the A is abilities, sometimes attitudes; attitudes are often shown through behavior – specific behaviors expected from EOAs. There are certain attitudes that EOAs need, measured through behavioral skills
- ✓ Are we doing peer evaluations with students in groups? Is feedback provided?
  - We did up until 09-2. Due to course changes and time constraints, peer evaluations were temporarily suspended until we determine other factors; however, it is still in Operating Instruction and still part of evaluation database
- ✓ ADL is a thorough lesson base.
  - The content of ADL is very good. However, some of the content cannot be covered very well in the ADL format.
  - Some of the feedback questions are “flaky”.

- There are inconsistencies in the length of lessons that are assessed by assessment questions
- Everyone can get a password and should check this out
- Religious accommodation lesson is excellent as is the hate groups lesson
- Mr. Joe's Comment:
  - ADL will remain, and he wants everyone to be able to access the ADL information

DRAFT

# Group 2: Marketing, Public Affairs, Media and Protocol

---

## Overview of Group

Group 2 was charged with discussing the strengths of DEOMI's public affairs, media, and protocol initiatives. As indicated below, this group indicated that DEOMI's public affairs, media, and protocol staff are performing exceptionally well. The group also indicated that there are a number of opportunities for growth and outreach that DEOMI may be able to pursue to expand its reach within the DoD, the local community, and the public domain. Among the most notable of the outreach opportunities that were mentioned are those associated with gaining prominence in the news media by providing input about diversity and Equal Opportunity related issues, covering the role of Equal Opportunity Advisors in Iraq and Afghanistan, and celebrating DEOMI's 40<sup>th</sup> birthday.

This group was asked to answer the following questions:

- ❖ What DEOMI Public Affairs and Protocol do well?
- ❖ Based on the areas of Public Affairs and Protocol, the background information you read, and the detailed briefing from PA and PO, what is your opinion of Reflections Magazine?  
(Announced that Dr. Stanley has posted current issue on the P&R site)
- ❖ What do you think of the design of the DEOMI public website? (currently listed on DoD's list)
- ❖ After reviewing the DEOMI Public Affairs distribution lists, are we hitting the right places with our communications?
- ❖ Please compile a priority list of products, tools, and initiatives that DEOMI Public Affairs and Protocol do well by area and overall.

A synthesis of the discussions of this group in relation to the abovementioned questions are provided below within separate sections dedicated to highlighting DEOMI's strengths, areas for improvement, and recommendations for future action.

## DEOMI Strengths

- ✓ The Reflection Magazine, training videos, press releases
- ✓ Preparation and conduct of all ceremonies-have been phenomenal
- ✓ Reflections Magazine
- ✓ DEOMI Public Website
- ✓ DEOMI Public Affairs Communications Distributions
- ✓ DEOMI.ORG
- ✓ Media Relations
- ✓ External Communications
- ✓ Internal Communications

- ✓ DEOMI Video Productions
- ✓ Hosting DV Visits
- ✓ Preparation of and conducting of all graduation, promotion, and retirement ceremonies at DEOMI

***Specific comments about Public Affairs Initiatives***

- ✓ *Reflections Magazine*
  - DEOMI's command magazine is well designed and well distributed (will discuss further distribution this afternoon)
  - It has quality content
  - It is well distributed
  - It is a thought provoking magazine
  - It has EEO/EO professionals write into DEOMI and DEOMI has their articles published, and therefore is a great medium to reach DoD leaders
  
- ✓ *DEOMI Public Website*
  - It looks really nice, well designed, and has all the right categories
  - The website is attractive as well as compelling
  - It is comprehensive and the portal (DRN will be used as main access point for links)
  - It is both set up for the professional (people in the field) as well as the amateur (individuals who are reading the articles)
    - Well organized (easy to navigate the categories)
  
- ✓ *DEOMI Public Affairs Communications Distributions*
  - All the major commands are reached by distributions (e.g., EO and EEO offices)
  - The correct strategic communication point are being hit
  
- ✓ *DEOMI.ORG Security, Accuracy, Policy, and Propriety*
  - Well organized (easy to navigate the categories)
  - Army service specific was not specific enough
  - Students like to use the website
  - Graduates and commanders can use the resources on the website
  
- ✓ *Media Relations*
  - Communicating to Florida Today Newspaper (article to Mr. Hemmer next week), the newspaper on base
  - Do get articles in the Army Times
  
- ✓ *External Communications*
  - Good about answering emails
  
- ✓ *Internal Communications*
  - Intranet website (daily class schedules)
    - Should be connected to Early Bird
    - Take a look at Diversity Inc
  - Special events (e.g., ceremonies)
    - List of contacts has been moved to online invitations
    - Need to make sure that database is updated (e.g., email address)

- There is no one online database
- Should celebrate each service birthday (e.g., Coast Guard)
  
- ✓ *DEOMI Video Productions*
  - Many videos on the DEOMI website as a resource for DoD leaders
  - Whose on your team video was good
    - Maybe incorporate other voices in that video
  - Maybe do more videos in EEO
  - Video on how EOA in the field
    - Are we monitoring in the news as to who is involved in that war (diversity in the military)
  
- ✓ *Hosting DV Visits*
  - Over 50 national visitors this year
  
- ✓ *Preparation of and conducting of all graduation, promotion, and retirement ceremonies at DEOMI*
  - Had several retirement ceremonies
  - Good idea that graduation is going to be more service specific
    - Gives more time to get their plaque to the graduates

## **DEOMI Opportunities for Improvement**

- ✓ *Reflections Magazine*
  - DEOMI should increase the communication of its mission to DoD leaders
  - There needs to be a clear statement of the purpose of the magazine
    - If there is any inequity happening, DEOMI should be the organization that addresses this problem
    - Diversity is not being shown on the news (NBC, CNN, other national outlets)
      - How does DEOMI handle this situation?
  - Dedicate an issue of Reflections to what is going in Iraq and Afghanistan regarding EO professionals
    - Put this information in the magazine
    - Increase levels of communication with deployed PAOs for coverage of deployed EOAs
    - Increase coverage of EEO related story topics
    - Every issue should include an article from the field, an article pertaining to EEO, and an article from our service liaison officer to get that information back to the Services
    - Consider creation of an electronic version of the magazine (MP3)
    - Change the package of the magazine
      - Non-gloss cover of the magazine
    - Promote the individuals who have received major awards in the magazine (e.g., Roy Wilkins Renown Service award and BIG, other organizations)
  
- ✓ *External communication*
  - Increase communication with service news agencies and civilian publications such as: Air Force Times, Navy Times, All Hands Magazine, Army Times, Marine Corps Times

- Increase communication with local news media
  - Increase contact with OSD public affairs
  - Goal should be to get 40 year anniversary of DEOMI on 60 Minutes, CNN, Military Channel
  - Profiles in Diversity Journal (Mr. Joe and Dr. Stanley should be featured in there)
    - Contact Mr. James Rector
  - Reach out to former DEOMI staff members that may be working in civilian capacities, government organizations, or other agencies to where they can share their experiences so that they can share EO and EEO topics and how their experience at DEOMI benefited them
    - Alumni who have worked here and retired from DEOMI
    - Feature 2-3 people on what they are doing now
    - Make it a couple of paragraphs (i.e., keep it short)
    - “DEOMI’S OWN” or “DEOMI Out and About”
  - A newsmagazine product (i.e., video)
  - DEOMI is on Facebook-Please be our friend ☺
  - Set up a LinkedIn account for DEOMI
  - Work on starting a Twitter account
  - DEOMI should increase its involvement in the community. There are many opportunities, including:
    - Volunteering (e.g., Habitat for Humanity)
      - Mr. Joe Gassman is the president and former DEOMI staff member
    - Going to schools to help educate children on how to resolve a conflict or talk about bullying
      - Partner with non-profit organizations (Boys Town)
    - Hosting a DEOMI Youth Conference (1 day training)
    - Changing the curriculum
      - Develop a course in civility
      - Have staff, faculty, and students in the courses
- ✓ *Intranet Web site*
- Add Early Bird to the website
  - How do the commanders get their information?
    - Work with Service schools, professional organizations, magazines
    - Quick Poll Question-as a senior officer or agency leader, what publications do you get your military related information from?
      - Helps get information about DEOMI to them
  - Take a look at Diversity, Inc.
- ✓ *Internal Communications*
- Need for central database-corporate knowledge bank database capability where we can scan historical information of DEOMI in a searchable database
  - Establish a historian position
    - Educate people on DEOMI’s history
    - Should be in public affairs not the library
    - Ask people if they have any history and/or pre-history about DEOMI
  - Need an Alumni association
    - Ask Alumni for their contact information

✓ *Protocol*

- Need more DVs
- Bring in people who have done a lot of research on diversity to share their research with the classes (e.g., Mr. Jack Divido), Implicit Association Test (Harvard Bias Test)
- Make sure that our guest speakers go back to the organization and talk about DEOMI and what we are doing here
- Develop a committee of people who are going to examine what we want to accomplish by hosting the visits of guest speakers
  - What are the selection criteria for DV visitors?
- Promote standardization of promotions, retirement ceremonies, and luncheons
  - Consolidate luncheons, retirement ceremonies, and promotions
  - Assign SLOs as POCs for staff retirement ceremonies

## Recommendations

- ✓ New products, tools, and initiatives the DEOMI Public Affairs and Protocol should undertake that will improve the overall readiness of DoD in our main areas and overall
- DEOMI should work closely with OSD public affairs
  - DEOMI should establish a timeline for actions (2, 3, or 5 year plan regarding strategic communications)
    - Facebook, twitter account, change cover of Reflections (doable now)
  - Addition of one more staff member is necessary to move initiatives forward, this position should
    - Journalism major
    - Take advantage of free programs and college students (interns)
    - Hiring veterans (Learn to Earn or Earn to Learn program)
  - SLO writings within Reflections
    - Human interest pieces
    - Education informative (policies, procedures)
    - Frequency?
    - Rotational basis
  - 40th anniversary (huge event; 16 months out now; establishing timelines/deadlines)
  - Step 1: Need to know best 2 days in early December for Date (need to discuss with all Directorates)
  - Worldwide EO conference (also discussing diversity and cross-cultural competence)
  - Resigning of DoD Human Goals Charter
  - Invitations
    - President Barack Obama
    - First Lady Michelle Obama
    - Secretary Robert Gates
    - Dr. Stanley
    - Dr. Kleinman
    - Mayors
    - Service Chiefs and Secretaries
    - Alumni – make first official reunion
      - Former staff and students

- Current staff/students
  - Tuskegee Airmen?
  - Conjunction with Army EO World Wide conference?
    - Could they move or postpone it?
      - Unrealistic
      - Plan on this being a separate event
  - Keynote speaker
  - Graduation of students during conference- possibly
  - Original DoD EO Instruction was signed June 24th 1971; but the first class graduated December 1971. Would like to hold the anniversary in December but not within 2 weeks of the holiday
  - Unveiling of DEOMI documentary
  - Theme
    - Should come out of race relations, diversity, cross-cultural competencies, etc.
  - As part of the community involvement- we could start a habitat house and have it finished (hand-off the keys) during the 40th anniversary week
  - 40th anniversary Reflections magazine
    - Could be a hard-cover bound book
    - Annual report within magazine
    - Submitted photos from alumni organization in the middle of magazine
    - (Put guidelines on photos!)
  - Have a poster presentation session (as during research symposium)
  - "Diversity Hall" – relocate diversity posters (use Pete's artwork)
    - Can have ribbon cutting for Diversity Hall during 40th anniversary week
  - Memorabilia (will discuss with JAG)
    - Sell the DEOMI documentary?
    - Sketches of the DEOMI building
    - T-shirts
    - Calendars
  - Costs
    - Reception area off the base (e.g., use of the pier)
    - Cruise to nowhere (dinner, dancing, band)
    - One nightly event per service
    - Concerts
  - Payment
    - Sell tickets for dinner?
    - Sponsors?
  - Demonstrations/ Displays
    - Rescue demonstration?
  - Update where we are at with what was discussed at this summit during the 40th week event
  - Titling of conference
    - Need to include diversity and EO within the title of the conference
- ✓ Pay Honorariums to certain guest speakers for the DEOMI classes

**Group 2 Task Grid**

	Easy	More difficult
Important	<ul style="list-style-type: none"> <li>• Reflections cover (lose glossy cover)</li> <li>• Increase EEO coverage in the Reflections magazine</li> <li>• Service- Specific article with SLO input</li> <li>• Coordinate with service times publications</li> <li>• Poll Commanders for source of their information (e.g., Army Times)</li> </ul>	<ul style="list-style-type: none"> <li>• A/V and PA coordination</li> <li>• Leverage hit count to test for or poll readership of Reflections (can also do this for DEOMI website)                             <ul style="list-style-type: none"> <li>○ Ask “are your Commanders reading the Reflections magazine? How much of it are they reading?”</li> </ul> </li> <li>• Distribution of Reflections to Iraq and Afghanistan (explore APO distribution)</li> <li>• Mobilize PA in regards to DEOMI (budget money makes this more difficult)</li> </ul>
Less Important	<ul style="list-style-type: none"> <li>• Link to early bird to Intranet website</li> <li>• Increase local media contact</li> <li>• Increase community involvement</li> </ul>	

**General Discussion Points**

- ✓ *DEOMI 40th Anniversary*
  - Scheduled for December 2011
  - Exact date and location is yet to be decided
  - It could be beneficial to bring back a historian to DEOMI for this event
  
- ✓ *DEOMI needs a historian*
  1. This historian would help capture and synthesize archival/historical records and help tell the DRRI/DEOMI story
  
- ✓ *PSCs distribution list needs to be centralized*
  - A searchable database is needed
  - Perhaps Microsoft Sharepoint could be used
  - Perhaps Microsoft Messenger could be used as well as an instant message system

# Group 3: Training & Instruction/ Instructor Performance

---

## Overview of Group

Group 3 was charged with discussing the strengths of DEOMI's training and instruction as well as DEOMI's instructor performance. As indicated below, this group indicated that DEOMI's processes, standardization and certification, overall instructor training, and learning environment are extremely beneficial. The group also indicated that there are areas that can be improved upon in regards to instructor selection, instructor time and flexibility, training tools, and student evaluations.

This group was asked to answer the following questions:

- ❖ What does DEOMI "Training & Instruction/Instructor Performance" do well with respect to the following three areas:
  - Developing instructors, training students for delivery of training, evaluation and assessment of trainers
- ❖ How can DEOMI better develop instructors, train students for delivery of training, and evaluate and assess trainers?
  - What is the priority list for which DEOMI does not do well with, can do better with, and should stop doing with justifications as to why for each area?
- ❖ What new methods, tools and initiatives should "Training & Instruction/Instructor Performance" undertake?
  - Why will it improve DEOMI "Training & Instruction/Instructor Performance" in the three areas overall?
  - How do you know and what measures did you utilize?
- ❖ What are the recommendations (in priority) for the way ahead for each of the three major areas in "DEOMI Training & Instruction/Instructor Performance"?

## DEOMI Strengths

- ✓ Standardization of instruction and processes for incoming faculty
- ✓ Instructor certification and preparation
- ✓ Depth and breadth of instructor training
  - Instructors know all topics, observe classes prior to instructing
- ✓ Conducive learning environment
- ✓ Training manager process for J-73
- ✓ Qualification process
- ✓ Student feedback process
- ✓ Standards for instructor selection/hiring (1350.2)

- ✓ Instructor training
  - Training skills learned in the main course are utilized in Service Specific
  - Presentation skills presents a good foundation
  - Opportunities are provided to use learned skills while at DEOMI

## **DEOMI Opportunities for Improvement**

- ✓ Selection of instructors
  - DEOMI does not have a “selection committee” who examines the instructors coming on staff and determines who gets selected
- ✓ Instructor flexibility and time
  - Unable to stay late as needed or revisit topics; not given enough time to fully discuss some topics
- ✓ Training students for delivery of training
  - ADL is an ineffective way to teach core courses
  - Student learning may be stifled by facilitators’ restriction to introduce current events
- ✓ Evaluation of students during ADL
  - Students are permitted to retake the ADL portion until they pass and that portion is not part of the grade of merit

## **Recommendations**

- ✓ DEOMI needs to consider revisiting criteria for incoming trainers/facilitators to ensure quality applicants are accepted
  - Incoming personnel need to be the right kind of trainers who can utilize diagnostic skills
  - Work with service personnel heads to screen incoming personnel prior to issuing orders, steam line
  - Treat it as a hiring process to work as an instructor at DEOMI (via VTC, Wi-Fi video chat, etc.)
  - Have an odd number applicant review panel that recommends to the Commandant
- ✓ Consider mandating some sort of DEOMI training (EOAP, LTAS, etc.) for all DEOMI support staff
  - Acknowledge that policy is currently in place and recommend enforcing it
- ✓ Allow groups time at the end of the day, or whenever available, to work through any unfinished business
  - Incorporate use of parking lot to discuss at a later time
- ✓ Need classroom instruction with experts to help explain training techniques, lessons, and facilitate skills
  - Navy War College, Sergeants Major academy, outside of DEOMI to attend a small group facilitator
- ✓ Move forward with train-the-trainer and a master training program
- ✓ Bring back platform training followed by small group (a minimum of 2 hours blocks)
  - Use all foundational courses on the platform. Retain the use of blended learning swap (e.g., Cultural Blocks online, OA, ETA, Special Observances)

- ✓ Training students for delivery of training
- ✓ The courses currently taught on ADL should be swapped out with the current instructor lead training (OA, ET&A, etc.)
- ✓ Add technology to ensure students cannot simply take the test without going through the ADL lesson
- ✓ Evaluation and assessment of trainers
- ✓ As part of the instructor development program, bring back a required reading list for instructors (maybe a lengthy one)
- ✓ Move in-house resources to training to conduct facilitation skills training (need to specify what you mean by resources)
- ✓ Incorporate Personal Dissonance and Facilitator Skills training
- ✓ Restructure Education, Training & Awareness to have students know how to conduct lessons not design lessons
- ✓ Reinstitute platform instruction to ensure students have the ability to model affective instruction behaviors (students modeling behaviors of instructors on platforms)

## General Discussion Points

- ✓ The number of times the ADL exams are taken does not affect final grade?
  - Correct
- ✓ Do instructors and trainers receive evaluations on a regular basis?
  - Yes, these evaluations happen within directorates (EO/ EEO/ etc.)
- ✓ Are most staff members returning to DEOMI when deployed from their primary MOS, and not an EOA billet?
  - This is an unknown
  - CDR Emison indicated that returning DEOMI staff will be returning from EOA billets.
  - Navy EOAs are coming from the field to DEOMI as second tour EOAs, the marines do the same, Air Force
  - By instruction the Navy needs to send instructors and EOAs
  - Mr. Joe indicated that instructors should be graduates from DEOMI, and have performed EOA duties in the field in order to come to DEOMI
- ✓ Elaborating on the screening process:
  - What is the solution to screening EOAs?
    - Unanswered
- ✓ What is the passing rate of ADL, is it 80% for faculty and 70% for students?
  - This low passing requirement may have a detrimental impact on the ultimate results of the course
  - The point here is the standard is too low, the standard and expectation for passing the course should be higher
- ✓ Were the pros and cons of the small group versus the current methodology covered?
  - Yes
- ✓ Should formal facilitation be included?
  - The audience indicated that it should
- ✓ Is it true that instructors and trainers cannot stay beyond scheduled classroom hours? What is the reason for this?
  - If students are not where they need to be, this is problematic, but there is a schedule that needs to be kept

- CDR Emison indicated that there is an allotted amount of time that can be used to teach a topic, if that isn't sufficient, that topic is place in the "parking lot"
- Major Brookins: The issue isn't to have instructors stay late; rather it's the requirement to let students go eat dinner, etc.
  - Also there should be two instructors present per student
- ✓ Hours allotted per topic – Is there the means to re-teach portions of the course that students fail on the test?
  - Captain Bair indicated that questions for the exam can be scrubbed and tapes for the course can be reviewed
- ✓ How much time is required for facilitation?
  - If students are not prepared to conduct facilitations, there is a need for additional training.
- ✓ Concern that foundational courses are not part of students' grades:
  - Response: students are given three AAEs that form part of the final grade
- ✓ What is in the ADL that should be removed from ADL and included in the core course?
  - This is something that has been addressed in the curriculum group
- ✓ The course was designed for single facilitation – there is a demand for dual facilitation and MTTs. What is the goal of the course, and why are resources tied up when the need is different?
  - There is an emphasis in the course on dual facilitation
  - There is often a 3rd or 4th instructor tied up in this process

DRAFT

# Group 4: Organization and Staffing; Budget

---

## Overview of Group

Group 4 was asked to review DEOMI's organization, staffing, and budget. Over the course of the Summit this group pointed out the DEOMI executes its funds adequately and appropriately, as well as houses a resourceful and versatile staff; however, these areas can be improved via creating a strategic budget calendar, updating DEOMI's mission statement, and improving DEOMI's staff awareness on issues.

This group was asked to address the following areas:

- ❖ Budget formulation
- ❖ Execution of funds
- ❖ Monitor/track obligations , commitments, expenditures for current and prior years
- ❖ Manage Government Travel System
- ❖ Presentations

A synthesis of the discussions of this group are provided below within separate sections dedicated to highlighting DEOMI's strengths, areas for improvement, and recommendations for future action.

## DEOMI Strengths

- ✓ Execution of funds: Use a budget database that reflects all funding programs, hold a monthly Status of Funds meeting, and input all budget items into the budget database by mission priority and funding level)
- ✓ Project and spend money well: clearly establish where our money is going and how it's being spent
- ✓ Monitor/track obligations
- ✓ Manage Government Purchase Card Account
- ✓ Staffing: Staff works well together, resourceful, and versatile

## DEOMI Opportunities for Improvement

- ✓ Point about the in-house Budget Process: Make enhancements to the current planning process; Strategic Command needs to identify—in a quick and timely manner—the direction they want to head. It was suggested that a month, at minimum, was needed to plan this.
- ✓ We need each directorate to subsequently identify requirements
- ✓ Identify priorities and mission (short-term and long-term)
- ✓ Identify continuing and/or one-time costs projects
- ✓ Better communication to report to command of strategic planning out-years
- ✓ Better accountability (meeting clients' needs)
- ✓ Improve assignments to DEOMI
- ✓ Reenergize the joint footprint at DEOMI; this will standardize the time limits at DEOMI
- ✓ Better integration of effort and prioritization as a command
- ✓ Reorganize Service Liaison Officers (SLOs), so they fall under J-1
  - There is disconnect between expectation and reality, as SLOs expect to perform SLO duties but not instruct
  - Mr. Joe indicated that he would like SLOs to be assigned directly to him
    - He wants SLOs to be instructors when assigned to DEOMI, unless there is an objection from the Services
    - SLO's are integral in working with each of the Services
    - Critical that teaching and SLO duties be integrated
- ✓ Quotas should be managed in terms of the composition of the DEOMI instructors corps
  - The services can help out with this issue
- ✓ Overall Budget
  - Establish strategic calendar plus deliverables
  - Identify all important dates selections of programs
  - Logistics Directorate and Mr. Joe visit OSD
  - Determine what effort is needed to meet that suspense
  - Implement a strategic planning group
- ✓ Develop a formal standard operating procedure for conducting meetings
  - Make future meetings more relevant, clarify their purpose, and create actionable goals
- ✓ Organizational Chart
  - Streamline organization and definition of mission and function for each position so that it will be easier to defend how we take care of each other
  - Realign DEOMI's mission statement with customers need
  - Rewrite (20 words or less) and disseminate throughout command
  - Update strategic plan (e.g., mission, vision, and goals)
- ✓ Manpower
  - Pursue demographic diversity in staff (e.g. race, gender, ethnicity, etc)
  - Reinstitute nominatives assignments
  - Improve staff awareness on issues
  - Action tracker
  - Taking care of personnel (i.e., practice what we preach)
  - Conduct a manpower analysis, to determine whether we have enough employees to support mission
- ✓ Revisit Joint Footprint
  - Standardize assignments time in station

- Obtain a part of the nominative packets for assignments
- Priority of fills/backfills higher visibility
- Joint credit
- OSD Staff Badge
- ✓ Quota Management
  - Establish a cut-off date/stand by (visit other institutions to copy what works best for them)
  - Identify needs of customer and balance ability of staff in implementation management of quota (which ultimately affects the quality of work)
  - Needs of customer comes first, but we need manpower to meet those needs

## Recommendations

- ✓ How can we set up the budget process to best serve all the areas of the Command?
  - Establish a strategic calendar
  - Action tracker/responsible POC/Necessary approval(s)/implement planning groups
- ✓ Are there different requirements for separate processes of funding with DEOMI?
  - Is funding received/available early in the fiscal year for fulfillment of mission requirements?
  - Is funding from other agencies executed at the program level-flexibility, manageability, and responsibility for all execution?
- ✓ Prioritize program deliverables over multi-fiscal years
- ✓ Strategic Planning Group provides a formalized project portfolio selection/management to use for project planning and direction of command within specified funding restraints
- ✓ Establish a command project steering committee to review all requirements
- ✓ Establish process action teams to look at all processes across the command to ensure that we are managing effectively, efficiently, and cost effectively conducting business
- ✓ Work with OSD to be included in their POM submissions so DEOMI requirements are considered for funding within their portfolio for annual (1yr) and RDT&E (2yr) funding
- ✓ Learn how to submit an execution plan to receive CRA funding authority for 1<sup>st</sup> qtr PBD704C funds
- ✓ Schedule cross training from 45<sup>th</sup> CON to DEOMI staff on writing performance work statements
- ✓ Realign Mission statement with customer needs/updating the strategic plan
  - Rewrite in 20 words or less
  - Definition of mission and function
- ✓ Improve awareness of staff and issues/establish cut-off dates, keeping in mind the needs of the staff/customer
- ✓ Reinstitute nominative assignments

## General Discussion Points

- ✓ Captain Teixeira needs to visit OSD with Kevin Driscoll, Pat Mulkahey, Mr. Han (DUS) and Dr. Kleinman (contact Margaret Thompson to make arrangements with Mr. Han)
- ✓ Elaboration on personnel: Regarding evaluations and awards, DEOMI needs to take better care of its people. Evaluations need to be on time; Awards for military and civilian (this is important and is lacking; people are not being recognized)
- ✓ Normal practice in the Army to get an award 30 to 60 days out before PCS; OSD Service Badge – can it be awarded retroactively?
  - No—requires 365 days on board to receive
- ✓ How was this lost?
  - Unknown; Schoolhouses no longer receive since they are under training
  - Clarification-People are being recognized (e.g. service awards, Joint Meritorious Service Medal; annual awards, etc.), provided they exhibit sustained superior service
  - Issue was timeliness of award submission

DRAFT

# Group 5: Research, Publications, Cultural Competencies

---

## Overview of Group

Group 5 was tasked with reviewing research, publications, and cultural competencies. Over the course of the Summit the group highlighted the fact that DEOMI provides strong collaboration with numerous agencies and consistently publishes in external journals. However, improvements could be made in regards to formalizing the process, enhanced communication, and an increased number of training videos.

The group was tasked with addressing the following issues:

- ❖ Based on the areas of research, the background information you read, and the detailed briefing from J-9, who are DEOMI's research stakeholders by area?
- ❖ What products, tools, and initiatives does research currently have that best serve each our stakeholders by area?
- ❖ Priority list of DEOMI research stakeholders by area and overall.
- ❖ Priority list of products, tools, and initiatives that DEOMI research does well overall and by area.
- ❖ Keeping in mind our stakeholders and knowing what we do well in each of the three areas discussed, what does DEOMI research not do well/could do better/should stop doing?
- ❖ Priority list of what we do not do well with recommendations on how to do better overall and for each area.
- ❖ What new products, tools, and initiatives should research undertake (and why) that will improve the overall readiness of DoD in the three areas?
- ❖ What are the recommendations (listed by priority) for the way ahead for each of the three major areas in research and overall?

A summary of the discussions of this group in relation to the abovementioned issues are provided below with separate sections highlighting DEOMI's strengths, areas for improvement, and recommendations for future action.

## DEOMI Strengths

- ✓ Requirements, Evaluation, and Assessment:
  - DEOCS
  - Validation of Diversity Management Climate Survey (DDMCS)
  - Ability to ask and develop customized questions on survey instrument (e.g. assess trends, assess local needs; makes tool more attractive to commanders)
  - Face time with senior leaders
  - Consultation

- Policy (informing and shaping)
- EOAP curriculum update (ONR summer faculty researchers) as compared to the previous years where there was no research component supporting the curriculum development
- EOAP curriculum development
- SEEOS
- EOAP Learning Management Systems
- ✓ Research (includes cross-cultural competencies):
  - External funding initiatives (very important and critical part of what's happening; 3.1 million dollars is funded through research, grants from other parts of the DoD, and secured through hard work and good products. This allows the directorate to move forward and gain credibility. Hence, it is just as important to recognize research as well as training)
  - Professional publications (peer-reviewed journals, books, etc.)
  - Collaboration with Florida Institute of Technology (FIT) in Melbourne, Florida
  - Collaboration with other research institutes (DARPA, NATO, Office of Naval Research (ONR)).
- ✓ Research technology and Clearinghouse Management (includes publications):
  - Publishing in external journals
  - DRN
  - Short Takes
  - Podcasts

## **DEOMI Opportunities for Improvement**

- ✓ Requirements, Evaluation, and Assessment:
  - Formalize the interaction with DEOMI internal customers (e.g. J-7) as well-as provide follow-up
  - Eliminate the chasm between J-91 and curriculum
  - Underscore the relationship between research and the affective domain/component of EOA/EEO training. It is difficult to measure the affective domain (i.e., link the affective domain with EOA/EEO performance)
  - Emphasize education verses training
  - Help clients interpret the DEOCS
  - Improve the response rate for assessments (other than the DEOCS)
  - Distribute the DEOCS through the Service chain of command
  - Nurture the stakeholder community (virtual/actual)
  - Send DEOCS results to major commands through the SLOs
- ✓ Research (includes cultural competencies):
  - Identify the characteristics of organizational and diversity issues that do not have disparity in views of diversity/OE/EO
  - Communicate to stakeholders on how research can be leveraged
  - Improve communication about the relevance of EO regarding readiness

- Increase the use of inter-disciplinary (e.g. anthropology, sociology, history, political science, economics) approaches
- Improve relationship with Division 19 (Mil Psychology), ASA, AHA, APSA, Military University/Research centers. Solicit university input on Armed Forces and Society (Charlie Moskos)
- ✓ Research technology, Clearinghouse Management (includes publications):
  - Work on more training videos—expand culture/knowledge
  - Integrate products with organization assessment capabilities
  - Improve consultation breadth/capability and connect it to the DEOCS results
  - Improve corporate knowledge in sexual orientation, assault/harassment, and suicide (connect to mission)

## Recommendations

- ✓ Improve measurement and assessment capabilities.
- ✓ Seek out new collaborative efforts to strengthen associations with other research organizations, universities, and funding organizations
- ✓ Stabilize and seek out new/additional funding
- ✓ Ensure maximization of current expertise to solve some of DEOMI's issues regarding affective linkages to performance
- ✓ Leverage cross-cultural work and ensure synergy between cross-cultural, EO, and diversity initiatives
- ✓ Enhance our online clearinghouse and databases, products we provide to the fleet, field, and agencies
- ✓ Continue to support training and education through analysis, other simulation, and other learning solutions.
- ✓ Continue to support policies and initiatives at the strategic OSD level.
- ✓ Build a DEOMI Press.
- ✓ Continue to publish and present at professional conferences to increase DEOMI's presence and profile in the academic and research world.
- ✓ Develop a close relationship with USAF regarding EO data collection
- ✓ Pursue adding a historian to J-9
- ✓ Examine the importance of cross-cultural competencies of EOAs
- ✓ Develop DEOCS 4.0 to include operational stress, disability, sexual orientation and religious discrimination
- ✓ Expand research with sexual harassment/assault in line with DoD 1350.2
- ✓ Expand the functionality of the DEOMI Resource Network
- ✓ Prepare for relocation of simulation lab and explore incorporation of simulation lab into EOAP/RCP/EEO courses

## General Discussion Points

- ✓ Audience comment:
  - “Forward ever backwards never” – African proverb. This is what DEOMI needs to do
- ✓ Interesting that DoD agencies are listed as external customers, as DEOMI is a DoD organization
  - Our primary customers are those who use the products; broad customer base
- ✓ Has 1350.2 been subsumed under new directive?
  - Feb 2009 umbrella directive – 1020.02 – Diversity, EO, and EEO in the DoD; under these pillars or instructions: 1) 1350.2 (MEO) 2) 1440.1 (EEO) 3) Diversity Management
- ✓ Does instruction carry same weight as a directive? Same authority? Same for compliance?
  - No, but more specific for services. It was meant to be more of a standalone. Same applies for authority and compliance. 1350.2 is still valid.
- ✓ Have service leadership been engaged in senior leader surveys?
  - This is something to address
- ✓ Also needs to be tie-in between EO, diversity and inclusion, and effectiveness and readiness
  - Has been done, but need to get the story out to everyone
  - Audience comment:
    - Will x skill x drill = kill
- ✓ Audience comment:
  - Counter to cross-cultural competence – better to capture than kill; need to get the research into joint doctrine and training
- ✓ Commandant stated that more books need to be written. One has started but there is a need for more as well as to think about publishing through Research (send your chapters for collaboration)

# Group 6: Board of Advisors, Board of Visitors, Organization, and Esprit de Corps

---

## Overview of Group

Group 6 was tasked with reviewing the Board of Advisors (BOA), Board of Visitors (BOV), organization, and DEOMI's Esprit de Corps. Over the course of the Summit this group highlighted that the BOA provides good direction; effectively implements policy; the organization utilizes its contractors efficiently; Esprit de Corps provides recognition and awards; and DEOMI is pushing to become the Center of Excellence. It was also noted, however, that the BOV does not currently exist. To achieve the goals set forth, the BOA needs to begin meeting on a regular basis and BOV needs to be created. Keeping in mind the issues with under-staffing under the current mission load, staff size needs to increase in order to meet such goals. Finally, the Esprit de Corps needs to focus on re-evaluating their standards and requirements.

This group was asked to answer the following questions:

- ❖ What does DEOMI's BOA do to increase DEOMI's success?
- ❖ What does DEOMI's BOV do to increase DEOMI's success?
- ❖ How does the DEOMI command organization (structure) increase overall effectiveness of the DEOMI training mission?
- ❖ What products, tools, and initiatives does DEOMI have that bring about good esprit de corps?
- ❖ What does DEOMI's BOA not do well/could do better/should stop doing?
- ❖ What does DEOMI's BOV not do well/could do better/should stop doing?
- ❖ What does the DEOMI command organization (structure) not do well/could do better/should stop in order to increase overall effectiveness of the DEOMI training mission?
- ❖ What products, tools, and initiatives does DEOMI not do well/could do better/should stop doing in order to bring about good esprit de corps?
- ❖ What new initiatives should DEOMI BOAs undertake (and why) that will improve the overall readiness of DEOMI?
- ❖ What new initiatives should DEOMI BOVs undertake (and why) that will improve the overall readiness of DEOMI?
- ❖ What should the DEOMI command organization (structure) look like to increase the overall effectiveness of the DEOMI training mission?
- ❖ What products, tools, and initiatives should DEOMI use in the future to promote good esprit de corps?
- ❖ What are the recommendations (in priority) for the way ahead considering the initiatives of the BOAs and BOVs, organization, and esprit de corps?

A summary of the discussions of this group in relation to the abovementioned issues are provided below with separate sections highlighting DEOMI's strengths, areas for improvement, and recommendations for future action.

## **DEOMI Strengths**

- ✓ Board of Advisors (BOA)
  - Valid entity
  - Member charter
  - Represent well to Services
  - Appointed by Dr. Stanley; BOA is mandated which helps to garner support
  
- ✓ Board of Visitors (BOV)
  - Organizations outside the Institute
  - Serves to support finances and public relations
  - DEOMI foundations (501C3)
  
- ✓ Organization
  - Moving forward with change
  - Preparing EOAs
  - Mission
  - Commandant has moved to an SES/ General Officer
  - Contractors utilized effectively (SOW)
  - Moved underneath the Under Secretary for Readiness
  - DEOMI's push toward becoming a Center of Excellence
  - Services clients outside DoD
  
- ✓ Esprit de Corps
  - Recognition
  - Quarter/Annual Awards (DEOMI, PAFB/CCAFS, OSD)
  - Functional Awards (internal awards)
  - Booster Club

## **DEOMI Opportunities for Improvement**

- ✓ Board of Advisors
  - Increase regular meeting times as opposed to semi-annual meetings
  - Meetings should be at DEOMI in order to eliminate "distractions" from other organizations
  - Utilize Board of Advisors to develop/assist
  - Improve membership (i.e., decision makers) consistency
  - Charter accessibility
  - DoD instruction

- ✓ Board of Visitors
  - Provide historical documentation regarding Board of Visitors given that it has either been dissolved or inactivate
  - Underscore commandant's support of Board of Visitors
  
- ✓ Organization
  - EEO/ EO is currently understaffed given current mission load
  - Organizational structure does not supports the mission
  - Reports of burn-out which stem from limited supply and increased demand
  - Need higher priority fill-rate from respective Services
  - Mission expansion continues to grow
  - Functional "silo" may impact effective use of resources
  - Better utilization of resources across civilization training i.e. special emphasis training, effective listening, theories of discrimination
  - Feedback on survey not provided
  
- ✓ Esprit de Corps
  - Instructors logical progression through the system (road map)
  - Re-evaluate standards, and requirements, and expectations for team assignments
  - Perceptions of inconsistent recognition
  
- ✓ Pet Rock
  - DEOMI Foundation

## Recommendations

- ✓ BOA
  - Re-charter the BOA by the Secretary or the Under Secretary to determine:
    - Purpose
    - Members
    - Meeting frequency
  
- ✓ BOV
  - Re-implement the BOV Charter
    - Multi-purpose
    - Trends
    - Diversity of thought
    - Representation
    - Possible contacts to form liaison with DEOMI include: HUD, Equal Employment Opportunity Commission, DACOWITS, DTRA, Institutes of higher learning, U. S. Commission of Civil Rights, Diversity Inc, A1s, G1s (encompass civilian/military)
  
- ✓ Organization
  - Manpower study (hope to increase staffing)
  - Continue to emphasize the point about making the Commandant position a permanent SES billet

- Seek congressional support declaring DEOMI as the National Center of Excellence for equity, diversity, and cultural research (could also bring funding and prevent us from being self-proclaimed)
- Organizational chart needs to be fine tuned to accurately reflect DEOMI's mission (internal DEOMI folks understand, outsiders might not)
- Seek professional certification for the equal opportunity practitioners/instructors
- ✓ Esprit de Corps
  - Maintain momentum that has been started by appointing an SES as Commandant
  - Continue emphasis on acquiring the OSD Badge
  - OSD to finalize the Joint Meritorious Unit Award instruction (backed up timeliness of retirements, etc)
  - Create an Alumni Association (through professional networking site; help those retiring to transition; improve communication, etc.)
  - Need to revisit DEOMI Foundation so mission can be augmented by organization whose sole mission is to function in support of the Institute
  - Need to find paperwork – was a 5013C
  - Need to establish liaison with other federal agencies, for e.g., CDC, National Center for Injury Prevention and Violence. Such liaison can garner funding for sexual harassment and sexual assault training. Currently, there is no mechanism for communication to leverage funding
- ✓ Think about name change
  - Consider changing DEOMI's name to better reflect the mission

## **General Discussion Points**

- ✓ Commandant suggested the need to look at demographic makeup of staff across and within directorates
- ✓ When did we get away from the Center of Excellence? Keep hearing that we're moving toward being a Center of Excellence, aren't we now?
  - We are, just trying to push and improve, as well as get more recognition around the world.

# Group 7: Equal Employment Opportunity (EEO) Education (J-72)

---

## Overview of Group

Group 7 was asked to review DEOMI's Equal Employment Opportunity (EEO) Education. Over the course of the Summit it was discussed that DEOMI produces successful EEO courses, mediation training and EEO reach back. However, it was noted that the Equal Employment Opportunity (EEO) Education could be improved by clearly identifying the level of experience that should be enforced for students to come to DEOMI. In addition, it is important to focus on emerging issues, such as sexual orientation.

This group was asked to answer the following questions:

- ❖ Based on the areas of EEO Education, the background information you read, and the detailed briefing from J-72, who are DEOMI's EEO Education stakeholders by area?
- ❖ What products, tools, and initiatives does EEO Education currently use that best serve each our stakeholders by area?
- ❖ Priority list of DEOMI EEO Education stakeholders by area and overall.
- ❖ Priority list of products, tools, and initiatives that DEOMI EEO Education does well by area and overall.
- ❖ Keeping in mind our stakeholders and knowing what we do well in each of the three areas discussed, what does DEOMI EEO Education not do well/could do better/should stop doing?
- ❖ Priority list of what we do not do well with recommendations on what to do better for each area and overall.
- ❖ Priority list of what we can do better with recommendations on what to do better for each area and overall.
- ❖ Priority list of what we should stop doing with justification for each area and overall.
- ❖ What new products, tools, and initiatives should EEO Education undertake (and why) that will improve the overall readiness of DoD in the three areas and overall?
- ❖ What are the recommendations (in priority) for the way ahead for each of the three major areas in EEO Education and overall?

A summary of the discussions of this group in relation to the abovementioned issues are provided below with separate sections highlighting DEOMI's strengths, areas for improvement, and recommendations for future action.

## DEOMI Strengths

- ✓ EEO Courses
  - Present critical elements (budgeting, briefings, updates, case law, etc.) which are done by guest speakers who are experts in the field
  - DEOMI has to be the one to certify EEO officers for the DoD.
  - Disparity of skill levels in students (i.e. EEO officers who have little practical/technical experience)
  - ADL courses for EEO personnel.
- ✓ Partnership/mentoring relationships.
- ✓ Producing qualified graduates out in field
- ✓ Mediation Training
- ✓ EEO Reach Back

## DEOMI Opportunities for Improvement

- ✓ Expand and fund the mission of EEO Directorate
  - DEOMI needs to be the “certifying” agency.
  - Concerns about who is coming to DEOMI (K.S.A.)
  - Develop and Utilize a Competency Model
- ✓ EEO Courses: Emerging Issues
  - Consider the issues regarding the Officer’s course; what did the DoD intend when Sexual Orientation was added to the list concerning prejudice or discrimination (1020.02, 1, a)?
    - Parental status and sexual orientation are not covered by Title VII of the Civil Rights act as amended
    - Genetic information is incorporated under Title VII
    - Anything that is included in DoD Directives but not Title VII, in regards to protections for certain groups, cannot be pursued along formal resolution avenues, only informal avenues
    - There is a need for clarification of what was meant in DoDD 1020.02
  - All of these are issues that can be addressed through research in terms of how to best present this information to students. Hence, this becomes a research issue.
  - Reviewing Final Agency Decisions (FAD). Is this investigation sufficient for the allegations? What are the criteria the officer should use to go through with this investigation?
  - Potential job aid
    - Better job aids are required
  - Level of experience
    - The levels of experience should be clearly defined and enforced for students who come to DEOMI
  - Civil Rights/Civil Liberties/Executive Order
  - EEO Resources Deployment (Support for Civilians)
  - Genetic Discrimination Act
  - Panel Advisors
    - EEOs are called upon to be advisors on panels established for the purposes of selection, promotion, etc.

- EEOs should be trained to educate their leadership emphasizing their added value to such panels and informing leadership in terms of abiding with EEO regulations
- ✓ Train DoD and some federal agencies on nine EEO courses with 5 instructors
  - Issue of training EEO officers to be EEO officers. Currently unable to train a person to be an officer at the GS14/15 level who has never been in the EEO business. Large percentage of officers who come to DEOMI are randomly placed with no EEO background and attempts are made to try to make up the deficit by offering evening EEO counselors course and evening personnel and management course.

## Recommendations

- ✓ EEO Courses
  - Increase staffing to a minimum of four employees (GS/Contractor)
  - Address the acceptance of payment for services
  - Hire or establish a resident position in research (J-9) for EEO. This individual will address emerging issues (e.g. civil rights and civil liberties executive order; clarify issues concerning parental status and sexual orientation, etc.)
  - Enforce existing prerequisites for attending EEO courses
  - Develop and utilize ADL modules for mediation and EEOC mandated annual refresher
  - Ensure that J-72 receives timely front-end analysis of all EEO courses by early FY11.
  - Enhance the following content in the EEO course:
    - Barrier analysis
    - Program integration
    - Globalization
    - Cultural competencies
    - Generational differences
    - Disability issues
    - Final Agency Decisions (FAD) Analyses
    - Compensation analysis
    - Diversity
  - DEOMI needs to be the certifying agency for all EEO courses
  - Re-establish the Service/Agency liaison visits on a quarterly basis
  - Revive EEO in Senior Executive EO Seminar (SEEOS) as we do in the Leadership Training Awareness Seminar (LTAS)
  - The course should be extended, however, a front end analysis need to drive this approach. This is another research issue.
  - To address the issue of training EEO officers; the ideal situation would be to have them come in for two weeks of EEO counseling, return to work, and then have them come back for EEO Specialist training. After a period of three to four years of work, they would return for officer course. This relies on approach relies on a strong need for participants (looking at a three week to one month course to meet those needs). Hence, more funding and staffing will be required.
  - Need more time and less going back to basics
  - Basic experience and its efficiency

- Extend the Courses (Specialist and Officer's) to add the additional needs
- Bigger Staff
- Get research support on emerging issues
- Expand customer base
- Improve revenue stream to generate more revenue
- Partnership with other agencies
- Conduct a compensation analysis

## General Discussion Points

- ✓ Audience comment:
  - Bring trained individuals back within one year to repeat/assist and comment on efficiency of course.
- ✓ If you have identified EEO officers without the requisite skills set, have you questioned the process? As an EEO officer, knowing that DEOMI has that many people coming through without background is troubling.
  - DEOMI's not putting DoD at risk, the agencies are the ones doing so.
- ✓ DEOMI needs to bring it one step further as we recognize the issue  
Commandant responded that we should return individuals who are not qualified
- ✓ What we're getting now are the career professional counselors, not necessarily being selected as EEO officers and others are being selected as EEO officers to support those with experience
  - Yes, structural problem; but not all are in this position
- ✓ Audience comment:
  - If we're going to talk about EEO officer, then OPM has to be engaged given that the classification of the 260 is not just DoD it applies across the federal government
- ✓ Materials being posted to DEOMI websites were not Sec. 508 compliant. We need to be sure those things don't happen. We need to be sure they are compliant for individuals who are trying to join the Federal Workforce  
Websites are now compliant
- ✓ Why do we need EEO person in research?  
Staffing level is low such that instructors are not available to keep current with research; they are stretched thin just giving classes. We would like to have a dedicated EEO person in research with subject matter expertise to keep up-to-date
  - Florida Institute of Technology has a nationally known and respected EEO expert (Dr. Art Gutman) who has worked with DEOMI previously- It may be an option to use as a contractor versus a full-time employee
- ✓ EEO research – need to be talking to the EEOC and the Merit Systems Protections Board
  - Implementations come up as what's in the new regulation (1020.02) – those add to or deviate from what the law says. Underscore the need to keep it clear.

# Group 8: Reserve Component

---

## Overview of Group

Group 8 was tasked with reviewing the Reserve Component at DEOMI. During the course of the Summit it was discussed that requirements, evaluation, and assessment are all areas of success for DEOMI, specifically, Service-specific training is in compliance with the Air Force. As a result, DEOMI is able to identify effective EOAs, and are thereby able to capitalize on those who are experienced in the field. Nonetheless, there were also noted areas of needed improvement such as (1) ADL needs to be updated (2) there is a need to identify, by means of surveys, whether DEOMI is in fact producing competent EOAs and (3) DEOMI's need for mental health professionals on staff to address issues, such as, PTSD and family problems. In addition, it is important for DEOMI to keep in communication with EOAs in the future. This will ease the process of disseminating information, media and other effective tools that EOAs can utilize.

This group was asked to answer the following questions:

- ❖ Based on the (Reserve) RCP curriculum, what areas of the RCP best serve each of the components (A/AF/M/N/CG/Reserve/NG)?
- ❖ Currently the course generates a mediation certificate, does this meet the standard for each component (A/AF/M/N/CG/Reserve/NG)?
- ❖ Does the length of the course work well for each component (A/AF/M/N/CG/Reserve/NG), if so why?
- ❖ Providing the service member the regulations and POC for questions in other services, does that prepare the service member adequately (A/AF/M/N/CG/Reserve/NG)?
- ❖ What DEOMI RCP does not do well/could do better/should stop doing?
- ❖ Where DEOMI RCP ought to be heading?

A summary of the discussions of this group in relation to the abovementioned issues are provided below with separate sections highlighting DEOMI's strengths, areas for improvement, and recommendations for future action.

## DEOMI Strengths

- ✓ Within the RCP, we utilize adjunct instructors
  - Prepared adjunct faculty with permanent party members
  - Active duty
- ✓ Service specific training is in compliance with the Air Force
  - Army Guard is moving forward as well and it has improved due to expansion
  - Make sure all objectives meet the POI
  - Result of coordinating between the reserve and active duty
- ✓ Having active service liaison officers is very effective; however, having solo standalones gets pretty crazy

- Much better feeling of team work; one team, one fight
- Philosophy of Ron Joe in the early 90s – he teamed up with the Guard
- ✓ Supersedes the general standard;
  - Looks at what the active duty is doing but also looks at the specific states of the service guard – service guard exceeds standards
  - Exceed standards: Active Duty, T10, T32, Deployed (presently have former RC manager who is deployed. In his dealings, 95% of the EOAs he deals with are AG/R. Hence, the need to understand Title 32)
  - What you do during the weekend; all form requirements are integrated and addressed (comparison between EOAP and RCP – about 2 and a half days difference; Title 32 in Service Specific; give each group an understanding of what the others do)
- ✓ Utilization of time –
  - Fills all the space;
  - Very compact training;
  - Maximizes the time available
  - 28 days = 3 days off (Army)
  - Air: total of 31 days = 5 days off
    - Air Force Reserve and Guard is asking for additional days
    - 10% of the days off, Active Duty is taking roughly 30% off
      - Why? Should pay attention to significant differences in time off, curriculum, etc.
- ✓ Mediation:
  - Meets the needs of the Air Guard and Air Force Reserve (and Army)
  - It's the same mediation courses offered to the active duty
- ✓ ADL is very effective in that they have the foundation, the model (need 70% or better before coming to DEOMI)
  - ADL last updated in 2000
  - Most students claim it's the toughest course
    - Need to be updated
  - It's proven to be effective
- ✓ Ability to identify effective EOAs, those that do not meet KSA standards
  - You don't graduate from DEOMI if you cannot be an effective EOA
    - Elimination based on performance, attitudes
    - Try to correct deficiencies if possible
- ✓ Success stories
  - We keep track of the students in the classes;
  - These students seem to be doing very well
  - Follow up calls – informally – reveal success of the EOAs
    - Most people who know the guard and reserve, know their communities and lead in their communities (this is their home; often involved in mediation, and diversity groups)
- ✓ Dedicated EO practitioners in absence of senior leadership (DEOMI carries the torch; not just the EOARCP; EO and Diversity dropped of radar for a bit; DEOMI carried torch, gave EOAs tool they needed to talk to commanders)
  - States depend on DEOMI
    - Leadership from the top star level and EO level evaporated
    - During that time, what DEOMI did well was keep the effort going
    - DEOMI kept the fire burning when leadership support was retracted
- ✓ DEOMI carries the EO Diversity program and vision

- DEOMI supports the national guard and reserve
- The mission that we carry is a community mission, not just a state, federal mission
- ✓ Readiness of EOA at the Mob Sites (able to provide EOA last minute; can provide AF member with Army service-specific training if needed)
- ✓ DEOMI adjusts to and accommodates sister services
  - Partners will VA and other community organizations
    - For example, counselors, agencies, universities
  - Identifies possible at risk students (through the interview sheets)
  - Also looks at disorders, learning disabilities, language barriers
    - Countless hours spent working with student issues to get students to pass
- ✓ Bring students from a different educational level
  - Average education level has a degree, higher education degree
- ✓ Evaluation process
  - Evaluates students, adjuncts, instructors, etc.
  - Based on Mr. Glines' data, we are doing better than active duty
    - Adjuncts score better but these are people who want to be here
  - Students are scoring better
  - Instructors used to be evaluated by students and curriculum
- ✓ DEOMI capitalizes on those experienced in the field
  - Encourages professionals to gain experience and return as adjuncts
  - More professional background
  - Brings the life, professional, background experiences
- ✓ The Reserve Component blends in to make things happen, get the job done
- ✓ The Reserve component provides them with POCs in the local area
  - If we know they are going to deploy, we provide them with contacts
- ✓ Assessments are done after service specific
  - Written surveys after service specific
- ✓ DEOMI – acknowledges that we can't meet it all
  - Gives students the responsibility to continue learning in the field, etc.
- ✓ DRN – helpful tool for those in the field
  - Provides a plethora of information
  - Great resource for all in the field

## **DEOMI Opportunities for Improvement**

- ✓ ADL needs to be updated
  - This needs to be updated in terms of content and software
  - Software should transition out of where it is being housed, and let DEOMI control it in order to improve it
- ✓ We need to identify through surveys if we are in fact putting out good EOAs
- ✓ We need to get out the success stories
  - Put these on a website or send a newsletter
- ✓ Commanders need to send the best – not the people they don't want to deal with
  - Two thirds of the students asked "why are you here?" answer, "because I was sent here"
- ✓ DEOMI needs mental health professional on staff to address PTSD issues, family issues, etc.
  - Many times the students are unable to perform due to these issues
  - Evening or Saturday hours may be necessary

- Additional person is necessary other than the Chaplain
  - Adjustment issues can also be handled by this professional person
- Soldier issues should still be presented up the chain to the commandant
- ✓ Training aspect
  - Influence of senior leadership
    - Need more senior leader involvement outside of DEOMI in addition to bringing senior leaders to DEOMI
    - Mr. Joe will attend conferences to liaise with senior leaders
  - Could include some senior leader training (include commandant)
    - For example, LTAS
    - This should reinforce what everyone is trying to do
- ✓ Could include topics in the conference(s)
  - Have a Commandant's Call where we bring in senior leadership to DEOMI
  - Need leadership support
    - Before they go to command, you must get through the pre-commander course at DEOMI
- ✓ RCP: what do we need to do better
  - Look at the POI, the ADLS, lesson plans
    - Review the course materials to measure likeness in objectives (Army, ANG, ARNG, AFR)
  - Have a better connection between the Active Duty Air Force, Air Force Reserve, and Air National Guard on all training requirements
    - When we review the active duty, examine the Reserves at the same time
    - Stop putting the Reserves on the back burner
- ✓ ADL is outdated!
  - "Strangers to These Shores" module is outdated
    - DEOMI could help by getting funds to update the software
    - Transition out of ADLS
      - Find new hosting service (DEOMI)
- ✓ One team, one fight
  - Need better integration of all team members
    - Contractors, Active Duty, NG, Reserve
    - All team members should work together better
- ✓ Assessments that have been completed need to be disseminated
  - Not all have seen it
- ✓ Evaluation
  - Need an effective tool for evaluation
  - The purpose, process and feedback from evaluation should be made clear to evaluators
  - Ensure that adjuncts are evaluated twice per class
- ✓ Re-assess or improve adjunct training
- ✓ Provide more instruction for adjunct faculty members online
  - Allow them to receive training before they arrive on-site at DEOMI
- ✓ Market the Reserve components in house
  - Everyone should understand clearly the components and how they work
  - DEOMI staff should be aware that the Guard and Reserve components deliver information differently from active duty
  - The Guard and Reserves need to provide material in a much more intense pace than active duty
- ✓ Incorporate more active duty DEOMI staff into the Reserve component

- DEOMI needs to embrace the training methods for the unique Reserve component's compact, intense training delivery
- ✓ Utilize mob stations for deployment training
- ✓ Training EOAs to be better at presenting to others once they return to the base
  - Incorporate more presentation skills, practice
  - Train to grab your Commander's attention
    - Should be able to sell the program to commandant (elevator talk)
- ✓ Commandant sends letter to the commander acknowledging the EOA graduate
  - Communicates the KSAOs of the graduate, what that graduate can do, etc.
  - Should help the graduate obtain buy-in from the commander
- ✓ Quarterly DEOMI newsletter sent to commanders
  - Highlight the importance and benefits of the EOA
  - Keep it short, simple (one page)
- ✓ Not doing well at tracking EOAs
  - Get email/contact information of all EOAs that come through DEOMI
    - This will make it easier to release and disseminate information, media, and other effective tools that EOAs can utilize
  - Create historical email address list
- ✓ Enhance service specific course
- ✓ Continue to look at curriculum
- ✓ Improve staff transition (overlap—not gap)
- ✓ AAE (Affective Assessment Evaluation) needs to be improved
- ✓ Better connection between DA, ARNG, USAR on policy and updates

## Recommendations

- ✓ Plan to address Senior Leaders at key EO conferences
- ✓ Create an emergency response plan/support in place for Guard and Reserve. Create Crisis Action Team for crisis/crises (deployed individuals have difficult times after hours; happens at home too. Need a readily available team at all times for DEOMI during class)
- ✓ Have base provide Mental Health SME available (to address PTSD and/or deployment or family issues) (after hours or on weekends during course)
- ✓ DEOMI (with help from the Services) create a Joint EO/EEO Toolbox for those who are being deployed (would allow individuals to understand all complaint processes; DRN has a lot, but this would help more for those about to deploy)
  - Specifically – deployment toolbox
- ✓ Keep the balance of time for platform and small group facilitation
- ✓ Transition of RCP Staff—Close the gap—Have replacement in place prior to departure of incumbent (allow overlap). Interview candidates (someone who graduated from DEOMI and worked in the field) Process should start 12 months out.
- ✓ Support the RCP—for all Reserve Components. Keep it alive (Ensure they get what they need; continue to update and improve as needed to ensure all requirements for EO Professionals are met, especially service specific; make sure to keep it going)
- ✓ Cover Human Goals Charter in “Reflections” with Chief National Guard Bureau and DEOMI Commandant when charter is signed (put photo and story in magazine to show alliance) (and include other Reserve components as it applies)
- ✓ Ensure Guard and Reserve representation on Mobile Training Teams (answer Guard/Reserve specific questions; diversity training tools)

## General Discussion Points

- ✓ Suggestion: A simple MOS can help identify EOAs
  - Response, there are skill identifiers. These identify all EOAs, not those that are in position in specific locales within the database used to track reserve members
- ✓ Audience comment:
  - There are extensive gaps between the departure of reserve members to DEOMI and the arrival of new reserve members at DEOMI
  - Mr. Joe indicated that this is unacceptable and a suggestion should be made to rectify this
- ✓ Why was AD process updated and not EOARCP?
  - Front End Analysis was done for EOAP, not EOARCP; being done now
- ✓ Is there any talk of sending EOAs to language school prior to deployment?
  - No, but we'll get to culture area later; DEOMI is doing what it can just to get them through the course, as is.
  - Yes, it is being looked at. There is a lot of work being done in the area of cross-cultural competence. DEOMI library has 27 language programs; anyone with a .mil address can get tactical language training from Alelo (<http://www.alelo.com>) Just in time (hip pocket) training to support deployment EOA missions
- ✓ Carrying the torch – some difficult years that EO professors have come through. Looked at NG situation, NGB EO has not fared well through the years but the important thing is moving forward and receiving feedback from states. DEOMI played a larger role for EO issues than most realize. It is very important to really recognize how DEOMI carried the torch and moved forward.
- ✓ Audience comment:
  - Keep in touch with students and supervisors to see how they're doing. Necessary to find out what can be improved, what they need, not as formal as research, but still reaching out.

# Drafts of Candidate DEOMI Vision Statements

---

## ***Suggestion 1***

DEOMI will be the center of excellence in research and training for the development of highly effective EOAs, civilian equity professionals, and senior leaders for the DoD and other federal and nonfederal agencies as a means of enhancing organizational readiness.

## ***Suggestion 2***

THE BIG PICTURE: To be the center of excellence in research and training of highly effective EOAs, civilian equity professionals, and senior leaders as a means of enhancing operational readiness.

## ***Suggestion 3***

DEOMI will be the center of excellence in research and experience-based training for the development of highly effective EOAs, civilian equity professionals, and senior leaders for the DoD and other federal and nonfederal agencies as a means of enhancing organizational readiness.

✓ *Audience Comment:*

- Add a hyphen behind research (i.e., research-)
- Equal Opportunity Advisor is an Army term. We need a more inclusive term (equal opportunity professionals or practitioners)

## ***Suggestion 4***

DEOMI will be the center of excellence for training and research for the development of highly effective EOAs, civilian equity professionals, and senior leaders for the DoD and other federal and nonfederal agencies as a means of enhancing organizational readiness.

✓ *Audience Comment:*

- Research and training can be removed
- DEOMI comment – DEOMI does these things to facilitate readiness
  - Audience comment – these activities are done to achieve the vision, and therefore should be the mission

## ***Suggestion 5***

DEOMI will be the center of excellence for the development of highly effective EOAs, civilian equity professionals, and senior leaders for the DoD and other federal and nonfederal agencies as a means of enhancing organizational readiness.

***Suggestion 6***

DEOMI will be the center of excellence in human relations training and research for the development of highly effective EOAs, civilian equity professionals, and senior leaders for the DoD and other federal and nonfederal agencies as a means of enhancing organizational readiness.

***Suggestion 7***

To become the national leader in providing the premier research and training development excellence. We will do this by ensuring we provide our customers highly effective EO, EEO, diversity experts, civilian equity professionals, and senior leaders for the DoD and other federal and nonfederal agencies as a means of enhancing organizational readiness.

***Suggestion 8***

PREAMBLE: It is the policy of the U.S. government to provide a discrimination-free work environment. Within the military, it is the responsibility of every commanding officer to ensure that decisions are based on relevant, not personal factors.

DEOMI facilitates these outcomes by conducting research, convening government and nongovernment experts, and serving as a center of excellence for instilling competency and self-awareness in key personnel. Its efforts enhance equal opportunity effectiveness and advance mission readiness by fostering the full utilization of every active duty, reserve, and civilian member.

✓ *Audience Comment:*

- It was suggested that this is a preamble to a vision statement
- Within the military is the responsibility of “every leader”....rather than “commanding officer”
- The message that an outsider would get is that DEOMI is about personal development, perhaps there should be a link to organizational effectiveness/ functioning within the vision statement as well
- If the vision statement is changed, perhaps the mission statement should be changed as well
- Mr. Joe indicated that a change to the vision/ mission has to be run through the BOA, but he’ll do this.

**Appendices**

DRAFT

## Appendix 1: List of Phoenix Summit Attendees

### External Personnel/Attendees

LTC Faye Williams-Norris, *Former DEOMI Director of Curriculum*, [fayewnorris@aol.com](mailto:fayewnorris@aol.com)

COL Otto Rutt, *Branch Head EO and Diversity Management Branch*, [otto.rutt@usmc.mil](mailto:otto.rutt@usmc.mil)

CMSgt Robbie Barham, *Former DEOMI Trainer*, [Robbie.barham@randolph.af.mil](mailto:Robbie.barham@randolph.af.mil)

MAJ Charlie Smith, *Former DEOMI Chief Trainer*, [charliesart@cfl.rr.com](mailto:charliesart@cfl.rr.com)

LTC Mickey Collins, *Former DEOMI Director of Academics*, [micollins@fdic.gov](mailto:micollins@fdic.gov)

LT Paul Mattola, *Former DEOMI USN Trainer – MTT*, [themottolagroup@netzero.net](mailto:themottolagroup@netzero.net)

LTC Terence Sanders, *Former DEOMI Trainer*

MCPO Steven Hady, *Former DEOMI Student*, [steven.hady@navy.mil](mailto:steven.hady@navy.mil)

LCDR Mark Metoyer, *Former DEOMI Cost Guard SLO-MTT*, [mmet801@yahoo.com](mailto:mmet801@yahoo.com)

SGM Gayle Brock, *Former DEOMI Army Senior Enlisted Advisor*, [gBrock@icfi.com](mailto:gBrock@icfi.com)

LTC Horace Littlejohn, *Former DEOMI Director of Education/Training*, [HLittlejoh@aol.com](mailto:HLittlejoh@aol.com)

Mary Anne O'Neill, *Former DEOMI Research civilian*, [maryaoneill@bellsouth.net](mailto:maryaoneill@bellsouth.net)

COL Jose Bolton, *Former DEOMI Commandant*, [Jose.Bolton-1@nasa.gov](mailto:Jose.Bolton-1@nasa.gov)

MSG Ramon Feliciano, *Former DEOMI Trainer/Instructor*, [Ramon.Feliciano@dia.mil](mailto:Ramon.Feliciano@dia.mil)

MSG Richard Cox, *DEOMI NCOI*, [Richard.Cox@hud.gov](mailto:Richard.Cox@hud.gov)

LT Lance Harris, *Former DEOMI MTT Trainer/SLO*, [lanceharris@cfl.rr.com](mailto:lanceharris@cfl.rr.com)

CPO Patrick Steury, *Former DEOMI Trainer*

Ted Paynther, *DEOMI Contractor/Guest Lecturer*, [jwinpay@aol.com](mailto:jwinpay@aol.com)

SCPO Frank Bishop, *Former DEOMI*, [cbishop3@cfl.rr.com](mailto:cbishop3@cfl.rr.com)

SMSgt John Norris, *Former DEOMI Lead Trainer*, [jnorrisgst@aol.com](mailto:jnorrisgst@aol.com)

CMSgt Eugene Johnson, *Former DEOMI Director of Curriculum Support*, [godfathergeno@msn.com](mailto:godfathergeno@msn.com)

MAJ Eurydice Stanley, *Former DEOMI Trainer- MTT/SLO*, [eurydice\\_stanley@yahoo.com](mailto:eurydice_stanley@yahoo.com)

SMSgt Pat Hall, *Former DEOMI Trainer/Instructor*, [patcherl@yahoo.com](mailto:patcherl@yahoo.com)

LTC Maribel Rodriguez, *Former DEOMI Executive Officer*, [mymar2021@msn.com](mailto:mymar2021@msn.com)

COL E.E. Wiggins, *Former DEOMI Commandant*, [ewiggins2@yahoo.com](mailto:ewiggins2@yahoo.com)

Maggie Nagel, *Former DEOMI RM Director*, [MADDIEES@aol.com](mailto:MADDIEES@aol.com)

LTC Jimmie Love, *Deputy Director of OSDMEO/DEOMI*, [James.Love@osd.mil](mailto:James.Love@osd.mil)

LTC Mickey Dansby, *Former Director of Research*, [dansby47@bellsouth.net](mailto:dansby47@bellsouth.net)

LTC Willie Jones, *Former DEOMI Executive Officer/SLO- MTT*, [wjones@taos-inc.com](mailto:wjones@taos-inc.com)

MSG Gil Camacho, *Former DEOMI Trainer/Instructor*, [evt7@cdc.gov](mailto:evt7@cdc.gov)

SGM Maria Martinez, *Former DEOMI Student*

MGySgt Tony Robertson, *Former DEOMI Student*, [tony.e.robertson@usmc.mil](mailto:tony.e.robertson@usmc.mil)

Don Williams, *Tuskegee Airmen Fighter Pilot*, [williams9495@bellsouth.net](mailto:williams9495@bellsouth.net)

Michael Radford, *Former DEOMI Student*, [michael.radford.ctr@hurlburt.af.mil](mailto:michael.radford.ctr@hurlburt.af.mil)

SFC Kelly Thayer, *Former DEOMI Trainer-MTT/SLO*, [thayerk@aol.com](mailto:thayerk@aol.com)

CPT Marty Eaton, *Former DEOMI Trainer-MTT/SLO*, [eatonmarty@comcast.net](mailto:eatonmarty@comcast.net)

Frank Miller, *Former DEOMI EO Deputy Director*

Dr. Maureen Sullivan, *Former DEOMI Directorate of Research*, [Darlene.Sullivan@hqda.army.mil](mailto:Darlene.Sullivan@hqda.army.mil)

Larry Self, *Former DEOMI Student*

Scott Lanum, *Former DEOMI Trainer*, [scott.lanum@dia.mil](mailto:scott.lanum@dia.mil)

LTC Judith Mathewson, *Former DEOMI RCP*, [judith.mathewson@us.army.mil](mailto:judith.mathewson@us.army.mil)

LTC Nate Thomas, *Former DEOMI Trainer/Instructor*, [nathanthomashope@cfl.rr.com](mailto:nathanthomashope@cfl.rr.com)

Jack Broderick, *Former DEOMI Student*, [jackbb@atlanticbb.net](mailto:jackbb@atlanticbb.net)

LTC Tyra White, *Former DEOMI Student*, [tyra.white@patrick.af.mil](mailto:tyra.white@patrick.af.mil)

Terri Dickerson, *Director, Civil Rights Directorate, U.S. Coast Guard*, [Terri.A.Dickerson@uscg.mil](mailto:Terri.A.Dickerson@uscg.mil)

Yolanda Maldonado, *EEO Manager, Acting Director for Individuals with Disabilities Program for the Department of the Army*

SFC David Jeczala, *Director of National Affairs*, [djeczala@cfl.rr.com](mailto:djeczala@cfl.rr.com)

CPO David Baade, *Former DEOMI Trainer*

Jon Wesche, *Data Specialist*

**Current DEOMI Personnel/Attendees**

Ronald M. Joe, Sr., *DEOMI Commandant*, [ronaldjoesr@comcast.net](mailto:ronaldjoesr@comcast.net)

LCDR John Simonson, *J-71: Curriculum and Faculty Programs*, [John.Simonson@patrick.af.mil](mailto:John.Simonson@patrick.af.mil)

CDR Scott Emison, *J-91: Requirements, Evaluation, and Assessment*, Scott. [Emison@patrick.af.mil](mailto:Emison@patrick.af.mil)

Tim Glines, *J-71: Curriculum and Faculty Programs*, [Tim.Glines@patrick.af.mil](mailto:Tim.Glines@patrick.af.mil)

Dr. William McGuire, *J-91: Requirements, Evaluation, and Assessment/DoD Programs*,  
[William.McGuire@patrick.af.mil](mailto:William.McGuire@patrick.af.mil)

CAPT Bradley Bair, *J-372: Equal Opportunity*, [Bradley.Bair@patrick.af.mil](mailto:Bradley.Bair@patrick.af.mil)

Bryan Ripple, *Public Affairs*, [Bryan.Ripple@patrick.af.mil](mailto:Bryan.Ripple@patrick.af.mil)

Barbara Springer, *Protocol*, [Barbara.Springer@patrick.af.mil](mailto:Barbara.Springer@patrick.af.mil)

Adrian Cheung, *J-71: Curriculum and Faculty Programs*, [Adrian.Cheung.ctr@patrick.af.mil](mailto:Adrian.Cheung.ctr@patrick.af.mil)

MAJ Susan Caswell, *Chaplain*, [Susan.Caswell@patrick.af.mil](mailto:Susan.Caswell@patrick.af.mil)

Samuel Cruz, *J-72: Equal Employment Opportunity*, [Samuel.Cruz@patrick.af.mil](mailto:Samuel.Cruz@patrick.af.mil)

Ronald Martin, *J-732: Equal Opportunity*, [Ronald.Martin.ctr@patrick.af.mil](mailto:Ronald.Martin.ctr@patrick.af.mil)

MAJ Arlena Brookins, *J-732: Equal Opportunity*, [Arlena.Brookins@patrick.af.mil](mailto:Arlena.Brookins@patrick.af.mil)

MaryAnne Watkins, *J-4: Logistics*, [Maryanne.Watkins@patrick.af.mil](mailto:Maryanne.Watkins@patrick.af.mil)

CPT Keisha Teixeira, *J-1: Personnel and Student Services*, [Keisha.Teixeira@patrick.af.mil](mailto:Keisha.Teixeira@patrick.af.mil)

SFC Luisette Lopez, *J-6: Information Systems*, [Luisette.Lopez@patrick.af.mil](mailto:Luisette.Lopez@patrick.af.mil)

Daniel McDonald, *J-9: Research*, [Daniel.Mcdonald@patrick.af.mil](mailto:Daniel.Mcdonald@patrick.af.mil)

Rebecca "BJ" Marcum, *J-93: Technology Development & Clearinghouse Management*,  
[Rebecca.Marcum@patrick.af.mil](mailto:Rebecca.Marcum@patrick.af.mil)

Jerry Scarpate, *J-9: Research*, [Jerry.Scarpate@patrick.af.mil](mailto:Jerry.Scarpate@patrick.af.mil)

Dr. Kizzy Parks, *J-9: Research*, [kizzy.parks.ctr@patrick.af.mil](mailto:kizzy.parks.ctr@patrick.af.mil)

MSG Conrad Gamez, *J-71: Curriculum and Faculty Programs*, [Conrad.Gamez@patrick.af.mil](mailto:Conrad.Gamez@patrick.af.mil)

Dr. William Yates, *J-7: Dean of Academics*, [william.yates@patrick.af.mil](mailto:william.yates@patrick.af.mil)

CMSgt Jose Guzman, *Senior Enlisted Advisory*, [Jose.Guzman@patrick.af.mil](mailto:Jose.Guzman@patrick.af.mil)

Carrie Tillman, *J-91: Requirements, Evaluation, and Assessment/DEOMI Programs*, [Carrie.Tillman@patrick.af.mil](mailto:Carrie.Tillman@patrick.af.mil)

LCDR Loring Crepeau, *J-9 Research Psychologist*, [loring.crepeau@patrick.af.mil](mailto:loring.crepeau@patrick.af.mil)

MSG Pedro Nieto, *J-71: Curriculum and Faculty Programs*, [Pedro.Nieto@patrick.af.mil](mailto:Pedro.Nieto@patrick.af.mil)

James Lambright, *J-72: Equal Employment Opportunity*, [James.Lambright@patrick.af.mil](mailto:James.Lambright@patrick.af.mil)

LTC Michaela Payton, *J-733, Reserve Component Program*, [Michaela.Payton@patrick.af.mil](mailto:Michaela.Payton@patrick.af.mil)

LTC Melodie Esposito, *J-733, Reserve Component Program*, [Melodie.Esposito@patrick.af.mil](mailto:Melodie.Esposito@patrick.af.mil)

LTC Teresa Hilliard, *J-733, Reserve Component Program*, [Teresa.Hilliard@patrick.af.mil](mailto:Teresa.Hilliard@patrick.af.mil)

SFC Brian Rhodes, *Command- Public Affairs*, [Brian.Rhodes@patrick.af.mil](mailto:Brian.Rhodes@patrick.af.mil)

Debra Eddy, *Command- Protocol*, [Debra.Eddy@patrick.af.mil](mailto:Debra.Eddy@patrick.af.mil)

MGySgt Robert Raines, *J-731, LTAS*, [Robert.Raines@patrick.af.mil](mailto:Robert.Raines@patrick.af.mil)

DRAFT

**Appendix 2: Group Composition**

<b><u>GROUP #</u></b>	<b><u>SUB WORK GROUPS</u></b>	<b><u>DEOMI Reps</u></b>	<b><u>VISITORS</u></b>
<b>1</b>	Curriculum - Comparison, Legacy and Current Cur. EOAPs, Diversity, Cultural Competencies	John Simonson, Scott Emison, Tim Glines, William McGuire, Bradley Bair (floating 1&8) , Ronald M. Joe CC (Floating)	Faye Williams-Norris, Otto Rutt, Robbie Barham, Charlie Smith, Mickey Collins, Paul Mattola, Terence Sanders, Steven Hady
<b>2</b>	Marketing & Public Affairs, & Media	Bryan Ripple, Barbara Springer, Debra Eddy	Mark Metoyer, Gayle Brock, Horace Littlejohn, Mary Anne O'Neill, Jose Bolton (CC), Ramon Feliciano
<b>3</b>	Training & Instruction and Instructor Performance	Robert Raines, Adrian Cheung, Susan Caswell, Sam Cruz, Ronald Martin, Arlena Brookins (floating)	Richard Cox, Lance Harris, Patrick Steury, Ted Paynter, Frank Bishop, John Norris, Eugene Johnson, Eurydice Stanley
<b>4</b>	Organization, Staffing & Budget	Mary Anne Watkins, Keisha Teixeira, Lissette Lopez	Maribel Rodriguez, E.E. Wiggins(CC), Maggie Nagel, Jimmie Love
<b>5</b>	Research, Publications, & Cultural Competencies	Daniel McDonald, BJ Marcum, Mr. Scarpate, Kizzy Parks	Mickey Dansby, Jon Wesche, Willie Jones
<b>6</b>	Organization; BOA; BOV; Esprit-de-Corps	Conrad Gamez, William Yates, Brian Rhodes, Jose Guzman, Carrie Tillman, Pedro Nieto	Gil Camacho, Maria Martinez, Tony Robertson, Don Williams, Michael Radford
<b>7</b>	EEO	James Lambright	Kelly Thayer, Marty Eaton, Frank Miller, Maureen Sullivan, Larry Self, Scott Lanum, Terri Dickerson, Yolanda Maldonado
<b>8</b>	Reserve Component	Michaela Payton, Melodie Esposito, Teresa Hilliard	Judith Mathewson, Nate Thomas, Jack Broderick , Tyra White

## Appendix 3: Phoenix Summit Survey Results

At the conclusion of the Summit, all attendees were asked to voluntarily complete a survey to indicate their observations regarding the quality of the summit and share other ideas. In total, 11 questions were posed which afforded Summit members the opportunity to rate various aspects of the Summit. As well, six questions provided members with the opportunity to share additional insights.

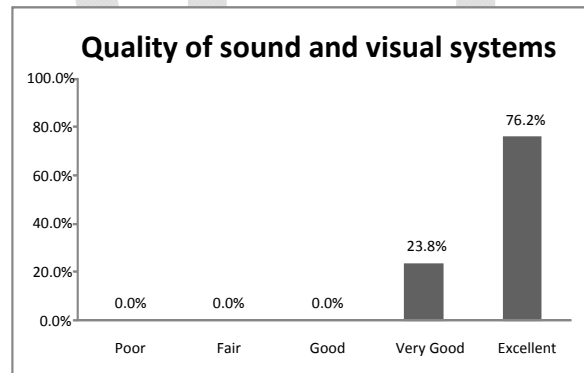
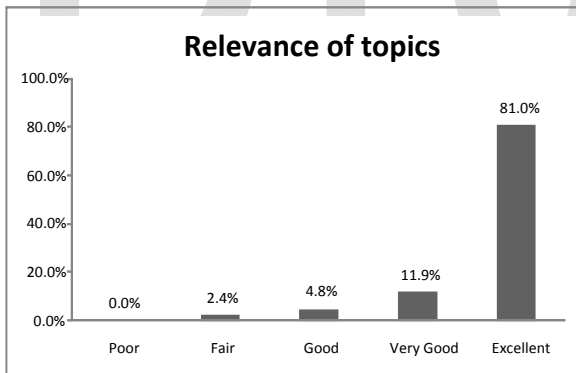
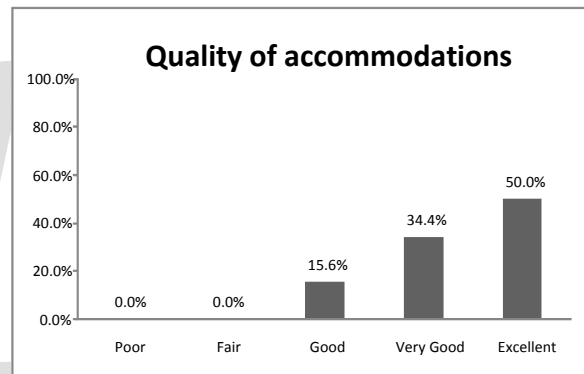
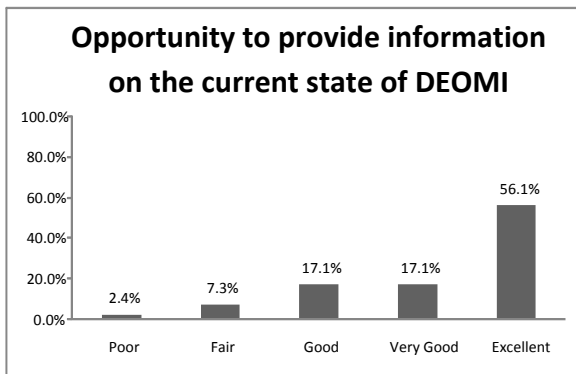
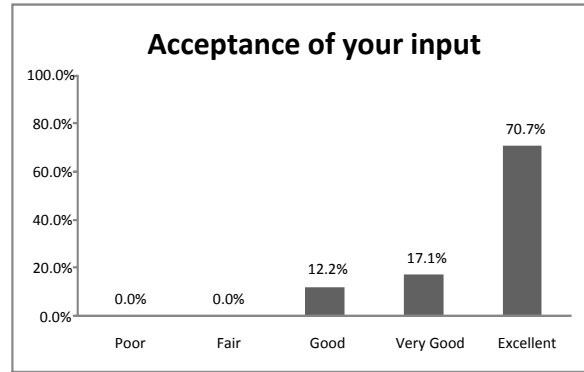
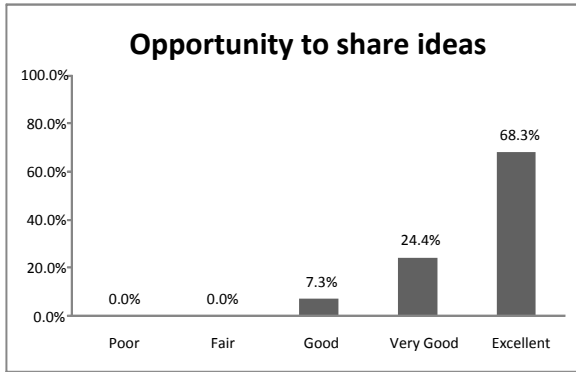
The results of this survey indicated that the majority of members indicated that:

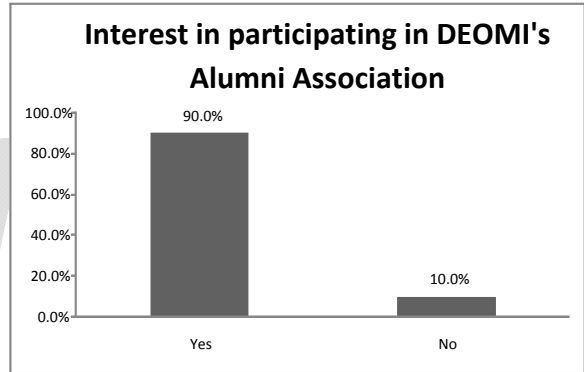
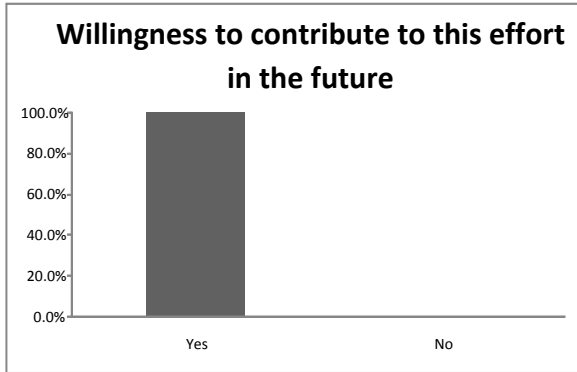
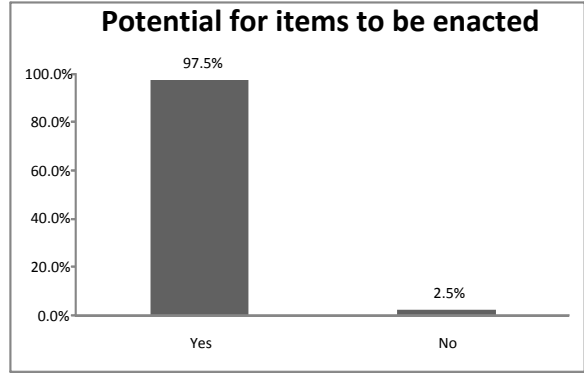
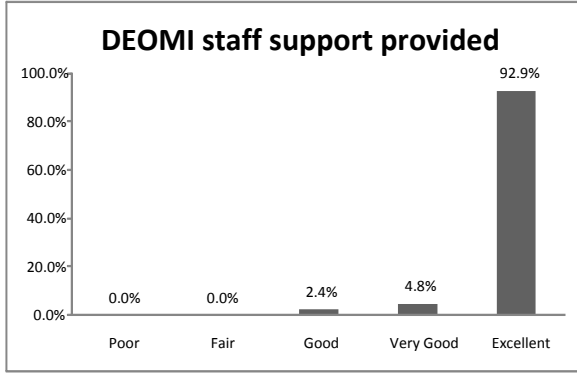
- ✓ The Summit provided an excellent opportunity to share ideas
- ✓ The Summit provided information on the current state of DEOMI
- ✓ The Summit facilitated the sharing of ideas
- ✓ Their input was accepted,
- ✓ The Summit's topics were relevant
- ✓ The audiovisual systems were excellent
- ✓ The quality of accommodations were very good to excellent
- ✓ DEOMI staff support was excellent
- ✓ Items were actionable
- ✓ They are willing to contribute to this effort in the future
- ✓ They are interested in participating in DEOMI's Alumni Association.

In the following pages, the frequencies of Summit members' responses to all ratable questions are provided in bar charts along with Summit members' comments regarding the following questions:

1. What is your opinion of the current state of EO/EEO training in place at DEOMI?
2. What is your current opinion of the research efforts conducted by DEOMI?
3. What was the most valuable feature of the summit?
4. What was the least valuable feature of the summit?
5. What changes would you recommend we make to improve future summits?
6. Additional Comments

## Summit Members' Responses to Summit Survey Rating Scale Questions





DRAFT

## Summit Members' Written Comments to Summit Survey Questions

### 1. *What is your opinion of the current state of EO/EEO training in place at DEOMI?*

- ✓ Dedicated staff that is motivated for all the right reasons. There are some foundational pieces that are missing.
- ✓ Needs to look at bringing back platform instruction and GLS in the EOP
- ✓ It can be improved in the area of curriculum and instruction. Time for the expansion of delivery of instruction.
- ✓ Focus has shifted too much to the technical execution of duties rather than personal development of EOAs.
- ✓ Currently lacking, but I have great hope for the future.
- ✓ Still effective with some opportunity for improvement
- ✓ N/A
- ✓ Somewhat concerned about the decrease in course length and the reduced emphasis on the affective domain. However, because of the brief, I believe that the staff are committed to continuous improvement and are doing an excellent job with reduced resources.
- ✓ It could be better.
- ✓ It can be improved by replacing the foundation blocks of facilitation and large group instruction
- ✓ It needs to be modified to allow for various methods of training (platform, small group, activities, self study) to touch on all methods of learning.
- ✓ ADL more appropriately taught in small group. More group/individual facilitation and feedback.
- ✓ Weak, poor, shallow – needs to return to core values, lessons – techniques and student experience that made DEOMI unique
- ✓ Generally, very good – concerned about the shrinkage of the platform instruction vs small group instruction} reinstate the ISIPs
- ✓ I don't believe the 'current state' of DEOMI was adequately provided to summit members. Many assumptions were not clarified.
- ✓ BROKEN! Just look at the students sitting silently or in isolated groups along the walls of hallways – No interaction, boredom very apparent. BLUF: wasting time
- ✓ There is always room for improvement – establish standard for instructor and staff personnel and maintain it.
- ✓ Modify it. It appears that the staff is afraid to confront tough societal issues.
- ✓ Good but can be better
- ✓ We've lost sight of the soul of DEOMI and that is knowing self first. Without this block or experience, DEOMI training becomes no more valuable to the students than attending fire fighter school. We must refocus to ensure that the learning objective drive the timeline not the other way around. Notice the word "we" throughout...it's been 10 years since I visited last, it was nice to come back.
- ✓ It has lost a bit of impact on the student in terms of self awareness. We have gone to managers of the program as opposed to EO practitioners.
- ✓ Overall is successful. However staff member instructor should have priority for EEO sources. Pilot program to be test with staff
- ✓ Good
- ✓ I believe the current blended learning is the proper way ahead. It need to be revised, but is the future!
- ✓ Could be revisited to ensure the proper utilization of resources to include instructor's competence.

- ✓ Good but not great, 80% is not excellence.
- ✓ Good, but the standard should be “excellent”
- ✓ Don’t know enough to make an unfettered judgment
- ✓ In a state of “development”: we need to recapture affect.
- ✓ It needs to be redefined and restructured so as to graduate the best equipped EOAs possible.
- ✓ EO training sucks!
- ✓ Needs to be revised to address issues raised/discussed during summit. Has been allowed to degenerate to unacceptable level.
- ✓ Poor – needs to be more one-on-one
- ✓ Missing too much of the interactive/affective
- ✓ They are doing the best with the resources they have and the parameters/restrictions they have been given. Potential to be much better!
- ✓ Active comp schedule and curriculum needs work, resource comp on track just a few things to tweaks, i.e. students should not do ADO and take over and over just to pass and not include in grade point average. Also need at least two examples in core course.
- ✓ EEO appears to be on tack, however the current EO programs appear to be struggling – a lot of the core affective learning is missing. EO program has been (too) shortened – return to the 12-16 week format.
- ✓ Need some fixing. People in DEOMI need to be place in their area of expertise. In other words take the personal out and put the good of the DEOMI first.
- ✓ EO – OK – but needs work as outlined in recommendations.
- ✓ With recommended changes. DEOMI will be on the right track.
- ✓ Not enough staff or instructors. Instructors are doing staff work and staff are doing instructor work.
- ✓ The training needs to be updated to include relevant issues-using ADL, auditorium and small group!
- ✓ I think it’s good, but there is definitely room for improvement and expansion
- ✓ Very good. Despite opportunity to improve as identified, research and training programs are excellent

**2. What is your opinion of the current research efforts conducted by DEOMI?**

- ✓ Great
- ✓ Outstanding
- ✓ Outstanding
- ✓ Improved level of effort from the Department, good ability to grow the department has expanded the role of the institution.
- ✓ Outstanding!
- ✓ Have substantially increased in the past 3 years, good job!
- ✓ Disconnected from end users of data, stakeholders, constituents, etc.
- ✓ Excellent. There is a current need worldwide for the spectrum of topics that are included in DEOMI's research. I'm excited about the sharing with other research organizations (DMDC, etc).
- ✓ Research plays a great part in the DEOMI, but we can't forget the DEOMI mission.
- ✓ They seem to have their ducks in a row and are supportive in total to the institute.
- ✓ Keep it going but find ways to better tie it into curriculum so that relevant info can be taught.
- ✓ Excellent
- ✓ As always good
- ✓ Need to add more research staff—expand scope of research initiatives.
- ✓ Research efforts supporting the education and training function require more focus.
- ✓ On a "two day" quick overview—very professional!
- ✓ Establish and maintain the total force/joint. Review POI for AD & RCP at the same time. Stop putting the Research forces on the back burner.
- ✓ Exceptional
- ✓ Good but needs to support more the academia of the institute.
- ✓ If someone wants to pay us to make a difference, who better to do that?
- ✓ Excellent, however, needs to continue to enhance DEOMI curriculum and bring in the money.
- ✓ The research is not implemented into the EOAP course lessons or EORCP. Other areas are good for enhancing reputation.
- ✓ Good
- ✓ Research could be more specific and less convoluted.
- ✓ Don't know
- ✓ Amazing in some aspects. The question is how do all of Research's efforts support the main mission of DEOMI?
- ✓ Broad, but not focused on aiding in EO/EEO application by trainers, advisors, and managers.
- ✓ Efforts are exceptional
- ✓ From my vantage point, excellent.
- ✓ The research has been very effective in helping the institute present credible data.
- ✓ Not enough research collaboration with EO & EEO topics to help enhance and develop instructor development.
- ✓ Good, needs to firm up alignment to training modules and bolster what we're training and providing as policy input.
- ✓ Excellent
- ✓ Not integrated enough with all other aspects of DEOMI functions
- ✓ Currently doing a great job! Suggestion: Conduct some research to determine the most effective way to conduct the type of education/training that is required at DEOMI. There are tools and methodologies in other educational institutions that can be tapped into.
- ✓ Consider new changes with the "homosexuality" as a new protected class and its effects etc...also "before" the change DEOMI should "lean forward."
- ✓ Research efforts are continuing to grow and appear to be more focused—as if they know where they are headed.

- ✓ The research is excellent. However, the researchers need to assess more of the internal needs verses external.
- ✓ Need research to be vetted and published like other research studies, i.e. CNA, RAND, etc.
- ✓ Super
- ✓ Good! Diversity information is vital to all Services; now/please include more documentation/knowledge of...
- ✓ Outstanding. Needs to continue and reach out to share and partner with other research and EO organizations
- ✓ Good research; need to maximize sharing, distribution

DRAFT

**3. What was the most valuable feature of the Summit?**

- ✓ The many points of view from all the members
- ✓ Small group discussions in our area
- ✓ Mr. Joe—His passion for DEOMI, ability to make folks feel valued while maintaining a high level of activity
- ✓ The opportunities to share with the best EO professionals in the planet!! Format was great for sharing, remembering old acquaintances/new friends
- ✓ Sharing of ideas with those members who are accepting of other's perspectives. Some members "inflexible" to other's perspectives
- ✓ Hopefully what you do with the inputs from the participants
- ✓ Reconnection with current DEOMI staff and faculty and other practitioners and opportunity to make contributions
- ✓ The curriculum
- ✓ Allowing folks to witness the amount of passion and love there is concerning the product coming out of these doors
- ✓ The opportunity to take the best approach from the invited guest and combine them with the best approaches from the current staff and faculty
- ✓ The open communication with the small group to create the recommendations for the way ahead
- ✓ Exchanging of ideas and knowledge of attendees
- ✓ The work focused on problems and solutions/getting overview from participants on what DEOMI is about in carrying out their mission
- ✓ Opportunity to contribute to the discussion and provide input to new direction for DEOMI
- ✓ Collaboration effort with folks who have shared values and beliefs
- ✓ The ability to participate in a forum of experts for the betterment of an institute that provided significant changes in my life
- ✓ Ability to provide direct feedback
- ✓ Sharing of ideas, information and recommendations
- ✓ The energy of like minds and vision.
- ✓ The sharing of ideas which hopefully lead to the EO program getting back on track
- ✓ Communication of ideas
- ✓ Interaction/ideas expressed by people who care deeply.
- ✓ Opportunity to share insight
- ✓ Interaction/discussion of exchange of ideas with other EO/EEO professionals
- ✓ The ideas-I gained a better understanding of the history of DEOMI, which gives me a better understanding of relevant issues here. I loved hearing from those that were here when it started!
- ✓ The willingness of all attendees to share their true feelings about the future of DEOMI.
- ✓ Having an opportunity to hear other voice their concern for the continued spiraling down of the DEOMI and provide strategies to put DEOMI up and forward.
- ✓ Open discussions in large group
- ✓ Update on current status of training acceptance of all input. Everyone treated as equals. No ranks.
- ✓ Opportunity to gather massive amount of input from experience/history
- ✓ Opportunity to discuss and be made aware of the great things that are being done; and also things that need to be reassessed and modified.
- ✓ Meeting and mingling with people who have a common goal and motivation
- ✓ Exchange of ideas
- ✓ This work focused on problems and solving/getting overview from participants on what DEOMI is about in carrying out their mission.

- ✓ Reconnection with current DEOMI staff and faculty and other practitioners and opportunity to make contributions.
- ✓ Opportunity to allow current staff to present their perspectives, current status – and express current, the time to analyze: the realization that it is broken; environment. The opportunity to provide recommendations—you now have a baseline.
- ✓ Receiving the groups update three times per day – great
- ✓ Meeting long time friend and meeting additional friends/professionals
- ✓ People who truly want to see DEOMI improve come together and work for greater good.
- ✓ Group breakout
- ✓ Being able to network with the founders of DEOMI and recent grads.
- ✓ All! There was no group that had one great idea. The culmination of all the groups made the summit a success
- ✓ The interaction with the DEOMI family. Classic and contemporary blend was not a generation clash. Great staff support.
- ✓ Small group interaction and overall discussion.
- ✓ Dispelling myths that DEOMI was broken
- ✓ Privileged to be a part of history regarding leaders of the past and present assisting each other with innovative ways in leadership for the betterment of DEOMI.
- ✓ Sharing of ideas and using those to support and improve DEOMI
- ✓ Understanding what is currently being done and why it is being done that way
- ✓ Use of experienced and current members focused on issues
- ✓ Finding out what's happening in our world

**4. What was the least valuable feature of the summit?**

- ✓ With exception of audiovisual leaders—the defensive attitude of the current staff leadership—How many people curriculum staff did Dean Yates speak to? His non-verbals spoke millions! What did he learn? Recommend he personally review and analyze outcome!
- ✓ Ask personnel if they have any special needs
- ✓ For more staff support summit should be only event on command's table. In some cases too late.
- ✓ Not ensuring folks have the read ahead on topic to be discussed in group.
- ✓ 1) What about EEO; 2) Some staff, at times, seemed to be more focused on defending policies, practices, and curriculum than accepting constructive feedback.
- ✓ Late nights. Folks tend to lose focus after 1800, so you lose out on valuable input or have the potential to. Time permitting 1800 tops.
- ✓ The long dates or extended schedule. Overdrawn statements in the auditorium and interruptions—slightly off track on some topics.
- ✓ None
- ✓ Reliving the past. The past is the past. We need to consider the future and how the newer generation is learning.
- ✓ Early mornings and late evenings.
- ✓ Small group session—EEO—not as focuses as it could have been. We need to do this again. EEO will be a growth area for DEOMI.
- ✓ None
- ✓ N/A—my “mission” was to learn—all was valuable.
- ✓ What was not XXX, social time?
- ✓ I saw none that affected my performance.
- ✓ Listening to the rhetoric from the staff about the ISD process and how it dictates education and training—as well as hearing how ‘technical’ the Affective piece of the curriculum must be to meet COE—what a crock!
- ✓ The defensiveness displayed by some of the presenters—it's very difficult to take this intense public critiques—But we're professionals and must be up to it.
- ✓ All was valuable.
- ✓ Defensive and overly detailed brief outs
- ✓ All was good...a lot was done in a short period of time.
- ✓ The fact that we were only here for such a short time.
- ✓ The total process was worth the time and effort!
- ✓ Review of ISD. Learn your audience.
- ✓ Long hours
- ✓ Got tiring after 6 p.m. on day 2
- ✓ None
- ✓ What was not professional? “social time”
- ✓ Good communication with DEOMI alumni and other senior individuals (former Commandants)
- ✓ Not seeing my family for 2 days (something I can easily live with –they understand)
- ✓ Focus on how to improve the process. Did not start with the fundamental aspects of the institution...agreement, suggestions for change...buy in, etc.

**5. What changes would you recommend we make to improve future summits?**

- ✓ Have an evening social for better networking
- ✓ Keep MAJ Brookins! She's a blessing.
- ✓ Have "where we are" be presented in the Break out groups-we had to pick the staff's knowledge and ask direct question to get a starting place for improvement. If Mr. Joe's vision is to move DEOMI to the "Center of EXCELLENCE"-where is it now and why isn't it in the "Center" that it has always been?
- ✓ Keep participants informed of updates and changes (when possible). Maintain contact. Coordination of travel, orders must be made in a timely manner. I understand the learning curve but this should be nothing new to DEOMI
- ✓ Need to be longer
- ✓ Used experienced facilitators in the smalls groups to keep each group on track. Move time in the small groups while limiting the large group out briefs.
- ✓ Opportunity to observe a training session and meet briefly with current staff below director level.
- ✓ Earlier compunction! We received communications from the commandant, but no follow-up from the staff until almost a month later. It was much too late. Also, documents requiring review need to be accessible sooner than 2 days before the event to ensure participants come prepared to work. Let's work and play together! A social would be nice – we're retired!
- ✓ More time between announcement and execution. Excellent job! I would've have conducted a separate assessment (3-4 days) observing/evaluation all areas and then the summit as task to evaluate and provide recommendations on the findings.
- ✓ Sending out pertinent info. E.g. read-aheads, agenda etc. It was honor to serve on this summit. It is very apparent that the staff is outstanding and hard at work. If not already don, query staff to see how things are going in their eyes.
- ✓ Would love to have had a little more time to network with current DEOMI staff and other attendees, spare time was minimal.
- ✓ None
- ✓ 1 more day, but stop @ 8 p.m. each day 0800-2000.
- ✓ No sessions after 6 p.m.
- ✓ Expand to 3 or 4 full days to allow time for "social stuff!" Schedule was so rushed this was not possible.
- ✓ Don't wait too long to reach out and involve us.
- ✓ Having more than a few staff people determining the way DEOMI's EO education and training should be. Many of them are and were unwilling to bend and be accepting of ideas and feedback on curriculum and training/instructor performance. I would like to hear more from the Service Representatives about 'How to get (and keep) EO at the top of Service Leaders List' of critical topics. Show a copy of the EO & EEO class schedules and discuss some of the topics with all attendees.
- ✓ My thoughts on this will evolve and I'll share them as appropriate, Gayle Brock, 703-218-2762, gbrock@icfi.com
- ✓ Make DEOMI more visible. Get away from too much online training and back to more personal involvement.
- ✓ Do more.
- ✓ 1) It would be great to have copies of the results of discussions (group) prior to going into the next discussion, small group. 2) Understand we are here to work; and it would still be great to have a small social evening gathering after meeting the first day or the evening prior to date of departure to include DEOMI staff and visitors.
- ✓ Open to general officers, both retired and active who also have an invested interest (i.e. BG (Ret.) Epps, MG (Ret.) John Hawkins only to name a few.

- ✓ Wrap up each day at least by 8:00 p.m. ☺
- ✓ First move back to a DoD product and not service (i.e. lose the J); merge rather than isolate (your verbal should represent your non-verb). You appear to say the right thing, yet your product is saying something different. Bring in external facilitators to work with interval instructors when you have the next summit.
- ✓ Now that the foundation is built, invite other service Headquarters to DEOMI to educate them about the vision. Be inclusive of all services (and civilians) who are DEOMI customers.
- ✓ Perhaps add a day-though there are benefits of having the time crunch-I would add a social function to allow more time to contact with other agencies and founding folks. I would like to hear more about what roles the people had here at DEOMI-or how they are connected.
- ✓ Clarity about whether mission/vision/objective of the summit was being crafted, or mission/vision for DEOMI

**6. Additional Comments**

- ✓ Mr. Joe, Thank you for the opportunity to participate once again in the DEOMI Family Process-I only see Great things happening under your time at DEOMI-I hope you still move at 120mph and your folks can keep up with you!
- ✓ I appreciate the opportunity to participate and will do my part to continue to remain current and in the fight. All the best to our EO family!
- ✓ If I had been on staff at this time, I predict that I might have been a bit defensive about the influx of so many people who were here to review DEOMI's processes. My hope is that they truly understand that we all have an abiding respect for DEOMI's mission and future. I only wish that I could be here not and have the opportunity to serve under Colonel Joe's leadership.
- ✓ Ron Joe, Thanks. You are in the right place at the right time with the right stuff! Best Wishes, Jack Broderick
- ✓ Strategic Direction: Budget issues fixed. DEOMI name change? When? To what?

## **Appendix 4: List of Session Scribes and Support Staff**

Rebecca Marcum, MAJ Arlena Brookins, USA, Pete Hemmer, Erin Moeser, Ph.D., Stephanie Turner, Elizabeth Trame, Elizabeth Steinhauer, Joleen Horton, Bianca Trejo, Chaunette Small, Dawn Smith, Georgia Bicknell, Georgia Lim, Jake Garcia, Stacy March, CPT Jeffrey Chang, USA, MAJ Lea Moore, USAF, Rich Young, Miguel Pinero, John Sanderson, David Faulkner, Erik Robertson, Joleen Horton, Chris Bultman, Giselle Pacheco, Amanda Mann, MSgt Olga Medina, USAF, SFC Samuel Cason, USA, MSG Lisa Prewitt, USA, YNC Julio Becker, USN, ETCS Donald Sawyer, USN, SSG Ivan Molina-Lopez, USA, SFC Timothy Gladders, USA, SFC Erin DeBaun-Lewellen, USA, MSgt Yessica Lugo, USAF, MSgt Jerry Scott, USAF, MSgt Darvin Moore, USAF, LT William Grantham, USN, Scott Chevalier, Chuck Dickey, SFC Luisette Lopez, USA, SSG Brian Whittle, USA, SGT George Wood, USA, SGT Christopher Cabrera, USA, SGM Sandra Hightowersmith, USA, Cy Snyder, Nate Davis, Connie Morrison, Gay Adams, and LCDR Loring Crepeau, MSC, USN.

DRAFT

## Appendix 5: Photos from DEOMI Phoenix Summit



Above: Mr. Joe giving the welcome address



Above: Current and Former DEOMI Commandants  
(left to right: Jose Bolton, Ronald M. Joe, Sr., and E.E. Wiggins)



Above: DEOMI Phoenix Summit Attendees