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The Marine Corps has made limited historical diversity and inclusion progress and continues to lag behind other Services, especially with gender integration. This thesis seeks to give readers a current, balanced perspective of diversity and inclusion as it relates to the Armed Forces and specifically the United States Marine Corps. After a comprehensive review of diversity challenges, the author compares the active component Marine Corps gender, minority, and religious diversity categories with other Services. The author concludes the Marine Corps must improve personnel policy and organizational culture to support an inclusive, diverse, multi-disciplinary workforce with the skills that can ensure it excels in a complex warfighting environment. The author provides specific recommendations for the Marine Corps can improve inclusion effectiveness by working toward these six recommendations over the next five years (2020-2025): (1) setting inclusive standards for combat roles and continuing gender integration while improving female retention; (2) beginning to gather sexual orientation data; (3) showing consistent, engaged leadership; (4) managing the culture clash and climate; (5) developing better measurements of diversity progress; and (6) publishing continuous effort. This thesis also provides two additional recommendations for improved long-term success beyond 2025.

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**TITLE: A COMPREHENSIVE REVIEW OF DIVERSITY AND INCLUSION WITH  
RECOMMENDATIONS FOR THE MARINE CORPS FOR 2020-2025**

SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF MILITARY STUDIES

**AUTHOR: LCDR ROB LINN**

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## Executive Summary

**Title:** A Comprehensive Review of Diversity and Inclusion with Recommendations for the Marine Corps for 2020-2025

**Author:** Lieutenant Commander Rob Linn, United States Navy

**Thesis:** The Marine Corps has made limited historical diversity and inclusion progress and continues to lag behind other Services, especially with gender integration. The Marine Corps must improve personnel policy and organizational culture to support an inclusive, diverse, multi-disciplinary workforce with the skills that can ensure it excels in a complex warfighting environment.

**Discussion:** This thesis seeks to give readers a current, balanced perspective of diversity and inclusion as it relates to the Armed Forces and specifically the United States Marine Corps. It culminates in data-driven conclusions and recommendations on how the Marine Corps can achieve and measure future success in this area. Diversity and inclusion are controversial topics with multi-disciplinary complexities. This thesis looks closely at current military definitions and status and discusses why a diverse military with inclusive programs is a permanent, growing part of the military force structure overall. The research and data compare the active component Marine Corps gender, minority, and religious diversity categories, but do not include age or disability. Sexual orientation was excluded from the consideration set due to a lack of data, making related recommendations impossible.

**Conclusion:** While the Marine Corps is monitoring some trends, it is not regularly and transparently communicating those findings throughout the force. Its current diversity programs are having mixed success and leadership decisions are sending mixed messages. The Marine Corps can improve inclusion effectiveness by working toward these six recommendations over the next five years (2020-2025): (1) setting inclusive standards for combat roles and continuing gender integration while improving female retention; (2) beginning to gather sexual orientation data; (3) showing consistent, engaged leadership; (4) managing the culture clash and climate; (5) developing better measurements of diversity progress; and (6) publishing continuous effort. This thesis also provides two additional recommendations for improved long-term success beyond 2025.

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THE OPINIONS AND CONCLUSIONS EXPRESSED HEREIN ARE THOSE OF THE INDIVIDUAL AUTHOR AND DO NOT NECESSARILY REPRESENT THE VIEWS OF EITHER THE MARINE CORPS COMMAND AND STAFF COLLEGE OR ANY OTHER GOVERNMENTAL AGENCY. REFERENCES TO THIS STUDY SHOULD INCLUDE THE FOREGOING STATEMENT.

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## *Preface*

After twenty-three years of Naval Service working in the enlisted and officer ranks, I was pleasantly surprised to have another growth opportunity as a student attending Marine Corps Command and Staff College. Upon my arrival, I immediately noticed the lack of diversity (international students excluded) and gender representation in the wardroom. This group of Marine officers seemed decades behind in terms of inclusive culture and diversity integration compared to my own Service. I was professionally curious if this was reflective of the Marine Corps' reputation of taking a minimalist approach to sociology-related change and/or if it would match the Corps' diversity data. While my personal opinions changed during the writing and research of this topic, two things surprised me most: 1) the stubbornly slow progress in areas like gender integration and lack of diverse leadership not only in the Marine Corps, but also among the other Services and 2) the fact that my own Service (Navy) appears to promote a lower percentage of racial minorities once they are in the ranks than does the Marine Corps (although the Marine Corps does not have nearly as many in the ranks).

If the Marine Corps wants to enhance growth, increase partnerships, and take advantage of creative multi-disciplinary solutions in a complex warfighting domain, it will need to definitively change its culture. I am convinced that improving respect and professionalism among all Marines toward the inclusiveness of more diverse colleagues in all ranks and jobs will be key to success. I have had multiple conversations with my Marine officer colleagues, some of whom believe in the limitation of diversity for a variety of reasons discussed in the first two chapters. While I respect them as individuals, I believe their opinions are incorrect and will limit the future success of the Marine Corps.

The goal of this thesis is to inform all readers *why* the Services have moved toward a climate of diversity and inclusion, and offer practical, professionally sound recommendations that can move the Marine Corps forward in this area during 2020-2025. As a whole, the Services are making slow progress but still meet resistance to a successful inclusionary workforce. By taking limited or no action in this area, Marine Corps leadership will continue to support a divisive climate.

I chose to review Marine Corps diversity in the areas of race, ethnicity, gender, and religion. I specifically chose not to focus on persons with disabilities (since the Services mandate strict health standards as a prerequisite for entry and continued service) or age (since the Services have a well-documented historic propensity to purposefully recruit younger citizens). To further evaluate Marine Corps diversity, I analyzed a variety of Defense Manpower Data Center (DMDC) data provided to me by Headquarters Marine Corps Manpower and Reserve Affairs (M&RA) Diversity Team. A general lack of quality data was a barrier to reliably evaluating sexual orientation in the Marine Corps and will presumably remain so until the military begins to better collect that data.

I sincerely thank my colleagues – in and out of class – especially those who brought a different perspective and took the time to provide feedback! I am in debt to the Marine Corps M&RA Diversity team, specifically Mrs. Theresa Velazquez, who went above and beyond to help me find meaningful, current data to evaluate and compare to current literature. To my thesis advisor (Dr. Kerry Fosher); thesis peers (Erin, Stephanie, and Autumn); and second reader (Dr. Lauren Mackenzie) – thank you so much for your time, efforts, and guidance!

## *Introduction*

The United States is a multicultural society, and Congress directs that its military has a responsibility to field a force that is inclusive of those it protects and serves.<sup>1</sup> Two primary factors shape current efforts to foster, sustain, and manage diversity: (1) the demographics of the American population are rapidly changing, and (2) there are a variety of new skills and competencies required by the nature of modern warfare.<sup>2</sup> To meet the expectations of civilian leadership, the military Services must align personnel policy and organizational culture to support a diverse, multi-disciplinary workforce that can better excel in a complex warfighting environment better than the traditionally more homogeneous Services.

Congress mandated a Military Leadership Diversity Commission (MLDC) in 2011 who recommended the Services move from simply representing diversity to developing a culture of inclusion. While hiring models like Equal Employment Opportunity or Affirmative Action often implement elaborate recruitment and training strategies that increase the number of women, people of color, or other minority groups in the organization, they do little to change the workplace climate.<sup>3</sup> In 2018, Deloitte agreed with the MLDC that diversity without inclusion is less valuable; and when organizations simultaneously pursue both concepts, they are significantly more likely to be high performing and innovative.<sup>4</sup> In other words, the success of organizational diversity will not rest simply with the recruitment or promotion of diverse

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<sup>1</sup> Military Leadership Diversity Commission (2011). *From Representation to Inclusion: Diversity Leadership for the 21st Century Military*. Final Report. Washington DC: Military Leadership Diversity Commission, viii-xix.

<sup>2</sup> Military Leadership Diversity Commission (2011). *From Representation to Inclusion: Diversity Leadership for the 21st Century Military*, viii-xix.

<sup>3</sup> Daniel McDonald, and Kizzy Parks. *Managing Diversity in the Military: the Value of Inclusion in a Culture of Uniformity*. London: Routledge, 2012, 18.

<sup>4</sup> J. Bourke, and B. Dillon. (2018). *The diversity and inclusion revolution: Eight powerful truths*. [online] Deloitte Insights. Available at: <http://www2.deloitte.com/us/en/insights/deloitte-review/issue-22/diversity-and-inclusion-at-work-eight-powerful-truths.html#endnote-sup-20> [Accessed 8 Jan. 2020]

people.<sup>5</sup> Rather, future success will be measured by how well an organizational culture values and manages America's diverse demographic array of thoughts, skillsets, and experiences to help meet the mission. This thesis will discuss why diversity and inclusion are important first before reviewing definitions in the following section.

### **Why are Diversity and Inclusion Important?**

A 2019 report from the Congressional Research Service states that diversity and inclusion are important to the military mission because maintaining a representative force signals institutional legitimacy to the nation the military serves, builds trust from the American people, and helps achieve widespread support regarding military operations.<sup>6</sup> Diversity's symbolic function fulfills geopolitical goals since military forces are often the first ambassadors to countries abroad, and the United States must continue to show it is committed to the values it espouses of freedom and equality for all.<sup>7</sup> Further, a more inclusive and multicultural workforce is better prepared to build and improve global partnerships, enhancing global operations.

American diversity is a critical component to ensuring the Service's ability to outthink and outmaneuver adversaries. Modern research shows that personnel with a variety of direct and indirect intercultural experiences exhibit higher individual creativity than those who do not have these multicultural experiences.<sup>8</sup> A randomly selected team of personnel from diverse

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<sup>5</sup> Marilyn Loden, Judy Rosener. *Workforce America!: Managing Employee Diversity as a Vital Resource*. Homewood, Ill: Business One Irwin, 1991, 34-35.

<sup>6</sup> Congressional Research Service (2019). *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*. Washington DC: Congressional Research Service - R44321, 1-5, 59.

<sup>7</sup> Military Leadership Diversity Commission, *From Representation to Inclusion: Diversity Leadership for the 21st Century Military*, 13-18; Congressional Research Service (2019). *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 59.

<sup>8</sup> C. Cheng and Y. Tan. (2017). Intercultural Experience and Creativity. In: *The International Encyclopedia of Intercultural Communication*.

backgrounds often outperforms a team of like-minded, best performers.<sup>9</sup> In 2015, McKinsey and Company found that companies in the top quartile of racial/ethnic diversity were 35 percent more likely to have financial returns above their national industry median.<sup>10</sup> Studies by Boston Consulting Group and Gallup have also shown that increasing the diversity of leadership teams drives more and better innovation with improved financial performance.<sup>11</sup> Lastly, population research shows that younger generations have a more diverse labor force with more progressive views on equality and diversity and also have a lower propensity to serve than older generations.<sup>12</sup> By fostering a more diverse and inclusive reputation, the military will be able to better compete for young talent.

A plethora of arguments exist against expanding diversity and inclusion including potential harm to the military's merit-based system such as accessions and promotions prioritizing demographic targets over performance standards<sup>13</sup>; potential negative impacts on unit cohesion, morale, and readiness<sup>14</sup>; the erosion of Marine "elitism" (presumably defined as the

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<sup>9</sup> L. Hong and S. Page. (2004). *Groups of diverse problem solvers can outperform groups of high-ability problem solvers*. [online] New York, NY: New York University, p.1. Available at: <https://www.pnas.org/content/101/46/16385> [Accessed 27 Feb. 2020].

<sup>10</sup> Hunt, V., Layton, D. and Prince, S. (2015). *Why Diversity Matters*. [online] McKinsey & Company. Available at: <https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters> [Accessed 8 Jan. 2020].

<sup>11</sup> Gallup.com (2018). *Three Requirements of a Diverse and Inclusive Culture — and Why They Matter for Your Organization*. [online] Washington DC. Available at: <https://www.gallup.com/workplace/242108/diversity-inclusion-perspective-paper.aspx> [Accessed 22 Dec. 2019]; M. Krentz, J. Dean, J. Garcia-Alonso, F. Brooks Taplett, and M. Tsusaka. (2019). *Fixing the Flawed Approach to Diversity*. [online] Bcg.com. Available at: <https://www.bcg.com/en-us/publications/2019/fixing-the-flawed-approach-to-diversity.aspx> [Accessed 4 Jan. 2020].

<sup>12</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 39; Office of the Under Secretary of Defense, Personnel and Readiness (2016). *Population Representation in the Military Services: Fiscal Year 2016*. Washington DC: Center for Naval Analysis, 37; Military Leadership Diversity Commission, *From Representation to Inclusion: Diversity Leadership for the 21st Century Military*, 72-73.

<sup>13</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, Preface.

<sup>14</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, Preface.

current, homogeneous group of physically large, Caucasian males); and the potential for diversity to increase conflict and anxiety in the workplace leading to differing opinions and values.<sup>15</sup> Many of these perceptions are discussed further in the next Chapter. A variety of research shows increased diversity leads to group-level conflict and lower productivity in some instances, while increasing productivity and performance in others.<sup>16</sup> It is also widely accepted that properly managed diverse teams are statistically more likely to perform better.<sup>17</sup> These facts highlight the importance of managing diverse teams, not simply recruiting them.

Many leaders instinctively understand that team balance is important. Members of different subcultures within society have unique ways of addressing problems and can often provide commanders with more relevant options to make decisions.<sup>18</sup> In 2018, Dutcher and Rodet found that diverse teams with a wide variety of experiences create more ideas than less experienced teams.<sup>19</sup> This latest research shows that experiences and the balancing of those experiences across the team are perhaps more important than other team characteristics when looking for better team performance.<sup>20</sup> If valuing diversity is an overarching organizational

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<sup>15</sup> D. Rohall, M. Ender, and M. Matthews, *Inclusion in the American Military*. Lanham, Maryland: Lexington Books, 2017, 4-5.

<sup>16</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 4; E. Dutcher, G. Rodet, S. Cortney (2018). "Which Two Heads are Better than One? Uncovering the Positive Effects of Diversity in Creative Teams," MPRA Paper 89982, University Library of Munich, Germany, 1; G. Martin (2014). The Effects of Cultural Diversity in the Workplace. *Journal of Diversity Management*, 9(2); S. Knouse, J. Stewart. (2003). "Hard" Measures that Support the Business Case for Diversity: A Balanced Scorecard Approach. *Diversity Factor, Philadelphia*, 11(4), 5-10.

<sup>17</sup> J. Bourke and B. Dillon (2018). *The diversity and inclusion revolution: Eight powerful truths*.

<sup>18</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 1-5, 8; D. Rohall, M. Ender, and M. Matthews. *Inclusion in the American Military*, 9-11.

<sup>19</sup> E. Dutcher, G. Rodet, S. Cortney (2018). "Which Two Heads are Better than One? Uncovering the Positive Effects of Diversity in Creative Teams.

<sup>20</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 1-5, 8; E. Dutcher, G. Rodet, S. Cortney (2018). "Which Two Heads are Better than One? Uncovering the Positive Effects of Diversity in Creative Teams.

philosophy, then managing that diversity is a skill that the organization's leadership must develop.<sup>21</sup>

Regardless of the arguments for or against diversity and inclusion, Congress expects the Services to keep making progress in this area as consistently shown in the National Defense Authorization Act(s).<sup>22</sup> This thesis assumes the Services and the Marine Corps will continue working to meet Congress's expectations and leveraging the benefits of diversity and inclusion. As the military moves toward a more inclusive culture, it should monitor the effect of diversity and inclusion on existing organizational culture and standards. Being inclusive does not require changing all military standards, but it does require re-evaluating standards, and introducing appropriate changes, to arrive at a valid, modern set of standards based on relevant job requirements. For example, one does not need an entire team with peak physical strength to drive a truck or write computer code in the modern era. The military must strive to appropriately assimilate a diverse population into a military organization that accepts, respects, and incentivizes them as they perform at or exceed appropriate standards. Instead of requiring minorities to change their values, attitudes, and behaviors to conform with outdated standards developed for a homogeneous military, the Services must carefully decide what minimum standards to enforce, remove unnecessary bias, and ensure all minority groups can work to meet those standards. Building productive relationships with diverse groups of people is possible only after an entire organization learns to accept and value the skills and abilities that diverse personnel represent.<sup>23</sup>

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<sup>21</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 26.

<sup>22</sup> FY20 NDAA Section 529, 565, 593, and 596; FY13 NDAA P.L. 112-239; FY09 NDAA P.L. 110-417; and Title 10 U.S.C. §481 and 10 U.S.C. §1561.

<sup>23</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 24.

## Definitions of Diversity

Meanwhile, it is difficult to discuss organizational challenges and progress further without addressing how the Department of Defense (DoD) and its sub-organizations define diversity and inclusion. As mentioned, the MLDC recommended that the DoD address the gap between recruiting diversity into the workforce and creating a culture of inclusion that correctly manages diversity. The idea of inclusion (a climate of accepting, respecting, and valuing) is not new, but has gained significant traction as organizations gain experience in leveraging diverse workforces. In 1991, Dr. Judy Rosener coined the term “cultural static” to describe how people of diverse backgrounds were represented in organizations but did not assimilate with the dominant group.<sup>24</sup> Primary dimensions of diversity include age, ethnicity, gender, physical abilities/qualities, race, and sexual orientation; important secondary dimensions include, but are not limited to, education, geographic location, income, marital status, parental status, religious beliefs, work experience, and military experience.<sup>25</sup>

Diversity has a multitude of meanings to different organizations and individuals. DoD’s definition of diversity has expanded with time to encompass demographic characteristics, as well as different backgrounds, skills, and experiences.<sup>26</sup> Organizations can gain an advantage by defining diversity in these broad, varied terms, which encompass a variety of feedback from the employees and can help the organization proactively frame diversity.<sup>27</sup> As shown in Appendix A and in line with the MLDC recommendations, all Services now have very broad and inclusive

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<sup>24</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, Preface.

<sup>25</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 18.

<sup>26</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 6-7.

<sup>27</sup> McDonald and Parks, *Managing Diversity in the Military: the Value of Inclusion in a Culture of Uniformity*, 13-14.

definitions of diversity similar to that of the DoD's 2016 definition, "All the different characteristics and attributes of the DoD's total force, which are consistent with DoD's core values, integral to overall readiness and mission accomplishment, and reflective of the Nation we serve."<sup>28</sup> Having such a broad definition, however, poses a challenge to measuring diversity since specific diversity and inclusion goals are not as easily identified.

Other definitions that are often confused include the comparison and contrast between race and ethnicity, and the meaning of minority. For the purposes of this thesis, ethnicity is included to specifically look at those personnel who identify as having Hispanic ethnicity. When looking at ethnicity, however, it is important to understand that many Hispanics are also counted (depending on how they self-identify in the data set) under other racial categories such as Caucasian or African American. For example, this happens when personnel identify themselves as coming from a Caucasian or African American race and being of Hispanic ethnicity. Furthermore, when discussing military diversity, the term minority often includes women, since they too are one of the minority groups in the military (but not in civilian society), as well as racial minorities, sexual orientation minorities, or religious minorities, etc. This thesis also uses the term gender integration in a broad sense to mean increasing the accession and promotion of women and/or opening up all jobs to women.

The following chapters provide an overview of diversity challenges as well as those specific to the Services and the Marine Corps, descriptions of successful diverse organizations and how to measure success, details on behavior that supports bias and discrimination, and analysis with recommendations for successfully enhancing Marine Corps diversity.

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<sup>28</sup> Department of Defense (2016). *Diversity Management and Equal Opportunity in the DoD*. Washington DC: DoD Directive 1020.02E Change 1 (November 29, 2016).

## *Overview of Diversity Challenges*

### **Demographic Challenges**

Minorities have a long and distinguished history of serving in the American military. The military has made progress through many historical diversity barriers such as racial segregation, religious intolerance, and sexual orientation discrimination. Despite these advances, all Services still face a variety of cultural and demographic challenges. This chapter will review some of the most prevalent challenges, such as those in the African American community. African Americans are less likely than other racial groups to serve in the military for a variety of reasons. Race-related incidents from the Vietnam War continue to be a barrier to military service among African American communities, and it will take time and trust to overcome this history.<sup>29</sup> Additionally, African American incarceration numbers (especially among males) have significantly increased since the 1980s.<sup>30</sup> While moral or misdemeanor waivers do reduce the incarceration barrier to serve in the enlisted ranks, efforts to recruit African Americans from college for the officer corps remain a challenge for most Services. Large societal movements such as Black Lives Matter may also negatively impact the propensity-to-serve barrier, especially as American populations become focused on the poor decisions of community police who are increasingly perceived as militarized (e.g. by using surplus military equipment and dressing similarly to those serving in the military).<sup>31</sup>

Militarized policing may project poorly in other communities as well, including those with higher immigration issues like the Hispanic community, who may be subjected to more

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<sup>29</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 17-22; Rohall and Matthews, *Inclusion in the American Military*, 37-52.

<sup>30</sup> Rohall and Matthews, *Inclusion in the American Military*, 19-33.

<sup>31</sup> The propensity to serve barrier is the declining desire for segments of the American population to serve in the military.

border patrols and/or other similarly militarized federal or state agencies. Hispanics are one of the largest and fastest growing minority communities in the United States. While many Hispanics have been American citizens for multiple generations, more than 90% of immigrant Hispanics come from a diverse array of ten Spanish speaking countries.<sup>32</sup> As the number of Hispanics serving in the military has increased significantly over the past decade, the number of Hispanic officers has not kept pace, leading to an underrepresentation of Hispanic leadership.<sup>33</sup> Asian Americans and Native Americans also have a long history of military policy that discriminates against them. Today, however, they currently serve at approximately the same percentage as their population rate.<sup>34</sup>

### **Gender and Sexual Orientation Challenges**

There have been rapid changes in past decades to certain laws and policies regarding diversity, inclusion, and equal opportunity. These changes were particularly focused on women serving in combat arms occupational specialties and the inclusion of lesbian, gay, bisexual, and transgender (LGBT) individuals.<sup>35</sup> Some of these changes remain contentious and face continuing legal challenges.<sup>36</sup> From the opening of combat and other male-dominated jobs, to legislative changes, to increased public awareness of sexual assault and the subsequent #Me Too Movement, women and sexual orientation minorities have continued to break down barriers while increasing their opportunity to serve the nation as equals in the traditionally male

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<sup>32</sup> Rohall and Matthews, *Inclusion in the American Military*, 37-52.

<sup>33</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 33-39; Rohall and Matthews, *Inclusion in the American Military*, 74.

<sup>34</sup> Rohall and Matthews, *Inclusion in the American Military*, 103.

<sup>35</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 27-39.

<sup>36</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 27-39.

heterosexual-oriented military. Although still under-represented compared to the general population, women now make up 19 percent of the active component (AC) military.<sup>37</sup> However, women remain less likely to reach the higher ranks and have lower retention in the military as of 2019.<sup>38</sup> There is minimal data available on military sexual orientation trends (presumably due to the 1994-2011 Don't Ask, Don't Tell Policy). It is estimated that sexual orientation minorities make up between 1 and 3 percent of the 2019 AC military, although other reports believe this number is higher.<sup>39</sup> As of 2014, Gay, Lesbian, and Bisexual members of the military still report they are not always comfortable disclosing their sexual orientation, and many do not feel the military cares about their well-being.<sup>40</sup>

Similar to unfounded concerns by opposition to racial desegregation, many homophobic or sexist concerns about the negative impact of including these minorities in the military have been unfounded as cultural acceptance increases. Some of these concerns are based on valid research (e.g. physical abilities as they relate to specific standards), while some are more intangible in nature (e.g. assertions that women and/or sexual minorities cause poor unit cohesion). Many of the arguments against full integration focus on differences between men and women in narrowly defined settings and environments, or fail to hold up as other similar organizations prove otherwise. Alternatively, arguments for integration focus on the strengths and diversity that women and sexual minorities bring to overall mission accomplishment, as well

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<sup>37</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 27-39; Rohall and Matthews, *Inclusion in the American Military*, 111-124.

<sup>38</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 27-39; Rohall and Matthews, *Inclusion in the American Military*, 129-142.

<sup>39</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 27-39; Rohall and Matthews, *Inclusion in the American Military*, 111-124.

<sup>40</sup> Rohall and Matthews, *Inclusion in the American Military*, 129-142.

as arguing for the individualized opportunity for all people to compete with the homogeneous group.

### **Religious and Societal Challenges**

Societal and religious beliefs represent other obstacles for diversity and inclusion. Dietary restrictions, prayer, ceremonial items, peyote, head coverings, beards, and hair length all pose various challenges to military standards and safety. Over the past decade, in part due to legal decisions, the military Services have become more tolerant of religious accommodations and are allowing more exceptions when they do not interfere with military duties or personnel safety. This aligns with dozens of other countries and allies, which already accommodate many of these beliefs in a variety of police and military settings. As the U.S. military becomes more inclusive and accommodating of religious beliefs, it will become easier to recruit from these minority populations, which possess a variety of cultural and language skills pertinent to a variety of military missions. Data also shows that the U.S. population has become significantly less Christian and less religious (e.g. atheist or agnostic) over time, while the minority population of non-Christian faith is gradually growing.<sup>41</sup> This is an area the Services may need to research further to ensure the traditional religious support system is modified to continue providing appropriate support to this growing segment of non-believers.

Another recognized societal challenge has been the increasing obesity of the civilian population. America's obese adult population has significantly increased from an average of 30 percent in 1999 to 40 percent in 2016, and the obese youth population grew from 14 to 19

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<sup>41</sup> Pew Research Center's Religion & Public Life Project. (2014). *Religion in America: U.S. Religious Data, Demographics and Statistics*. [online] Available at: <https://www.pewforum.org/religious-landscape-study/> [Accessed 21 Feb. 2020].

percent during this time.<sup>42</sup> Data also shows that obesity is more prevalent in Hispanic, African American, female, and lower socioeconomic populations.<sup>43</sup> This compounds other diversity challenges that disproportionately affect minority communities in America, such as lower socioeconomic status and lower educational opportunity.

College graduation rates represent another societal change and potential challenge. Between 2000-2016, the number of bachelor degrees awarded increased by 54 percent.<sup>44</sup> The percent of bachelor degrees awarded to Hispanics increased from six to thirteen percent overall, while Caucasian graduates decreased from 77 to 65 percent over the same time.<sup>45</sup> The share of degrees earned by African Americans, Asian/Pacific Islanders, and American Indian/Alaskan Native changed by less than 1 percent during the same time.<sup>46</sup> Meanwhile, females are now awarded more than 60 percent of all bachelor's degrees.<sup>47</sup> This would seem to indicate some increased availability of minority adults to serve in the military officer corps. While an increase in female bachelor degrees may help recruiters looking for female recruits, this does not always equate to an easier mission overall. For example, one can try to recruit 1,000 college graduates, but by the time one factors out those lacking a propensity to serve, those who have been incarcerated or who have a drug habit, those who are obese, and those who do not meet the minimum GPA requirement (typically between 2.0 and 2.5), fewer than 10% of the original

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<sup>42</sup> C. Hales, M. Carroll, C. Fryar, and C. Odgen. (2017). *Adult Obesity Facts | Overweight & Obesity | CDC*. [online] Cdc.gov. Available at: <https://www.cdc.gov/obesity/data/adult.html> [Accessed 14 Jan. 2020].

<sup>43</sup> C. Hales, M. Carroll, C. Fryar, and C. Odgen. *Adult Obesity Facts | Overweight & Obesity*

<sup>44</sup> U.S. Department of Education, National Center for Education Statistics. (2019). *Status and Trends in the Education of Racial and Ethnic Groups 2018* (NCES 2019-038) available online at: [https://nces.ed.gov/programs/raceindicators/indicator\\_ree.asp](https://nces.ed.gov/programs/raceindicators/indicator_ree.asp).

<sup>45</sup> U.S. Department of Education, National Center for Education Statistics. (2019). *Status and Trends in the Education of Racial and Ethnic Groups 2018*.

<sup>46</sup> U.S. Department of Education, National Center for Education Statistics. *Status and Trends in the Education of Racial and Ethnic Groups 2018*.

<sup>47</sup> U.S. Department of Education, National Center for Education Statistics. (2019). *Status and Trends in the Education of Racial and Ethnic Groups 2018*

1,000 college graduates remain to be recruited between the military and other similar organizations.

Societal beliefs and unconscious bias present another challenge to an inclusive culture. According to the Marine Corps M&RA Diversity team, unconscious bias is defined as one's mental attitude that affects understanding, decisions, and actions without deliberately engaging thought. Other times, challenges to inclusion come from arguments of morality. For example, part of the resistance towards women military members stems from traditional views on the proper place for women in society, in part generated by some members' religious or moral beliefs.<sup>48</sup> Other cultural norms portray men as more assertive, independent, and achievement oriented, whereas women are portrayed as more communal, unselfish, expressive, and relationship oriented – leading to predefined gender roles and stereotypes.<sup>49</sup> The military must ensure that its culture focuses on furthering professional respect for the diversity of others within the unit, not simply using personal, religious, or traditional beliefs or biases to discriminate against minorities.

### **Organizational Challenges and Managing Diversity Change**

Organizations may develop policies forbidding bias, but individuals still feel the impact of bias in their everyday interactions within the workplace.<sup>50</sup> Institutional bias is a concept in which organizations manifest bias without necessarily espousing it.<sup>51</sup> For example, military organizations may hold men and women to the same standards but fail to put the same amount of resources into uniform and armor development for both. Another example is assigning lower

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<sup>48</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 27-35, 58-68.

<sup>49</sup> K. Scott, A. Ingram, T. Zagenczyk, and M. Shoss. (2015). Work-family conflict and social undermining behavior. *Journal of Occupational and Organizational Psychology*, 88(1), pp.203-218.

<sup>50</sup> Rohall and Matthews, *Inclusion in the American Military*, 1.

<sup>51</sup> Rohall and Matthews, *Inclusion in the American Military*, 1.

performing instructors to a group of students who are not expected to perform as well as the majority of students, therefore perpetuating low performance of the group with the bad instructor. Other research finds that regardless of normal social cues, simple group identification is enough to produce bias against “outsiders.”<sup>52</sup> In other words, as soon as we become part of any cohesive group (e.g. Service academies, aviators, logisticians, Team America, etc.), we could become biased against others.

Eventually, biased or not, organizations must evolve to survive. McDonald and Parks refer to this as “the change dilemma,” whereby an organization’s ability to accommodate new ideas and different kinds of employees allows it to foresee necessary changes and to embody the continuous learning required for organizational survival.<sup>53</sup> Organizational leadership often discuss the need for organizational change involving employees and culture. Two military examples include the 2019 Commandant’s Planning Guidance and the Army Chief of Staff’s 2020 call for transformational change. Yet all too often, organizational culture becomes an excuse for uniformity. Managers often hire people like themselves and encourage their teams to see things the same way, which hinders a team's ability to create and incorporate new ideas.<sup>54</sup>

Virtually all major organizations in America (public, private, academic, and not for profit) were historically built around the values, attitudes, and behaviors expressed in an homogeneous ideal.<sup>55</sup> To assimilate, new entrants learned about the dominant culture, as such knowledge was needed to survive and succeed.<sup>56</sup> However, members of the dominant group had

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<sup>52</sup> G. Satell. (2018). *The Truth About Diverse Teams*. [online] Inc.com. Available at: <https://www.inc.com/greg-satell/science-says-diversity-can-make-your-team-more-productive-but-not-without-effort.html> [Accessed 17 Jan. 2020].

<sup>53</sup> McDonald and Parks, *Managing Diversity in the Military : the Value of Inclusion in a Culture of Uniformity*, 26.

<sup>54</sup> Satell, *The Truth About Diverse Teams*.

<sup>55</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 36.

<sup>56</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 37.

no need to learn about the values, attitudes, and behavior of others, and they continued believing their way was the “right way.”<sup>57</sup> These institutions favored a competitive operating style, hierarchical structure, a win/lose approach to conflict resolution, and an aversion to intuition and emotion.<sup>58</sup> As organizations move toward a more diverse organizational structure, there are some common assumptions and steps that support diversity change:

1. Employee diversity is a competitive advantage
2. The organization will be in transition until it has gained the advantage
3. The organization needs to change the culture, not the minority population to gain the advantage.<sup>59</sup>

As change occurs and organizations become more diverse, there is a definite “culture clash,” as defined by Loden and Rosener over thirty years ago. When an employee from a minority group openly challenges traditional norms, many people assume the problem rests with the person and not the organizational norms. A classic example is when the homogeneous group insists there is a right to tell a racist or sexist joke.<sup>60</sup> A more modern and complex example is exemplified by the annual Department of Defense Workplace and Gender Relations survey. This 2018 survey polled more than 100,000 AC members on unit climate and workplace hostility, showing significant differences between the assessments of men and women.<sup>61</sup> Women rated every aspect of the unit climate as significantly lower and the level of workplace hostility as significantly higher than did men.<sup>62</sup> This gap stems from the natural propensity of the

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<sup>57</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 37.

<sup>58</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 31-39.

<sup>59</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 26-35.

<sup>60</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 32.

<sup>61</sup> Department of Defense Office of People Analytics (2018). *2018 Workplace and Gender Relations Survey of Active Duty Members*. Alexandria VA: Department of Defense Office of People Analytics, DTIC# AD1071721.

<sup>62</sup> Department of Defense Office of People Analytics. *2018 Workplace and Gender Relations Survey of Active Duty Members*.

homogeneous group to be happy and content with the status quo, while the minority group is aware of the bias and areas for potential change.<sup>63</sup> Simultaneously, survey data showed a statistically significant upward trend in both sexual harassment and gender discrimination against women between 2014 and 2018.<sup>64</sup> This points to the need for continued improvement efforts in this area as the Services continue to integrate women into the ranks.

As the military becomes more diverse and inclusive, the Services continue to experience the three major types of culture clash as defined by Loden and Rosener:

**Threatening:** Perceived threats due to changes in the traditional values, attitudes, or behavioral expectations of the organization. (Includes feelings of denial, avoidance, and defensiveness.)

**Confusing:** When the change is not clearly articulated or difficult to understand and there is high turnover or resistance, including the blaming of those who accompany the change. (Includes a need for more information, or better problem definition.)

**Enhancing:** When the change is perceived as improving the bottom line or having positive impact to the mission.<sup>65</sup>

It is important to note that a challenge to organizational culture can often elicit all three types of reactions simultaneously depending on the views of the individuals or groups within the organization.<sup>66</sup> Clearly, the Services need to balance diversity with cohesion, but it is not as easy as it might seem.<sup>67</sup> It takes more than just putting people of diverse backgrounds and perspectives together and seeing what happens - you need a strategy to help them to work together.

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<sup>63</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 31.

<sup>64</sup> Department of Defense Office of People Analytics. *2018 Workplace and Gender Relations Survey of Active Duty Members*.

<sup>65</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 122.

<sup>66</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 123.

<sup>67</sup> Satell, *The Truth About Diverse Teams*.

## What Good Looks Like

Many organizations have good diversity and inclusion strategies and succeed in leveraging diverse talent. This section will provide an overview of what makes these teams successful. Given all the research, an inclusive strategy should systematically work toward three goals to minimize negative culture clash:

1. Establish how and why properly managed employee diversity is needed, along with how it can become a competitive advantage.
2. Establish standards for a diverse workforce by establishing common ground with a shared sense of purpose and commitment to organizational goals.
3. Create an inclusive culture that accepts, respects, and values diversity; builds productive relationships; and leverages diversity as a force multiplier.<sup>68</sup>

To establish and manage diversity and inclusion, McDonald and Parks recommend reviewing and communicating trends, needs, and challenges in the following areas:

1. Demographics
2. Political environment
4. Employee availability
3. Lawsuits by individuals or groups
4. Illegal business practices
5. Government rulings
6. Globalization of business
7. Diversification of customer base
8. External pressures from community groups
9. Internal employee pressures
10. Personal commitment of senior leaders<sup>69</sup>

After studying more than 200 organizations and reviewing the existing academic research, Gallup identified three key requirements for creating inclusive environments for all employees: employees are treated with respect, employees are valued for their strengths, and leaders do what

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<sup>68</sup> Authors conclusions drawn from sources: Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*; Satell, *The Truth About Diverse Teams*; and McDonald and Parks, *Managing Diversity in the Military: the Value of Inclusion in a Culture of Uniformity*.

<sup>69</sup> McDonald and Parks, *Managing Diversity in the Military: the Value of Inclusion in a Culture of Uniformity*, 26.

is right.<sup>70</sup> So how does an engaged leader move the organization toward inclusion? Loden describes some of the common organizational practices for success as follows:

1. Diversity linked to strategic vision
2. Management responsibility for climate setting
3. Systems and procedures support diversity
4. Ongoing monitoring of recruitment, promotion, and development trends
5. Awareness education as an organizational priority
6. Rewards based on results
7. Reinforcement of the value of diversity in hiring and promotions
8. Attention to the subtle reinforcers of the homogeneous ideal
9. Enhanced benefits (e.g. child care)<sup>71</sup>

Overall, current research shows that successful, diverse organizations focus on recruiting diverse skillsets, pursuing organizational education and integration, involving competent management/leadership, and developing a sustained systematic approach that relentlessly measures success toward defined objectives.

Education and training also help individuals assimilate and/or manage diversity, including teaching bias awareness, cross-cultural communication, etc. Military members often require cross-cultural competence in order to accomplish overseas missions involving cultural diversity or to communicate effectively across a diverse workforce. The Marine Corps recognized this and has developed a variety of material, which can be found on the Marine Corps Center for Advanced Operational Culture Learning (CAOCL) website.<sup>72</sup> The CAOCL concepts of culture, self-awareness, identities, and biases often overlap with diversity and inclusion training. For example, McDonald and Parks describe nine frameworks commonly used to think about diversity ranging from racial to scarcity thinking to cultural generalizations – a helpful list

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<sup>70</sup> Gallup.com. (2018). *Three Requirements of a Diverse and Inclusive Culture -- and Why They Matter for Your Organization*.

<sup>71</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 166.

<sup>72</sup> <https://www.usmcu.edu/CAOCL/Pubs/>

to become more aware of individual bias.<sup>73</sup> Military managers and leaders should also be familiar with the elements of diverse communication that can fall along spectrums like factual vs. intuitive, confrontation vs. compliance, initiating vs. listening, or direct vs. indirect.<sup>74</sup> The military can also train groups to cultivate creativity and exploratory thinking, recognize divergent needs, and learn how to mediate towards common ground and resolve differences.

Loden describes successful diverse working groups as having (1) open membership, (2) shared influence, (3) mutual respect, and (4) candor.<sup>75</sup> However, these group attributes do not magically appear. Successful managers must minimize negative diversity challenges and leverage individuals' differences in ways that enhance the organizational goals.<sup>76</sup> To do this, managers must develop the skills required to:

1. Communicate effectively with employees from diverse cultural backgrounds.
2. Coach and develop these employees (inclusion).
3. Provide objective performance feedback (less subjective and biased feedback).
4. Create organizational climates that nurture and utilize the rich array of talents and perspectives that diversity offers.<sup>77</sup>

Bagshaw (Director of Training and Development) developed a training program that focused on four behaviors (the 4 Cs) that he considered critical to success.<sup>78</sup> They are:

1. Check and test assumptions (including groupthink)
2. Communicate empathy and respect
3. Create a climate of inclusion
4. Challenge inappropriate behavior.<sup>79</sup>

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<sup>73</sup> McDonald and Parks, *Managing Diversity in the Military: the Value of Inclusion in a Culture of Uniformity*, 20.

<sup>74</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 88-90.

<sup>75</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 108.

<sup>76</sup> McDonald and Parks, *Managing Diversity in the Military: the Value of Inclusion in a Culture of Uniformity*, 19-32.

<sup>77</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, Preface, 87-102.

<sup>78</sup> M. Bagshaw. (2004). Is Diversity Divisive? A positive training approach. *Industrial and Commercial Training*, 36(4), pp.153-157.

<sup>79</sup> M. Bagshaw. (2004). Is Diversity Divisive? A positive training approach. *Industrial and Commercial Training*, 36(4), pp.153-157.

As groups and globalization increase, diverse interactions, management development, and competence become more critical components of success. For example, today's military platoon might have an atheist, Southern Baptist, and Muslim from different parts of the country, each holding very different religious and social beliefs, but with a common desire to serve their country. Cross-cultural competence (the capability for thinking and interacting that a person develops through combinations of experience, education, and training) may become the difference between successful team integration or a toxic team culture.<sup>80</sup> While there are certainly many other complexities that affect organizational culture and inclusion, leadership and management are both responsible for, and key contributors to the success or failure of organizational diversity.

### **Measuring Diversity and Inclusion Progress**

Accurately and transparently measuring diversity and inclusion progress is necessary for any successful program, though many organizations often struggle to do so. Studies show that leadership often believes an organization's promotion processes are bias free, but rigorous examination of the data proves otherwise.<sup>81</sup> The DoD states that it desires to maximize the productive capacity of those recruited, hired, retained, and promoted through diversity and inclusion.<sup>82</sup> This indicates at least four areas that should be measured and transparently reported on a regular basis. Comprehensive tracking of diversity metrics relative to retention or

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<sup>80</sup> K. Foshier, L. Mackenzie, E. Tarzi, K. Post, and E. Gauldin. (2018). *Culture General Guidebook*. [online] Center for Advanced Operational Culture Learning (CAOCL). Available at: <https://www.usmcu.edu/Portals/218/CAOCL/files/CultureGeneralGuidebookwithcovers> [Accessed 7 Mar. 2020].

<sup>81</sup> Krentz, Dean, Garcia-Alonso, Brooks Taplett, and Tsusaka, *Fixing the Flowed Approach to Diversity*.

<sup>82</sup> Department of Defense (2016). *Diversity Management and Equal Opportunity in the DoD*. Washington DC: DoD Directive 1020.02E Change 1 (November 29, 2016), 2.

promotions is just one measurement area where this can be observed. MacDonald and Parks offer a more comprehensive list of ways to measure diversity:

1. Number of women/minority hires
2. Promotions by demographic
3. Retention rates
4. Individual performance ratings
5. Senior managers involved in diversity programs
6. Evidence of senior-level commitment
7. Implementing changes to reflect diverse structure
8. Number of employees who take advantage of the change
9. Existence of employee networks, advisory/discussion groups, and numbers of participants
10. Existence of internal scholarships and programs
11. Number of training programs
12. Costs associated with programs
13. Determination of satisfaction levels
14. Reevaluation of satisfaction levels
15. Outside recognition of diversity program<sup>83</sup>

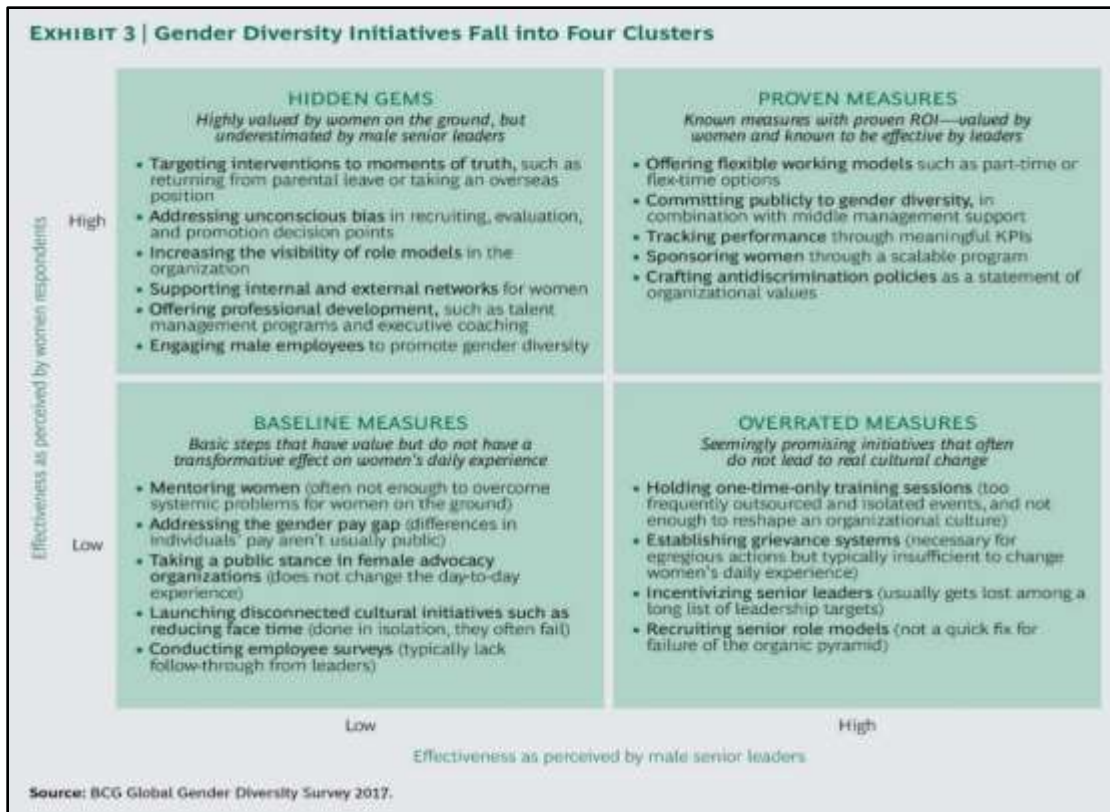
Interviews, surveys, and focus groups are also important to the military's ability to measure diversity within the command climate. Some organizations directly measure and reward diversity through survey results. For example, at American Express, a certain percent of managers' performance evaluation is based on diversity results from its annual employee survey.<sup>84</sup> When evaluating measures, organizations should recognize that employee expectations are not homogeneous and often change over time. The Boston Consulting Group (BCG) took an interesting approach to present survey results in an attempt to better communicate what gender diversity initiatives would be most beneficial to an organization, as shown in Figure 1.<sup>85</sup>

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<sup>83</sup> McDonald and Parks, *Managing Diversity in the Military: the Value of Inclusion in a Culture of Uniformity*, 29.

<sup>84</sup> Knouse and Stewart, "Hard" Measures that Support the Business Case for Diversity: A Balanced Scorecard Approach. *Diversity Factor*, 11(4), 5-10.

<sup>85</sup> Krentz, Dean, Garcia-Alonso, Brooks Taplett, and Tsusaka, *Fixing the Flowed Approach to Diversity*.



**Figure 1. BCG 2017 Gender Diversity Initiatives Survey**

Source: M. Krentz, J. Dean, J. Garcia-Alonso, F. Brooks Taplett, and M. Tsusaka. (2019). *Fixing the Flawed Approach to Diversity*. Para. Lingering Obstacles and Gaps in Awareness. [online] Bcg.com. Available at: <https://www.bcg.com/en-us/publications/2019/fixing-the-flawed-approach-to-diversity.aspx> [Accessed 4 Jan. 2020].

Figure 1 portrays perceived program effectiveness by senior male leaders (X axis) and by women (Y axis). This representation of survey results clearly shows the perceived success of certain programs and indicates areas on which to focus future efforts - an approach by which the views of minority groups within any organization could help develop positive diversity programs. This could help eliminate or reduce over-rated programs (one-time training or recruiting senior role models as shown at the bottom right in Figure 1). Another example of how using such a tool results in a more effective and comprehensive approach to inclusion is captured in Figure 2 below.



**Figure 2. BCG 2018 Global Diversity Study**

Source: M. Krentz, J. Dean, J. Garcia-Alonso, F. Brooks Taplett, and M. Tsusaka. (2019). *Fixing the Flowed Approach to Diversity*. Para. Lingering Obstacles and Gaps in Awareness. [online] Bcg.com. Available at: <https://www.bcg.com/en-us/publications/2019/fixing-the-flawed-approach-to-diversity.aspx> [Accessed 4 Jan. 2020].

This survey cluster approach highlights what certain minorities believe are the largest obstacles to their inclusion in the organization and helps leaders remove perceived or real barriers.<sup>86</sup>

Another measurement approach is called the balanced scorecard approach, where leaders categorize organizational performance indicators (traditionally financial, customer, internal process, and learning and growth) against an overall program like diversity as shown in Table 1 on the next page.<sup>87</sup>

<sup>86</sup> Krentz, Dean, Garcia-Alonso, Brooks Taplett, and Tsusaka, *Fixing the Flowed Approach to Diversity*.

<sup>87</sup> Knouse and Stewart, "Hard" Measures that Support the Business Case for Diversity: A Balanced Scorecard Approach. *Diversity Factor*, 11(4), 5-10.

**Table 1. A Balanced Scorecard Framework of Hard Measures of Diversity Effectiveness**

Scorecard Category	Hard Measure of Effectiveness	Examples of the Measure
Customer	Brand Favorability	Increase in rated brand favorability due to advertising focused on diversity group
Internal Business Process	Representation of Diversity	<ul style="list-style-type: none"> <li>• Percentage of diversity groups hired</li> <li>• Percentage of diversity groups in different career tracks</li> <li>• Percentage of promotions to diversity group members</li> <li>• Turnover rates of diversity groups</li> <li>• Numbers of diversity members in middle management</li> </ul>
Internal Business Process	Targeted Recruiting	<ul style="list-style-type: none"> <li>• Percentage of minority hires from targeted recruiting programs</li> <li>• Expenditures to targeted schools</li> </ul>
Internal Business Process	Workforce Competency	<ul style="list-style-type: none"> <li>• Training/Development costs and diversity group members</li> <li>• Hours of development per employee</li> </ul>
Internal Business Process	Diversity Training	Percentage of employees participating in diversity training programs
Internal Business Process	Alternative Dispute Resolution Programs	Reduction in discrimination and harassment complaints and litigation
Learning and Growth	Awards for Diversity	<ul style="list-style-type: none"> <li>• Awards from local and national diversity associations</li> <li>• Media ranks on diversity efforts</li> <li>• Diversity awards transmitted over internal media</li> </ul>
Learning and Growth	Partnering with Diversity Groups	<ul style="list-style-type: none"> <li>• Number of partnerships with community diversity groups</li> <li>• Number of partnerships with national diversity organizations</li> </ul>
Learning and Growth	Survey Feedback	Surveys on results of diversity determine percentage of managers' performance evaluation

Source: Knouse and Stewart, "Hard" Measures that Support the Business Case for Diversity: A Balanced Scorecard Approach. *Diversity Factor*, 11(4), 5-10.

Ultimately, defining “good” for any organization falls upon leadership. Leaders need to pay close attention to how the organization implements its diversity program.<sup>88</sup> Mere activity is no substitute for progress, and leaders must apply the same rigor to diversity initiatives that they could to any large-scale change by setting strategic goals, measuring progress in terms of quantifiable outcomes, and refining the program over time.<sup>89</sup>

<sup>88</sup> Krentz, Dean, Garcia-Alonso, Brooks Taplett, and Tsusaka, *Fixing the Flowed Approach to Diversity*.

<sup>89</sup> Krentz, Dean, Garcia-Alonso, Brooks Taplett, and Tsusaka, *Fixing the Flowed Approach to Diversity*.

## What Bad Looks Like

Some organizations fail to manage diversity and inclusion properly, and subsequently suffer the consequences. As part of a 2007 intolerance study for the Defense Equal Opportunity Management Institute (DEOMI), one chaplain offered an illuminating statement: “The big story regarding discrimination is comprised of hundreds, even thousands, of little stories, most of which are not reported, nor broadcast by the media, but which affect lives and morale.”<sup>90</sup> With study after study suggesting *how* organizations can develop better diversity initiatives, it can be easy to lose sight of *why* we must continue to make progress and *what* behavior needs to change. When diversity is managed improperly, the negative effects can be miscommunication, creation of barriers, and dysfunctional adaptation of programs.<sup>91</sup> Poorly managed diversity also results in the following:

1. High employee turnover (lower retention, cohesion, trust, etc.)
2. Higher discrimination complaints
3. Wasted time attempting to make “different people and views” look bad
4. Higher absenteeism due to chronic job stress (for those not included)
5. Time wasted due to miscommunication/misunderstandings
6. Energy and creativity wasted on active resistance to inevitable change.<sup>92</sup>

Negative behaviors that are detrimental to an inclusive culture consist of, but are not limited to, demeaning language, threats, harassment, unprofessional cultural insensitivities, vulgarities, and other offensive behavior. Cultural insensitivity is often due to ignorance and can include biased behavior, micro-aggressions, or outright racism. Loden also adds that leadership and employee indifference to these issues is an important barrier to recognize, and a far less effective approach than embracing and leading a diverse team. In addition to discussing all items

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<sup>90</sup> McDonald and Parks, *Managing Diversity in the Military : the Value of Inclusion in a Culture of Uniformity*, 253.

<sup>91</sup> G. Martin, (2014). The Effects of Cultural Diversity in the Workplace. *Journal of Diversity Management*, 9(2).

<sup>92</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 12.

above, Bagshaw adds that leaders need to think of the cost of lost productivity and litigation. He also mentions the negative effect of groupthink, when there is no competition from other ideas, and groups fail to consider viable alternatives and solutions.<sup>93</sup> Other parallel research confirms negative correlations between issues like inter-personal workplace conflict, including diversity challenges, and employee well-being and morale.

While some leaders may officially state that such behavior is unacceptable, fewer actually make an effort to change unit culture in these areas. An example is the widespread use of the word “Haji” in Iraq and numerous other cases of Middle Eastern cultural insensitivity and racism towards Muslims.<sup>94</sup> Bias and indifference toward negative behavior facilitate experiences like the following examples military personnel shared with MacDonald and Parks:

1. An African-American female who put up with insensitive and unsolicited comments about her ability to lead, although she performed better than her peers during performance reviews.
2. A Caucasian female engineer who was referred to as not being a “real” engineer despite successfully running the largest engineer company in the battalion.
3. An Hispanic veteran with 30 years of military service who is constantly asked to provide proof of U.S. citizenship.
4. An African-American man who does not travel across the country without a loaded weapon for protection.
5. An Asian male who must constantly explain to strangers why he holds a little Caucasian girl’s hand, even though the girl is his own granddaughter.<sup>95</sup>

Other times bias and tolerance of poor behavior is not the only problem. Sometimes there are organizational practices that are detrimental to inclusion, such as those that increase the homogeneity of groups like:

1. Dominant group standards universally applied to employee performance and style
2. Continuous competency testing of employees who are part of a minority

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<sup>93</sup> Bagshaw, Is Diversity Divisive? A positive training approach. *Industrial and Commercial Training*, 36(4), pp.153-157.

<sup>94</sup> MacDonald and Parks, *Managing Diversity in the Military : the Value of Inclusion in a Culture of Uniformity*, 251-252.

<sup>95</sup> MacDonald and Parks, *Managing Diversity in the Military : the Value of Inclusion in a Culture of Uniformity*, 162-172.

3. Closed communication networks and decision-making systems
4. Suppression of minority support groups.<sup>96</sup>

Some organizations teach and discuss culturally competent leadership behavior (e.g. transformative awareness, fairness, feedback, task, and team focus) but then fall short in measuring the same values in performance reviews.<sup>97</sup> Another self-perpetuating barrier to inclusion is a lack of diversity at the top of the hierarchal structure. Until people of diverse backgrounds are represented at the tops of the decision-making hierarchies, the Services will continue to have a lack of understanding of cultural biases that do not affect those in leadership positions.<sup>98</sup> BCG eloquently discusses how this becomes a self-perpetuating problem, until leaders change the status quo and get it right:

It's easy to see how companies can spend money on diversity initiatives that don't generate results. The senior leaders—primarily older men—who make decisions about how much to invest in diversity and which initiatives to fund lack a clear understanding of how big the problems are or where those problems lie. Members of diverse groups do see things differently and have first-hand experience of the daily biases that keep them from staying at an organization and/or rising through the ranks. They see more of the obstacles across the entire employee life cycle (recruiting, retention, advancement, and the commitment of leaders).<sup>99</sup>

The military has traditionally struggled to fill senior positions with non-homogenous members. The next section will delve into this and other current issues in military diversity and inclusion.

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<sup>96</sup> Loden and Rosener, *Workforce America!: Managing Employee Diversity as a Vital Resource*, 38.

<sup>97</sup> McDonald and Parks, *Managing Diversity in the Military: the Value of Inclusion in a Culture of Uniformity*, 134-145.

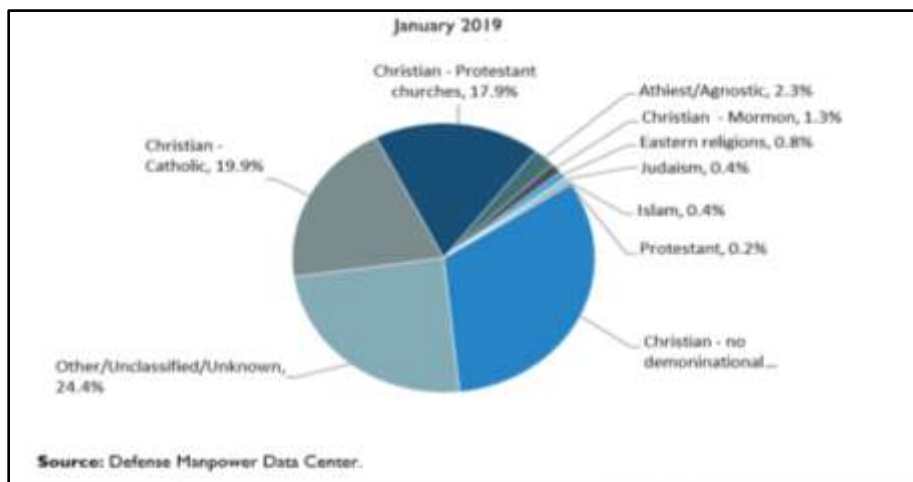
<sup>98</sup> Krentz, Dean, Garcia-Alonso, Brooks Taplett, and Tsusaka, *Fixing the Flowed Approach to Diversity*.

<sup>99</sup> Krentz, Dean, Garcia-Alonso, Brooks Taplett, and Tsusaka, *Fixing the Flowed Approach to Diversity*.

## *Status of Active Component Diversity and Inclusion*

### **Current State of the Military Services**

There are typically five different stages of the personnel life cycle on which diversity and inclusion reports focus: eligibility, accession, career/field assignment, promotion, and retention.<sup>100</sup> While each Service approaches the cycle differently, each continues to refine and increase diversity and inclusion initiatives. Diversity management is an ongoing process requiring leadership involvement, accountability, and a method for monitoring progress in ways that allow for responsive action.<sup>101</sup> Figures 3, 4, and 6 on the following pages show an overview of demographic, gender, and religious snapshots from the 2019 Congressional Research Service report on Diversity, Inclusion, and Equal Opportunity in the Armed Services.



**Figure 3. 2019 Religious Diversity in the AC.**

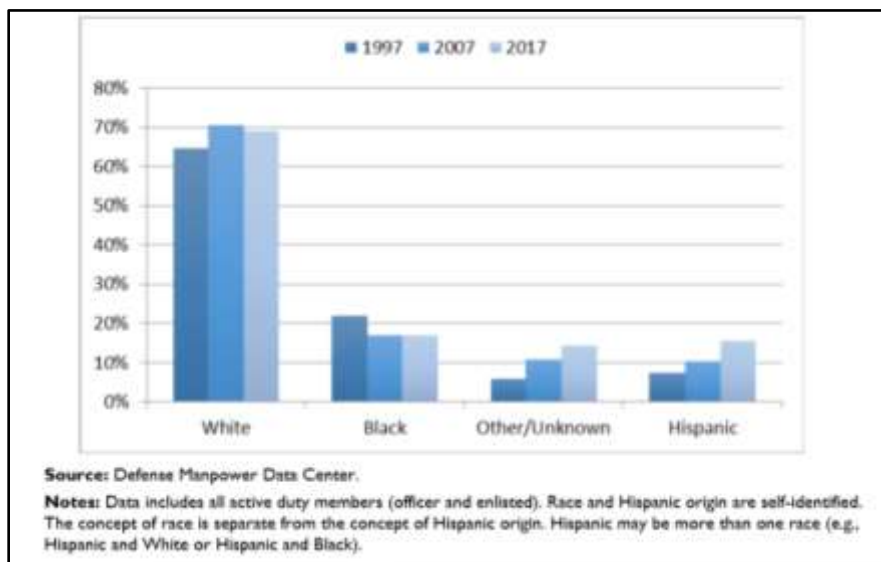
Source: Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 20,47.

Figure 3 shows the current religious diversity of the AC military is comparable to the Christian faiths represented in America, while being over-represented in the

<sup>100</sup> McDonald and Parks, *Managing Diversity in the Military : the Value of Inclusion in a Culture of Uniformity*, 33-39.

<sup>101</sup> McDonald and Parks, *Managing Diversity in the Military : the Value of Inclusion in a Culture of Uniformity*, 42.

other/unknown/unclassified category (26.7% vs. 22.8% in society) and under-represented in the non-Christian faiths, specifically Jewish (0.4% vs. 1.9% in society), Muslim (0.4 vs. 0.9% in society), and Eastern Religious (0.8% vs. 1.4% in society) categories.<sup>102</sup>



**Figure 4. DoD AC Racial and Ethnic Representation Over Time.**

Source: Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 47.

According to data from the Defense Manpower Data Center and as shown overall in Figure 4, the AC military is racially diverse with nonwhite personnel accounting for roughly one-third of all AC. In the officer corps, however, (especially at the senior leadership level) racial and ethnic minorities are underrepresented relative to the enlisted corps and the U.S. population.<sup>103</sup> As shown below in Figure 5, those of Hispanic origin (age 18-64) account for approximately 18 percent of the population. However, Hispanic officers account for roughly 8 percent of the officer corps and 2 percent of General/Flag officers.<sup>104</sup> When considering the

<sup>102</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 44-47.

<sup>103</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 20,47.

<sup>104</sup> Office of the Under Secretary of Defense, Personnel and Readiness (2016). *Population Representation in the Military Services: Fiscal Year 2016*, 51-52.

	E1-E4	E5-E6	E7+	Overall (E1-E9)	Civilian benchmark
Women	16.6	14.9	12.8	15.6	46.8
Racial minorities	29.5	32.2	31.0	30.6	23.3
Hispanics	18.4	16.4	13.8	17.1	19.0

Source: Tables B-17 and B-37.  
Note: The civilian benchmark is the 18-to-44-year-old civilian labor force. To calculate minority percentages, we assume that those of unknown race and Hispanic background are distributed the same way as those of known backgrounds.

	O1-O3	O4-O6	O7+	O1-O10	Civilian benchmark
Women	20.1	15.0	7.0	18.1	51.4
Racial minorities	18.2	15.7	11.0	17.2	22.4
Hispanics	8.5	6.4	1.7	7.7	9.1

Source: Tables B-25 and B-39.  
Note: The civilian benchmark is the 21-to-49-year-old college graduate labor force. To calculate minority percentages, we assume that those of unknown race and ethnicity are distributed the same way as those of known backgrounds.

**Figure 5. Fiscal Year (FY)16 percentage of AC enlisted and officer personnel by paygrade, gender, race, and ethnicity compared to civilian benchmark.**

Source: Office of the Under Secretary of Defense, Personnel and Readiness (2016). *Population Representation in the Military Services: Fiscal Year 2016*, 51-52

demographic makeup of the officer corps, it is important to note the additional academic requirements and/or societal challenges that exist as noted previously. When looking further into the FY16 racial minority data shown in Figure 5, Center for Naval Analysis found that among both active and reserve components, African Americans, American Indian/Alaskan Native, Pacific Islander, and multi-racial minorities are similar or slightly over-represented compared to a civilian workforce while Asians and Hispanics are slightly under-represented in both the enlisted and officer ranks.

Data from 2016 in Figure 6 below confirms the same issues outlined in the 2012 MLDC commission’s final report, *From Representation to Inclusion: Diversity Leadership in the 21st-Century Military*, which notes that while great strides have been made in developing a diverse force, women and racial and ethnic minorities are still underrepresented in top leadership positions. Figure 6 shows the 2018 percentage of females in the enlisted and officer ranks, as well as their under-representation at the top of the leadership structure (right hand column). In 2018, women accounted for approximately 19% of all officers in the Air Force, Navy, and Army,

As of August 2018					
Service Branch	% of Total Active Duty Force	% of Total Enlisted	% of Senior Enlisted (E-7, E-8, E-9)	% of Total Officers (excludes Warrant Officers)	% of General/Flag Officers
Army	15.0%	14.4%	12.0%	18.7%	6.8%
Navy	19.7%	19.7%	12.0%	19.3%	8.6%
Marine Corps	8.6%	8.7%	5.7%	7.9%	2.1%
Air Force	20.2%	19.9%	20.4%	21.1%	9.2%
<b>All DOD</b>	<b>16.5%</b>	<b>16.2%</b>	<b>13.5%</b>	<b>18.6%</b>	<b>7.6%</b>

**Source:** Defense Manpower Data Center (DMDC), [https://www.dmdc.osd.mil/appj/dwp/dwp\\_reports.jsp](https://www.dmdc.osd.mil/appj/dwp/dwp_reports.jsp).

**Notes:** Total Officer calculations exclude Warrant Officers for purposes of comparison as they are ineligible for General/Flag rank and the Air Force does not have Warrant Officers. Warrant officers are included in Total Active Duty Force calculation. Total Active Duty Force does not include cadets and midshipmen General/Flag Officers include O-7s and above.

**Figure 6. 2018 Female Representation in the AC Armed Forces.**

Source: Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 29-31.

and 8% of officers in the Marine Corps. Aside from the lower rate of Marine Corps gender integration, overall growth in female representation in the military has mirrored growth in certain historically male-dominated civilian occupations (e.g. police forces).<sup>105</sup> Often, Service literature accurately notes the upward trend over the past three decades showing an increase in the percentage of females throughout the ranks. However, these trends also show that if the military continues to recruit and retain women at the current rate of 5% of the overall force in 1975 to 15% of the overall force in 2015, it will take another 80+ years before it approaches parity with the civilian workforce. While not acceptable to many, this rate is comparable to the worldwide civilian workforce. The gap between men and women, measured in terms of political influence, economic gain, and health and education, has narrowed over the past few years, but it will take

<sup>105</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 29-31.

another century to disappear, as shown at the World Economic Forum (WEF).<sup>20</sup> This is partly because women are under-represented in almost all of the world's fastest-growing job sectors and are more likely to be displaced by world automation.<sup>106</sup>

As shown in Figures 5 and 6, women make up almost 20% of the officer corps but account for less than 10% of the highest leadership positions. The disparity between female representation in General and Flag officer ranks relative to the officer corps in current data is influenced by a number of factors.<sup>107</sup> Some argue that limits on women's assignments, particularly to combat-related occupations and units, have harmed women's career and promotion potential to the highest leadership positions, while recognizing that it may take some time before policy change effects (e.g. removing restrictions on female combat assignments) can be observed in Service data. Another factor affecting the percentage of women in top positions may be related to retention rates for women in the military. Various studies have found that women leave the military at higher rates than men at various points during their career, meaning that while a new cohort of officer accessions may have a high percentage of females, that percentage may have dropped significantly by the time the cohort is eligible for promotion to senior ranks.<sup>108</sup>

These arguments and conclusions are similar to previous ones provided to explain demographic disparities in senior officer ranks. A 2014 study of Air Force promotion rates (for male and female) found no evidence of differential rates of promotion by race/ethnicity for

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<sup>106</sup> BBC News. (2019). *Gender gap is on course to close... in 99 years*. [online] Available at: <https://www.bbc.com/news/business-50814765> [Accessed 25 Jan. 2020].

<sup>107</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 25-33.

<sup>108</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 30.

approximately 93% of the cases observed, suggesting overall fairness in the promotion system.<sup>109</sup> However, where disparities existed, whites had more favorable promotion outcomes than African Americans or Hispanics with similar characteristics.<sup>5</sup> The authors of the study found that career success is cumulative and that racial and ethnic minority officers, on average, were less likely to have achieved the early career milestones that are correlated with improved promotion prospects.

Promotion success is also attributed in part to working in the Combat Arms branches. In a 2009 study of assignments and preferences of Army Reserve Officer Training Corps (ROTC) cadets, researchers found that African American cadets tend to prefer Combat Service Support branches whereas white cadets tended to gravitate towards Combat Arms branches.<sup>110</sup> Other studies have noted that racial minorities, particularly African Americans, are also underrepresented in Special Operations Forces (SOF) relative to their source population.<sup>111</sup> The report cites both structural barriers (e.g., swimming requirements and Armed Service Vocational Aptitude Battery cutoff scores) and perceptual barriers (e.g., perceived racism, lack of knowledge/support in minority community, and minority preferences for occupations with less risk or more civilian job transferability).<sup>112</sup> The reasons are complex, and the Services have yet to comprehensively tackle this challenge. In some past surveys and focus groups, military women have suggested that reasons for leaving the Service included perceptions of limited

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<sup>109</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 22.

<sup>110</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 22.

<sup>111</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 22.

<sup>112</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 22.

occupational roles, lack of career path flexibility, long hours/shift work, and concerns about harassment and family obligations.<sup>113</sup>

The 2015 Defense Advisory Committee on Women in the Services (DACOWITS) reports that women love their military jobs and lifestyle but feel stifled with a lack of support from leadership and the overall climate.<sup>114</sup> Military women also report a bombardment of micro-aggressions (indirect, subtle, or unintentional discrimination) that can be presumed to have a negative impact on retention and certainly have a negative impact on organizational climate.<sup>115</sup> The 2018 DoD Workplace and Gender-Relations Survey polled more than 100,000 AC members and found that 16.0% of women experienced gender discrimination.<sup>116</sup> This was a statistically significant increase from 2016 when the estimated rates were 14.1%, and 2014 when the rates were 12.4%.<sup>22</sup> Discrimination toward men moved from 1.7 to 2.3% over the same time period, and the margin of error was reported as +/- 0.2% to 0.6%. The vast majority of women (85%) described this discrimination as being mistreated, ignored, or insulted because of their gender.<sup>117</sup> For women, alleged offenders were often all men (71%), nearly always military members (97%), and typically someone higher ranking than them (79%).<sup>118</sup> When polled on unit climate and workplace hostility, significant differences between the assessments of men and women were

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<sup>113</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 30.

<sup>114</sup> Rohall, Ender, and Matthews, *Inclusion in the American Military*, 121.

<sup>115</sup> Rohall, Ender, and Matthews, *Inclusion in the American Military*, 121; Brown, U. (2011). *Measuring Microaggression and Organizational Climate Factors in Military Units*. Technical Report No. 98-11. [online] Defense Equal Opportunity Management Institute. Available at: <https://www.deomi.org/DownloadableFiles/research/documents/98-11MeasuringMicroaggressionandOrganizationalClimateFactorsinMilitaryUnits.pdf> [Accessed 18 Jan. 2020].

<sup>116</sup> Department of Defense Office of People Analytics (2018). *2018 Workplace and Gender Relations Survey of Active Duty Members*.

<sup>117</sup> Department of Defense Office of People Analytics (2018). *2018 Workplace and Gender Relations Survey of Active Duty Members*.

<sup>118</sup> Department of Defense Office of People Analytics (2018). *2018 Workplace and Gender Relations Survey of Active Duty Members*.

evident, with women rating every aspect of the unit climate as significantly lower and the level of workplace hostility as significantly higher than did men.<sup>119</sup> These reports also focus on sexual assault and show statistically significant lower trust among women in certain reporting scenarios. One can easily conclude that as the Services increase gender representation in the military, the gender “culture clash” could be exacerbated.

Since 2005, the military has reportedly been ahead on recruiting a diverse workforce, but behind in acceptance of women when compared to mainstream U.S. society, especially when it comes to crude, offensive behavior and gender harassment.<sup>120</sup> Sex-based discrimination is not unique to the military, but is an outcome of women entering a male-dominated workplace.<sup>121</sup> Gallup found that few organizations are effective at creating a culture that truly promotes, embraces, and actively seeks each employee’s unique contributions.<sup>122</sup> Gallup also shows that 14% of U.S. workers (male and female) report that they have felt discriminated against at work, 12% report nonsexual harassment, and 3% report feeling sexually harassed in the past twelve months.<sup>123</sup> Many organizations advocate for diversity and inclusion but are ambiguous about what, exactly, these concepts mean in practice and how effective the efforts are.<sup>124</sup> When asked to demonstrate their progress toward diversity, tech companies argue that publishing workforce data is tantamount to giving away trade secrets.<sup>125</sup> Silicon Valley is especially wary about

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<sup>119</sup> Department of Defense Office of People Analytics (2018). *2018 Workplace and Gender Relations Survey of Active Duty Members*.

<sup>120</sup> Snider, D. and Matthews, L. (2005). *The Future of the Army Profession*. New York: McGraw Custom Publishing, 710-712.

<sup>121</sup> Rohall, Ender, and Matthews, *Inclusion in the American Military*, 121.

<sup>122</sup> Gallup.com (2018). *Three Requirements of a Diverse and Inclusive Culture - and Why They Matter for Your Organization*.

<sup>123</sup> Gallup.com. (2018). *Three Requirements of a Diverse and Inclusive Culture - and Why They Matter for Your Organization*.

<sup>124</sup> Gallup.com. (2018). *Three Requirements of a Diverse and Inclusive Culture - and Why They Matter for Your Organization*.

<sup>125</sup> J. Holman. (2019). Diversity Data and the Special Sauce Defense. *Bloomberg Businessweek*, Economics Section, 29-30.

publishing diversity data as many believe it leads to employee “poaching” by other companies that are less diverse. A more common reason may be that it is a convenient argument to avoid embarrassment at their lack of diversity.<sup>126</sup>

The Services continue to develop assessment and accountability systems with metrics that capture the broader understanding of diversity.<sup>127</sup> Meanwhile, current attempts to measure the progress of diversity initiatives still rely primarily on head-counting measures, with general climate surveys used as a supplement. The Defense Organizational Climate Survey (DEOCS) is used at the unit level to establish a baseline assessment of the command climate. Subsequent surveys are intended to measure progress relative to the baseline. In recent years, there has been a series of legislative initiatives that have enhanced requirements for the administration of command climate surveys in response to growing concerns about command responses to sexual harassment and assault reports.<sup>128</sup>

Naval leadership has envisioned embracing such changes as exemplified by the words of former Secretary of the Navy Richard Spencer in his strategic vision, goals and guidance for 2020-2023: “I see innovation and adaptation as complementary strengths. Adaptation adjusts to the security environment, while innovation transforms it. To succeed in today’s complex world, we must do both.”<sup>129</sup> As shown on the Department of the Navy’s Diversity and Inclusion

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<sup>126</sup> Holman, J. (2019). Diversity Data and the Special Sauce Defense. *Bloomberg Businessweek*, Economics Section, 29-30.

<sup>127</sup> McDonald and Parks, *Managing Diversity in the Military: the Value of Inclusion in a Culture of Uniformity*, 51.

<sup>128</sup> Congressional Research Service, *Diversity, Inclusion, and Equal Opportunity in the Armed Services: Background and Issues for Congress*, 51-52.

<sup>129</sup> R. Spencer. (2019). [online] Navy.mil. Available at: [https://www.navy.mil/strategic/Department\\_of\\_the\\_Navy\\_Strategic\\_Guidance\\_FY2020.pdf](https://www.navy.mil/strategic/Department_of_the_Navy_Strategic_Guidance_FY2020.pdf) [Accessed 26 Feb. 2020].

Roadmap, diversity fuels innovative problem-solving and enhanced mission effectiveness.<sup>130</sup>

One could argue that it would be difficult to build an innovative and adaptive military force if we could not first successfully embrace a culture that is inclusive of the diversity we recruit.

Inclusive culture has a significant and positive impact on retention and will increase the Navy's competitive advantage. Together, the Navy and Marine Corps have three strategic diversity and inclusion imperatives:

1. Recruit and access from a diverse group of applicants to secure a high-performing, innovative workforce that reflects all segments of society.
2. Cultivate an inclusive culture that accelerates opportunities to empower each individual's maximum impact, encourages innovation and collaboration, enhances developmental opportunities, and retains the best talent to enable uniformed and civilian personnel to contribute to their full potential.
3. Develop strategies to equip leaders with the ability to effectively manage diversity, be accountable, measure results, and refine approaches to engender a sustainable culture of inclusion.<sup>131</sup>

### **Diversity and Inclusion in the Marine Corps**

If history and research have proven anything, it is that the military Services struggle to embrace change, even when operating in the midst of it. When it comes to embracing diversity and inclusion, the Marine Corps is no exception. The Marine Corps has been at a similar crossroads before with both racial desegregation and gender integration. Nathan Packard summarizes this time period well in his 2014 dissertation:

At the outset of World War II, the Marine Corps was the most reluctant of all the services to accept African Americans. By 1960 the service's official position was that it was a color-blind organization; there were no white or black Marines, only green Marines. Despite these claims, however, the Vietnam era Marine Corps was a racist institution where blacks were overrepresented in the Marine Corps junior enlisted ranks and in its slower-promoting specialties and underrepresented in the senior enlisted ranks and faster promoting career fields. Rather than take ownership of the service's problems, in the early 1970s, there

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<sup>130</sup> Parker, F. (2016). *Department of the Navy Diversity and Inclusion Roadmap*. [online] Public.navy.mil. Available at: [https://www.public.navy.mil/bupers-npc/support/21st\\_Century\\_Sailor/inclusion/Documents/Department%20of%20the%20Navy%20Diversity%20and%20Inclusion%20Roadmap.pdf](https://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/inclusion/Documents/Department%20of%20the%20Navy%20Diversity%20and%20Inclusion%20Roadmap.pdf) [Accessed 17 Jan. 2020].

<sup>131</sup> Parker, F. (2016). *Department of the Navy Diversity and Inclusion Roadmap*.

was a tendency to blame society or civilian officials. Pointing the finger at outside forces beyond their control, however, did not resolve the issues at hand. In a number of areas, progress would first require change at and from the top. Once senior leaders grasped the extent of the problem, a number of initiatives helped the Marine Corps change the culture while education and dialogue significantly reduced racial polarization in the Marine Corps.<sup>132</sup>

Packard demonstrated how the Marine Corps worked to resolve racial issues by mandating Service-wide educational programs, establishing a human relations program, and creating an effective grievance process. Cross-cultural communication throughout the chain of command helped foster empathy, reduce ignorance, and put to rest the perception that superiors failed to listen to blacks or labeled those who spoke out as troublemakers.<sup>133</sup> In bridging the divide between blacks and whites, the importance of leadership at the squad, platoon, and company level cannot be overstated.<sup>134</sup> His description of gender integration is also relevant:

The full integration of other minority groups also presented challenges in the post-Vietnam era. Throughout the 1970s, Headquarters Marine Corps expanded opportunities for women Marines and appointed the first female general officer in 1978; however, strict limits remained on how many women could serve and in which career fields. Of all the Services, Marine Corps' policies were the most restrictive, to the point that the service balked at Department of Defense directives to increase female participation. For example, when directed by Department of Defense's Central All Volunteer Force Task Force to increase female accessions by 40 percent, the Marine Corps did not comply. By comparison, the other services pledged to double and even triple the number of women in their ranks. Through 1976, the Marine Corps kept the number of women as a percentage of enlisted accessions at around 2.5 percent, roughly the same as it had been in 1964. The Navy's rate was 7.3 percent; the Army's was 8.9 percent, and the Air Force's 11.8 percent. All the other services had increased the number of women many times over since 1964. The Marine Corps also lagged behind in the number of career fields open to women. In 1975, for example, 70 percent of Marine Corps' career fields were open to women. By comparison, 94 percent of all Army career fields, 80 percent of Navy career fields, 97 percent of Air Force career fields were open to women. The number of positions open to women was further limited by the fact

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<sup>132</sup> Packard, N. (2014). *The Marine Corps' "Long March": Modernizing the Nation's Expeditionary Forces in the Aftermath of Vietnam, 1970-1991*. Ph.D. Georgetown University, 51-52, 95-96.

<sup>133</sup> Packard, N. (2014). *The Marine Corps' "Long March": Modernizing the Nation's Expeditionary Forces in the Aftermath of Vietnam, 1970-1991*. Ph.D. Georgetown University, 51-52, 95-96.

<sup>134</sup> Packard, N. (2014). *The Marine Corps' "Long March": Modernizing the Nation's Expeditionary Forces in the Aftermath of Vietnam, 1970-1991*. Ph.D. Georgetown University, 51-52, 95-96.

that the closed fields were in the combat arms, which were the largest career fields. The Task Force's final report stated that the Marine Corps failed to meet expectations.<sup>135</sup>

Today, Marine Corps diversity and inclusion progress continues to lag behind that of the other Services, despite its reports of minority enlisted and officer recruitment efforts mirroring the U.S. population and that enlisted retention is strong across all demographics.<sup>136</sup> The lag can be at least partially attributed to Marine leadership sending mixed messaging on the topic and the Corps continuing to navigate a culture clash due to its more recent gender integration as compared to the other Services. The 2017 Marines United social media misconduct scandal exemplifies this, as it became obvious that Marines (and other military veterans) were not respecting female Marines on a large scale.<sup>137</sup> After the scandal, the Marine Corps emphasized recruiting more women, with the Commandant of the Marine Corps General Neller setting a goal of 10%. As shown previously in Figure 6, the Marine Corps has reached approximately 9%, though the other Services have achieved 19%.

Other decisions have reduced emphasis on programs that have similar ideals and values to diversity and inclusion, such as the decision to shut down the Marine Corps Center for Advanced Operational Culture Learning (CAOCL). CAOCL provides cultural training for Marines and arguably helps them learn to work with America's own sub-cultures as an added benefit. CAOCL also helped the Marine Corps address the Marines United scandal. The center's 2018 report was quietly published to its website in September 2019 with little fanfare.<sup>138</sup> The

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<sup>135</sup> Packard, N. (2014). *The Marine Corps' "Long March": Modernizing the Nation's Expeditionary Forces in the Aftermath of Vietnam, 1970-1991*. Ph.D. Georgetown University, 95-96.

<sup>136</sup> McDonald and Parks, *Managing Diversity in the Military: the Value of Inclusion in a Culture of Uniformity*, 120-122.

<sup>137</sup> P. Szoldra. (2019). *An internal investigation spurred by a nude photo scandal shows just how deep sexism runs in the Marine Corps*. [online] Task & Purpose. Available at: <https://taskandpurpose.com/news/marines-united-study> [Accessed 7 Mar. 2020].

<sup>138</sup> P. Szoldra, *An internal investigation spurred by a nude photo scandal shows just how deep sexism runs in the Marine Corps*.

report gathered the organizational culture perspectives of more than 250 Marines on a voluntary basis. The top-level takeaways offer that (1) short-term solutions are not effective and a more comprehensive approach is needed to change Marine culture, (2) mixed messaging and behavior remains a challenge, and (3) Marines want to be part of the solution.<sup>139</sup> A more detailed review of the report shows more disturbing personal perspectives that indicate this organizational culture issue tugs at the fabric of many Marines.

Other instances demonstrate little diversity progress. As a result of the 2011 MLDC report, the 35th Commandant published White Letter 2-13 and associated MARADMIN 323/13 announcing the creation of the Commandant's Diversity Task Force Initiative to review:

1. Women in the Marine Corps; Attract Develop and Retain Women Officers
2. Leadership, Mentoring, and Accountability
3. Race and Ethnicity; Attract Develop and Retain Minority Officers
4. Culture and Leading Change<sup>140</sup>

The results were never published. Presumably, such results would be made public, but the Marine Corps has not had a public, published diversity plan since Operation Order 1-95 was discontinued in November 1998. Similarly, the Marine Corps established its Diversity Review Board (DRB) in 2009, and it was meeting monthly in 2012. Today, the DRB has been relegated

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<sup>139</sup> K. Foshier, J. Edwards, R. Lane, K. Post, E. Gauldin, and E. Tarzi. 2017. *Marines' Perspectives On Marines United Misconduct And The Everyday Experiences Of Women In The USMC*. Researcher Insights from the Marine Corps Organizational Culture Research Project. [online] Translational Research Group, Center for Advanced Operational Culture Learning. Available at: <https://www.usmcu.edu/Portals/218/MCOCR%20QL%20Marines%20United%20wFM%2015Feb2018.pdf> [Accessed 18 March 2020].

<sup>140</sup> *FOCUS GROUP PARTICIPATION SUPPORTING CMC'S DIVERSITY TASK FORCE INITIATIVE* (2013). [online] Marines.mil. Available at: <https://www.marines.mil/News/Messages/Messages-Display/Article/895636/focus-group-participation-supporting-cmcs-diversity-task-force-initiative/> [Accessed 21 Feb. 2020].

to more of an ad hoc body that meets on an “as needed” basis, typically less than quarterly according to Marine Corps M&RA.<sup>141</sup>

Similar to other Services, the Marine Corps Diversity and Inclusion program depends heavily on unit command climate assessments, which can be subjective to a variety of other leadership complexities. Such issues impacting perceptions could include low quality or absent leadership, command leaders’ resolution of issues that surface during the climate assessment, and/or transparency regarding sensitive issues. In 2012, the Marine Corps told researcher Grazia Scoppio that it was developing a diversity metric to illustrate promotion trends in select pay grades, but such a metric could not be easily identified by the Marine Corps Diversity team in 2019 without pulling raw data from the Marine Corps promotion branch.<sup>142</sup> Not regularly and transparently tracking diversity promotion trends is not simply a Marine Corps issue however, as other DoD and Congressional research have also reported difficulty in successfully measuring minority promotion data over time. This was noted in the MLDC Decision Paper #4 on Promotion, where the Services briefed officer and enlisted promotion rates for men and women and members of different race and ethnicity groups between 2007 and 2010. The results of Decision Paper #4 on promotion were mixed, but their primary comparison table is shown in Appendix B.

Both the Marine Corps and Navy have launched higher-level, positive, diversity-centric programs including minority outreach, leadership workshops, and mentoring programs.

According to Marine Corps M&RA, the Marine Corps also participates in the DoD small peer

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<sup>141</sup> McDonald and Parks, *Managing Diversity in the Military : the Value of Inclusion in a Culture of Uniformity*, 120-122./

<sup>142</sup> McDonald and Parks, *Managing Diversity in the Military : the Value of Inclusion in a Culture of Uniformity*, 120-122.

group program, “Lean in Circles,” with admittedly mixed results so far. Lean in Circles are small peer groups that meet regularly to learn and grow together. The groups are voluntary, not limited to diversity issues, and may not always include other points of view, nor do they result in changing organizational barriers and bias. The Marine Corps’ latest development encouraging inclusion is the 2019 launch of unconscious bias awareness training by Marine Corps Training and Education Command.

Other negative Marine Corps cultural indicators include examples like the *Marine Corps Gazette*’s awarding of the Chase Essay Prize (intended for Marines who propose bold new ideas) to Captain Lauren Serrano for an article entitled, “Why Women Do Not Belong in the U.S. Infantry,” arguably neither a bold nor a new idea.<sup>143</sup> Further, the CACOL report summarized problems with the commitment of leadership whose behaviors, actions, and words are not aligned in support of eliminating bias and discrimination against women.<sup>144</sup> The two perceptions that appeared to undergird the unequal standard women endure: “Women are a nuisance or a danger” and “women make inadequate Marines.”<sup>145</sup> In 2015, when the DoD directed the Services to open all combat jobs to women, the Marine Corps was the only Service that asked for and was denied a waiver. Conversely, Marine Corps leadership espoused diversity, as when General Neller stated, “Diversity is the aggregate of the varied cultures, backgrounds, talents, skills and abilities among Marines. Diversity for the Marine Corps means we Marines are connected in a special relationship with the American public; we are leveraging America’s

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<sup>143</sup> Packard, N. (2014). *The Marine Corps’ “Long March”: Modernizing the Nation’s Expeditionary Forces in the Aftermath of Vietnam, 1970-1991*, 395.

<sup>144</sup> K. Foshier, J. Edwards, R. Lane, K. Post, E. Gauldin, and E. Tarzi. 2017. *Marines' Perspectives On Marines United Misconduct And The Everyday Experiences Of Women In The USMC*.

<sup>145</sup> Szoldra, *An internal investigation spurred by a nude photo scandal shows just how deep sexism runs in the Marine Corps*; K. Foshier, J. Edwards, R. Lane, K. Post, E. Gauldin, and E. Tarzi. 2017. *Marines' Perspectives On Marines United Misconduct And The Everyday Experiences Of Women In The USMC*.

varied pool of skills and abilities/ and we are maximizing individual differences as a force multiplier.”<sup>146</sup> Unfortunately, it would seem that Marine Corps leadership’s actions do not always align with its words resulting in a continuing unwelcoming culture for minorities, especially women.

### **Analysis of Marine Corps Diversity Progress by Rank, Race, and Gender**

To develop appropriate recommendations and confirm assertions presented in this thesis, the author requested access to 2005-19 personnel data from the Headquarters Marine Corps M&RA diversity team. The amount of information represented in Tables 2 through 7 (and Table 9 in Appendix C) is extensive, but these data tables are presented in such format so the reader may verify the information and trends over time as discussed.

One of the data sets provided was DMDC officer accession data. The author reviewed the race/ethnicity of male and female Marines attending the Officer Candidate Course (OCC), Enlisted Commissioning Programs, Platoon Leaders Class (PLC), Reserve Officer Training Corps (ROTC), and the Service Academies. Of note, a small sixth accession category, “Others,” comprised of invalid or unknown officer codes was disregarded. Overall, the data in Table 2 below shows that ROTC and OCC make up more than half of annual accessions (right hand column), while females of all races are disproportionately under-represented, and Caucasian men are significantly over-represented when compared to U.S. college graduate populations. Data shows that while females make up more than 56% of bachelor degree college graduates, they make up less than 8% of Marine Corps officer accessions. Also, Asian/Pacific Islander, Hispanic, and African American females make up 19% of all college graduates, but less than 2%

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<sup>146</sup> Commandant of the Marine Corps Diversity Policy (2018). [online] Available at: <https://www.mcrdpi.marines.mil/Portals/76/Depot%20Policies/CMC%20Diversity%20Policy.pdf?ver=2018-05-15-125721-663> [Accessed 21 Feb. 2020].

of Marine Corps officers; they are significantly less likely than Caucasian females to enter, or be accessed into, the Marine Corps.

**Table 2. 2015-2019 Percent of Marine Corps Accessions Compared to College Graduates**

Accessions 2015-2019			2016 College Graduates	Accession Source 2015-2019	
73.8%	M	Caucasian	29.0%	ROTC	32%
5.8%	M	Hispanic	5.2%	OCS	25%
6.0%	F	Caucasian	37.2%	Other	17%
3.8%	M	Asian/Pacific Islander	3.5%	Platoon Leadership Class	14%
3.3%	M	African American	3.9%	Service Academies	9%
2.7%	M	Declined to Respond	N/A	Other Enlisted Commissioning Programs	3%
1.9%	M	Other/Unknown	1.4%		
1.1%	M	American Indian/Alaskan	0.2%		
0.6%	F	Hispanic	7.9%		
0.4%	F	African American	6.9%		
0.3%	F	Asian/Pacific Islander	4.2%		
0.3%	F	Declined to Respond	N/A		
0.2%	F	Other/Unknown	0.3%		
0.1%	F	American Indian/Alaskan	0.3%		

The author reviewed race/ethnicity by male/female as a moving 5-year percentage of the total accessions for each accession category listed above (except “Others”). Table 3 below shows data for ROTC, representing 32 percent of all accessions and the single largest Marine Officer accession source:

**Table 3. Race/Ethnicity by Gender of Marine ROTC Officer Accessions from 2005-2019.**

	2005-2009%	2006-2010%	2007-2011%	2008-2012%	2009-2013%	2010-2014%	2011-2015%	2012-2016%	2013-2017%	2014-2018%	2015-2019%	
F	0.42%	0.44%	0.42%	0.39%	0.36%	0.33%	0.34%	0.36%	0.39%	0.45%	0.49%	African American
F	0.35%	0.38%	0.39%	0.39%	0.39%	0.37%	0.36%	0.38%	0.40%	0.40%	0.45%	Asian
F	6.32%	6.41%	6.47%	6.41%	6.27%	6.07%	6.35%	6.65%	7.25%	8.12%	9.45%	Caucasian
F	0.09%	0.08%	0.11%	0.14%	0.17%	0.19%	0.23%	0.25%	0.27%	0.28%	0.39%	Declined to Respond
F	0.03%	0.03%	0.03%	0.03%	0.04%	0.05%	0.05%	0.06%	0.05%	0.04%	0.02%	Hawaiian/Pacific Islander
F	0.31%	0.27%	0.24%	0.21%	0.17%	0.15%	0.16%	0.21%	0.30%	0.42%	0.59%	Hispanic
F	0.12%	0.10%	0.08%	0.08%	0.08%	0.09%	0.11%	0.11%	0.13%	0.16%	0.20%	Other/Unknown
M	3.38%	3.15%	3.05%	2.98%	2.92%	2.82%	2.80%	2.72%	2.61%	2.49%	2.35%	African American
M	0.83%	0.77%	0.75%	0.76%	0.74%	0.72%	0.72%	0.70%	0.65%	0.66%	0.66%	American Indian/Alaskan
M	1.43%	1.64%	1.78%	1.94%	2.08%	2.23%	2.31%	2.40%	2.53%	2.72%	3.01%	Asian
M	81.69%	81.71%	81.69%	81.77%	81.87%	82.08%	81.65%	81.12%	80.36%	79.18%	77.29%	Caucasian
M	0.98%	1.00%	1.03%	1.07%	1.07%	1.06%	1.05%	1.08%	1.08%	1.15%	1.31%	Declined to Respond
M	0.25%	0.24%	0.26%	0.17%	0.12%	0.10%	0.12%	0.13%	0.14%	0.15%	0.18%	Hawaiian/Pacific Islander
M	2.91%	2.91%	2.84%	2.82%	2.85%	2.89%	2.91%	3.02%	3.07%	3.12%	3.09%	Hispanic
M	0.90%	0.87%	0.86%	0.84%	0.86%	0.85%	0.83%	0.80%	0.76%	0.66%	0.53%	Other/Unknown

Since 2005, the percentage of Caucasian men assessed into the officer corps from ROTC has decreased, while that of Caucasian women has increased significantly. The number of Asian males accessed from ROTC has increased slightly over this time, as that of Caucasian and African American men has decreased. There has been no statistically significant change in

Hispanic male or female accessions. If considering solely 2000-16 U.S. college graduation trends, one should expect increased Hispanic ROTC accessions and constant African American and Asian/Pacific Islander accessions.

OCC, Prior Enlisted Commissioning and PLC show similar trends and represent 42% of total accessions. PLC shows the least change in diversity over the same time period as compared to the other officer accession sources. Table 4 below shows the PLC data.

**Table 4. Race/Ethnicity by Gender of Marine PLC Officer Accessions from 2005-2019.**

	2005-2009%	2006-2010%	2007-2011%	2008-2012%	2009-2013%	2010-2014%	2011-2015%	2012-2016%	2013-2017%	2014-2018%	2015-2019%	
F	0.22%	0.20%	0.18%	0.17%	0.17%	0.17%	0.18%	0.19%	0.20%	0.20%	0.19%	African American
F	0.04%	0.03%	0.02%	0.02%	0.02%	0.03%	0.03%	0.04%	0.04%	0.05%	0.05%	American Indian/Alaskan
F	0.06%	0.07%	0.07%	0.08%	0.08%	0.09%	0.10%	0.10%	0.11%	0.13%	0.13%	Asian
F	1.79%	1.80%	1.82%	1.82%	1.88%	1.99%	2.09%	2.22%	2.40%	2.62%	2.96%	Caucasian
F	0.03%	0.05%	0.07%	0.08%	0.09%	0.11%	0.10%	0.10%	0.10%	0.09%	0.09%	Declined to Respond
F	0.20%	0.21%	0.23%	0.24%	0.26%	0.28%	0.30%	0.30%	0.33%	0.35%	0.34%	Hispanic
F	0.06%	0.07%	0.07%	0.06%	0.06%	0.06%	0.05%	0.05%	0.05%	0.05%	0.07%	Other/Unknown
M	3.63%	3.52%	3.41%	3.32%	3.23%	3.15%	3.12%	3.07%	3.02%	2.91%	2.76%	African American
M	1.30%	1.18%	1.12%	1.05%	1.03%	1.00%	0.99%	1.00%	1.02%	1.03%	1.04%	American Indian/Alaskan
M	2.50%	2.64%	2.73%	2.80%	2.86%	2.94%	2.97%	3.01%	3.06%	3.11%	3.20%	Asian
M	82.91%	82.72%	82.33%	82.01%	81.70%	81.31%	81.03%	80.85%	80.55%	80.20%	79.75%	Caucasian
M	1.08%	1.29%	1.63%	1.94%	2.15%	2.29%	2.38%	2.37%	2.35%	2.41%	2.57%	Declined to Respond
M	0.28%	0.27%	0.29%	0.32%	0.33%	0.34%	0.33%	0.30%	0.25%	0.20%	0.12%	Hawaiian/Pacific Islander
M	4.95%	4.99%	5.01%	5.01%	5.01%	5.01%	5.06%	5.10%	5.20%	5.30%	5.39%	Hispanic
M	0.96%	0.97%	1.02%	1.07%	1.14%	1.24%	1.28%	1.29%	1.33%	1.34%	1.33%	Other/Unknown

Meanwhile, the Service Academy, representing the smallest Marine officer accession source, has made the most progress increasing female (primarily Caucasian) accessions over the same time period, as shown in Table 5 below. Service Academy accessions have also shown the largest decrease in male Caucasian numbers over the same time (more than double the decrease as compared to all other Marine officer accession sources).

**Table 5. Race/Ethnicity by Gender of Marine Service Academy Accessions from 2005-2019.**

	2005-2009 %	2006-2010%	2007-2011%	2008-2012%	2009-2013%	2010-2014%	2011-2015%	2012-2016%	2013-2017%	2014-2018%	2015-2019%	
F	0.42%	0.38%	0.35%	0.36%	0.37%	0.38%	0.41%	0.45%	0.49%	0.50%	0.59%	African American
F	0.12%	0.12%	0.15%	0.18%	0.21%	0.21%	0.22%	0.21%	0.19%	0.18%	0.21%	American Indian/Alaskan
F	0.23%	0.29%	0.33%	0.37%	0.41%	0.45%	0.46%	0.49%	0.54%	0.56%	0.53%	Asian
F	7.67%	7.70%	7.79%	7.99%	8.04%	8.10%	8.45%	8.87%	9.44%	10.50%	12.59%	Caucasian
F	0.15%	0.45%	0.66%	0.81%	0.93%	1.06%	0.95%	0.91%	0.89%	0.93%	1.03%	Declined to Respond
F	0.03%	0.02%	0.02%	0.03%	0.04%	0.06%	0.07%	0.08%	0.08%	0.07%	0.00%	Hawaiian/Pacific Islander
F	0.68%	0.67%	0.72%	0.78%	0.87%	0.99%	1.07%	1.14%	1.23%	1.31%	1.29%	Hispanic
F	0.11%	0.12%	0.17%	0.21%	0.26%	0.31%	0.36%	0.39%	0.46%	0.57%	0.88%	Other/Unknown
M	4.28%	4.23%	4.15%	4.10%	4.03%	3.95%	3.89%	3.82%	3.74%	3.70%	3.44%	African American
M	0.48%	0.51%	0.56%	0.62%	0.68%	0.69%	0.70%	0.69%	0.63%	0.54%	0.21%	American Indian/Alaskan
M	1.71%	1.84%	1.93%	2.00%	2.06%	2.09%	2.18%	2.31%	2.32%	2.32%	2.41%	Asian
M	76.77%	74.95%	73.61%	72.24%	70.82%	69.43%	69.31%	68.65%	67.71%	66.42%	64.32%	Caucasian
M	1.35%	2.85%	3.76%	4.50%	5.12%	5.65%	5.09%	4.91%	4.90%	5.10%	5.97%	Declined to Respond
M	0.16%	0.15%	0.16%	0.19%	0.22%	0.30%	0.32%	0.32%	0.30%	0.27%	0.12%	Hawaiian/Pacific Islander
M	5.18%	5.13%	5.04%	5.01%	5.16%	5.37%	5.45%	5.55%	5.75%	5.80%	5.53%	Hispanic
M	0.68%	0.61%	0.58%	0.62%	0.77%	0.98%	1.07%	1.18%	1.32%	1.24%	0.88%	Other/Unknown

Based on the overall accession data, the increase in Caucasian female Marine officer accessions parallels a small decrease in both Caucasian and African American men officer accessions, while those with Hispanic ethnicity are not being accessed at increased rates as might be expected based on college graduation rates. (Note: The Hispanic trends derived from this analysis may not accurately represent some Hispanic personnel who also identify as Caucasian or African American in this data set).

Accessing officers is one of the first steps in the personnel life cycle. Retention and promotion of minorities to leadership roles, at the same rate as Caucasian males, is critical to the military and the Corps, as covered in previous chapters. Headquarters Marine Corps M&RA diversity team provided DMDC AC officer and enlisted 2005-19 strength (force size) data by rank, race, and gender for the Navy and Marine Corps. Reviewing September 30 data ensures consistency due to the regular, annual promotion cycle. Overall annual strength numbers of personnel of Hispanic ethnicity were also included for officers and enlisted, but were not broken out by rank, race, or gender in this analysis. To compare the overall officer and enlisted force, the author converted these numbers to percentages. Table 6 below shows these percentages in the years 2005, 2010, 2015 and 2019 broken out by rank, race, and gender, with the overall

officer and enlisted strength and Hispanic ethnicity numbers shown separately. The author found this format is the most helpful to compare the racial and gender makeup of the force over time by rank and to help provide overall recommendations and areas the Marine Corps may want to study further. For example, while the percent of females has gone up over time, they remain significantly less likely than males to reach O-5, and have made little to no progress at ranks above O-5 in the past fifteen years. This could be a retention issue, since this was not found to be one of the promotional issues for the Marine Corps in the self-reported MLDC study discussed earlier and found in Appendix B. Table 6 shows that females make up an approximate average of 1.7% of the force at O-2 (an average of the 2005, 2010, 2015, and 2019 numbers) and 0.3% of the force at O-5 compared to males who make up approximately 16.9% of the force at O-2 and 9.8% of the force at O-5. The disparity exists because either females are promoted at a significantly lower rate than males, or they are not serving past O-4 at the same rate as their male peers. Using the same methodology and DMDC data, the author replicated this table for the Navy specifically (see Appendix C) and found the same gender retention issue exists.

**Table 6. Race/Ethnicity/Gender of AC Marines by year (2005, 2010, 2015 and 2019).**

	% Caucasian 2005	% Caucasian 2010	% Caucasian 2015	% Caucasian 2019	% African American 2005	% African American 2010	% African American 2015	% African American 2019	% Asian 2005	% Asian 2010	% Asian 2015	% Asian 2019	% AI/AN* 2005	% AI/AN* 2019	% Pacific Islander 2005	% Pacific Islander 2019	% Multi Racial 2005	% Multi Racial 2019	% Unknown 2005	% Unknown 2019	% Male 2005	% Male 2010	% Male 2015	% Male 2019	% Female 2005	% Female 2010	% Female 2015	% Female 2019	
O-1	10.2%	12.0%	9.7%	13.0%	0.5%	0.6%	0.6%	1.0%	0.4%	0.5%	0.5%	0.9%	0.05%	0.03%	0.07%	0.08%	0.2%	0.2%	3.5%	0.7%	13.7%	14.6%	10.4%	14.1%	1.2%	1.3%	1.4%	1.9%	
O-2	14.6%	15.3%	16.1%	14.7%	0.8%	0.7%	0.9%	1.4%	0.4%	0.5%	0.7%	1.0%	0.08%	0.02%	0.04%	0.15%	0.2%	0.3%	1.4%	1.1%	15.9%	17.2%	17.3%	17.0%	1.6%	1.5%	1.9%	1.9%	
O-3	25.3%	26.1%	27.5%	25.1%	2.4%	1.5%	1.3%	1.3%	0.7%	0.9%	0.9%	1.0%	0.26%	0.03%	0.11%	0.20%	0.3%	0.6%	2.4%	2.7%	29.6%	29.8%	32.3%	28.5%	2.0%	2.1%	2.3%	2.7%	
O-4	17.6%	15.9%	16.4%	16.3%	1.3%	1.6%	1.1%	0.8%	0.2%	0.5%	0.6%	0.5%	0.15%	0.02%	0.08%	0.09%	0.2%	0.4%	1.3%	1.9%	20.3%	18.9%	19.2%	18.9%	0.6%	0.8%	1.1%	1.3%	
O-5	9.4%	8.6%	8.4%	8.0%	0.4%	0.5%	0.7%	0.6%	0.1%	0.1%	0.2%	0.3%	0.08%	0.01%	0.04%	0.05%	0.1%	0.2%	0.5%	0.6%	10.4%	9.6%	9.7%	9.3%	0.2%	0.2%	0.4%	0.6%	
O-6	3.6%	3.2%	3.2%	2.9%	0.2%	0.1%	0.2%	0.2%	0.02%	0.03%	0.04%	0.04%	0.01%	0.00%	0.012%	0.01%	0.018%	0.1%	0.2%	0.2%	3.8%	3.5%	3.5%	3.3%	0.1%	0.1%	0.1%	0.1%	
O-7	0.21%	0.18%	0.16%	0.16%	0.02%	0.01%	0.01%	0.02%	None	None	0.005%	0.01%	None	None	None	None	None	None	None	None	0.01%	0.23%	0.2%	0.17%	0.18%	0.01%	None	0.01%	0.01%
O-8	0.12%	0.14%	0.12%	0.13%	None	0.02%	0.01%	0.010%	None	None	None	0.01%	None	None	None	None	None	None	None	None	0.01%	0.11%	0.15%	0.15%	0.15%	0.01%	0.01%	None	None
O-9	0.09%	0.08%	0.08%	0.08%	None	0.01%	0.01%	None	None	None	None	None	None	None	None	None	None	None	None	None	0.09%	0.09%	0.09%	0.08%	None	None	None	0.01%	
O-10	0.03%	0.02%	0.02%	0.02%	None	None	None	None	None	None	None	None	None	None	None	None	None	None	None	None	0.03%	0.02%	0.02%	0.02%	None	None	None	None	
Total %	81.1%	81.4%	81.7%	80.4%	5.6%	5.0%	4.7%	5.3%	2.0%	2.5%	2.9%	3.7%	0.62%	0.11%	0.34%	0.58%	1.0%	1.8%	9.3%	7.3%	94.2%	94.0%	92.8%	91.5%	5.8%	6.0%	7.2%	8.5%	
Percent of total (all officers) identified as Hispanic:									2005	2010	2015	2019																	
Officer Strength as of Sep 30									16,879	19,377	18,579	19,292																	
E-1	7.1%	5.4%	5.7%	5.5%	0.7%	0.6%	0.7%	0.7%	0.2%	0.1%	0.2%	0.2%	0.08%	0.08%	0.05%	0.07%	0.01%	0.0%	0.8%	0.03%	8.4%	5.9%	6.3%	6.0%	0.5%	0.5%	0.5%	0.5%	
E-2	10.1%	8.8%	10.0%	10.5%	1.0%	1.0%	1.4%	1.4%	0.2%	0.3%	0.3%	0.5%	0.12%	0.13%	0.06%	0.12%	0.05%	0.1%	1.1%	0.1%	11.8%	9.6%	11.0%	11.4%	0.8%	0.9%	1.1%	1.3%	
E-3	20.7%	24.6%	21.4%	21.6%	2.2%	2.5%	2.6%	2.4%	0.6%	0.7%	0.7%	0.8%	0.28%	0.28%	0.15%	0.26%	0.2%	0.2%	2.4%	0.2%	24.9%	27.7%	23.7%	23.6%	1.6%	1.9%	2.0%	2.2%	
E-4	14.8%	16.2%	18.7%	17.8%	1.9%	1.8%	2.3%	2.2%	0.5%	0.5%	0.7%	0.7%	0.25%	0.21%	0.12%	0.24%	0.2%	0.3%	2.2%	0.2%	18.6%	18.8%	21.0%	19.5%	1.3%	1.4%	1.9%	2.2%	
E-5	10.1%	12.0%	12.6%	12.4%	2.4%	1.8%	1.9%	2.0%	0.3%	0.3%	0.4%	0.5%	0.21%	0.16%	0.11%	0.21%	0.2%	0.3%	2.2%	0.4%	14.5%	15.1%	15.1%	14.3%	1.0%	1.1%	1.4%	1.6%	
E-6	5.4%	6.1%	5.7%	6.5%	1.7%	1.4%	1.0%	1.1%	0.2%	0.2%	0.2%	0.2%	0.11%	0.10%	0.05%	0.15%	0.1%	0.2%	1.2%	0.6%	8.1%	8.5%	7.6%	8.1%	0.5%	0.5%	0.5%	0.7%	
E-7	3.2%	3.3%	3.1%	3.6%	1.1%	0.9%	0.7%	0.6%	0.1%	0.1%	0.1%	0.1%	0.06%	0.06%	0.03%	0.06%	0.0%	0.1%	0.5%	0.62%	4.7%	4.7%	4.6%	4.9%	0.2%	0.3%	0.3%	0.3%	
E-8	1.25%	1.43%	1.49%	1.50%	0.59%	0.50%	0.40%	0.40%	0.02%	0.04%	0.05%	0.06%	0.02%	0.03%	0.01%	0.02%	0.02%	0.04%	0.19%	0.34%	2.00%	2.11%	2.21%	2.27%	0.11%	0.12%	0.11%	0.12%	
E-9	0.49%	0.55%	0.59%	0.60%	0.29%	0.25%	0.21%	0.18%	0.01%	0.01%	0.02%	0.02%	0.006%	0.01%	0.006%	0.009%	0.007%	0.02%	0.07%	0.1%	0.85%	0.86%	0.91%	0.92%	0.03%	0.03%	0.04%	0.04%	
Total%	72.9%	78.3%	79.3%	80.0%	12.0%	10.9%	11.4%	11.0%	2.1%	2.2%	2.6%	3.0%	1.13%	1.06%	0.58%	1.14%	0.8%	1.1%	10.6%	2.5%	93.9%	93.3%	92.2%	91.0%	6.1%	6.7%	7.8%	9.0%	
Percent of total (all enlisted) identified as Hispanic:									2005	2010	2015	2019																	
Enlisted Strength as of Sep 30									161,047	181,221	162,789	164,545																	
														*American Indian (AI) *Alaskan Native (AN)															

Table 6 also shows that while the officer accession data discussed in Tables 3 through 5 might not show significantly increasing trends for Hispanics, the Marine Corps (officer and enlisted) is clearly attracting more Hispanics (and at rates higher than the other Services who average 18% for enlisted and 8% for officer). This discrepancy could be because of the manner in which the accession and strength data is collected and evaluated, or it could be skewed by personnel identifying as other ethnicities.

In the past fifteen years, the overall number of females in the force has grown by approximately 3%, while that of men has decreased by an equal percent. The data shows that during this same time, the number of Caucasians has grown by approximately 6% while the number of minorities has remained roughly constant with most categories showing less than 1% change. The increase in Caucasians could be reflective of higher rates of Hispanics identifying as Caucasian, but this is unlikely given the trend in Naval data showing a Caucasian decrease of 5% as shown in Appendix C. This discrepancy may be worthy of further analysis. The expectation (and normal Service trend) is that as the numbers of minorities (including women) in the workplace increase, the number of Caucasians decrease (similar to college graduation rates).

While the Marine Corps may lag behind other Services with regards to female integration, it appears comparable to the Services in most other minority-related categories. The overall Marine officer and enlisted force has increased minority representation from 26.1% in 2005 to 28.9% in 2019. The 2018 civilian population labor force is 78% Caucasian, 13% African American, 6% Asian, 1% American Indian or Alaska Native, less than 1% Native Hawaiian or Other Pacific Islander, and 2% people identifying as two or more races.<sup>147</sup>

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<sup>147</sup> Bls.gov. (2019). *Labor force characteristics by race and ethnicity, 2018*. [online] Available at: <https://www.bls.gov/opub/reports/race-and-ethnicity/2018/pdf/home.pdf> [Accessed 2 Feb. 2020].

Headquarters Marine Corps M&RA diversity team also provided DMDC religious preference data for officer and enlisted communities. As shown in Table 7, AC Marines have become significantly more likely to be atheist/other/unclassified when compared to the other Services or civilian society.

**Table 7. Percentage of AC Marine by Religious Preference.** \*Approximate civilian benchmark does not add up to 100% as all religious categories were not comparable to the DMDC data set.

Active Military Religious Category	FY 2000 Marine AC	FY 2005 Marine AC	FY 2010 Marine AC	Approximate 2014 Civilian Benchmark*	FY 2015 Marine AC	FY 2019 Marine AC
JUDAISM	0.3%	0.3%	0.4%	1.9%	0.3%	0.3%
CHRISTIAN - CATHOLIC	28.5%	26.2%	23.3%	20.8%	21.8%	18.1%
CHRISTIAN - PROTESTANT	30.8%	24.8%	19.5%	21.2%	14.2%	12.0%
CHRISTIAN - MORMON	1.1%	1.2%	1.2%	1.6%	1.1%	0.9%
CHRISTIAN - NONDENOMINATIONAL	16.4%	21.8%	28.6%	27.1%	33.0%	26.6%
ISLAM	0.3%	0.2%	0.2%	0.9%	0.2%	0.3%
EASTERN RELIGIONS	0.4%	0.5%	0.6%	1.4%	0.7%	0.6%
ATHIEST/OTHER/UNCLASSIFIED	22.4%	25.0%	26.3%	22.8%	28.7%	41.3%

The overall analysis of Marine Corps Diversity Progress largely supports the information provided in the previous sections. Similar to all Services, The Marine Corps must continue to focus on retention of women past the rank of O-4. Additionally, the Marine Corps is specifically behind in the integration of women, and the data specifically shows there is a disparity in the recruitment of non-Caucasian minority women as compared to Caucasian women. This gap should be addressed. Additional efforts could be made to improve the diversity of the PLC officer accessions as they are the least diverse accession source when compared to other Marine Corps accessions.

### *Conclusion and Recommendations for the Marine Corps*

It seems the Marine Corps is evolving through the first two steps of culture clash and has made minimal progress in many areas. Based on the 2015 DACOWITS reports, 2018 CAOCL report, and 2018 DoD Workplace and Gender-Relations Survey previously discussed, women are still sometimes viewed as a threat to the organizational culture. As covered in the section titled “Diversity in the Marine Corps”, leadership is sending mixed messages to the force. With no transparent diversity plan and without consistent leadership support, the organization will struggle to fully embrace diversity and inclusion to such an extent that it positively impacts the mission and organization. To get there, the Marine Corps will need to improve mutual respect among its ranks as well as train managers and leaders how to build successful, diverse, and inclusive teams, as discussed in the “Overview of Diversity Challenges” section. In this section, the author showed that an inclusive diversity strategy should minimize culture clash by establishing how and why diversity is needed, assimilating the diverse workforce, and developing a culture that accepts, respects, and values diversity. The current Department of the Navy’s strategic diversity and inclusion imperatives and Loden’s list of organizational practices for successful diversity programs on page 18 lay a good foundation for progress.

Using Loden’s list, the Marine Corps is fully or partially deficient in its diversity and inclusion vision, climate, awareness, education, and diversity hiring/promotions. The Marine Corps has not published a Diversity Plan since 1998. Management has a mixed review of setting a consistent, inclusive culture and climate that accepts and respects a diverse workforce. There are systems and procedures that support diversity in the organization, but they are not always effective. While the Marine Corps may be monitoring recruitment, promotion, and developing trends, it is not regularly and transparently communicating those findings throughout the force.

While it is encouraging that awareness training for unconscious bias has been recently incorporated into training, programs like CAOCL are shut down. The largest current barrier to an inclusive climate seems to be the continued development of inclusive standards and the continued gender integration of women into combat roles. In short, while combat jobs are open to women, there has been minimal effort to change the culture/climate. The Marine Corps should continue to evaluate how it can improve and further develop a more inclusive climate. Below is a prioritized list of the most important items that will result in an improved, more inclusive climate and should become a part of a new Marine Corps Diversity and Inclusion Plan for 2020-2025:

1. **Set inclusive standards for combat roles, continue gender integration, and improve female retention.** Other Services show that a female accession rate of at least 20% can be achieved without a negative impact to the force. The Marine Corps should strive for similar gender accession rates and higher retention of those accessions in line with male Marine Corps peers. While increasing gender accessions overall, the Marine Corps must ensure it is recruiting minority females at a representative rate similar to white Caucasian females.
2. **Begin to gather sexual orientation data.** It is difficult to evaluate what is not measured. The Marine Corps should keep statistics on this category. Service history shows a pattern of discrimination against minorities and efforts should be made to measure and evaluate sexual orientation data on par with other large minority groups.
3. **Show consistent, engaged leadership** at all levels that show inclusiveness as a critical part of Marine Corps values and the only appropriate model of conduct. Prioritize lines of effort and communication by utilizing and disseminating a BCG-type survey cluster

approach to highlight what certain minorities perceive are the largest obstacles to their inclusion in the organization. Engaged leaders must find ways to further identify, communicate, and/or reduce these barriers.

4. **Manage the culture clash and climate through improved training and education.**

Marine leaders at all levels must develop skills to appropriately manage a professional, diverse workforce. Potential training topics could include:

- a. Communicating effectively with personnel from diverse cultural backgrounds.
- b. How to build and manage balanced teams based on diverse experience.
- c. Utilizing tools that measure the inclusiveness of organizational climate.
- d. Fostering respect and challenging inappropriate behavior.
- e. Coaching and developing personnel (inclusive mentorship) as part of a establishing a growth mindset.
- f. Training toward objective (non-biased) performance feedback and job assignments.

Consider integrating this training with an improved command climate feedback mechanism utilizing the latest tools in collaboration with DEOMI.

5. **Develop better measurements of diversity progress.** When progress is not regularly measured and published, personnel will often make their own assumptions, which may be detrimental to the mission of inclusion, retention, etc. Areas for measurement are:

- a. Number of women/minority hires
- b. Promotions by demographic
- c. Retention rates
- d. Individual performance ratings by race
- e. Evidence of senior leaders' commitment and involvement in diversity programs
- f. Number (or percentage) of employees who take advantage of established diversity enhancing programs
- g. Existence of personnel networks, advisory/discussion groups, and numbers of participants
- h. Number of diversity and inclusiveness related training programs
- i. Costs associated with diversity and inclusiveness programs
- j. Command climate trends
- k. Outside recognition of Marine Corps diversity programs

6. **Publish Continuous effort.** The Marine Corps can positively influence the force by making consistent effort in line with leadership (Recommendation #3) and improved measurements (Recommendation #5), and communicating efforts. For example:
  - a. Continue to identify other areas for continuous improvement by reviewing the personnel life cycle looking for recruiting, retention, promotion, or retirement barriers and issues that result in the Marine Corps losing talent. The author found that the diversity amongst PLC officer accessions lags behind the diversity in other officer accession sources, which could be further identified as an area for improvement or parity. Marine Corps M&RA could easily identify more areas for improvement.
  - b. Seek to listen to internal and external minority organizations to garner insight, find, and apply solutions together. If no such internal entities exist, devote resources to establish them.
  - c. Leverage the diversity of the enlisted force into the officer corps. This method works, providing that talent is identified early which allows ample time for upward mobility into the control grades of the officer corps (O-4 and above).
  
7. **Consider combining diversity and inclusion resources with other multi-disciplinary team building programs, training, and education.** These might include cross-cultural training, growth mindset development, reading lists, bias training, and other general military training and education. Consider combining resources with other government inter-agencies to train in these areas together. Other agencies often have better, more developed training the Services can leverage. Continue to develop and identify effective new programs, while recognizing that some programs will likely not be successful and may require modification or discontinuation.
  
8. **Consider potential legislative priorities** that would help the Marine Corps recruit and retain a more diverse and inclusive workforce. Reviewing issues like military paths to citizenship or obesity standards would show our legislative leadership positive effort toward removing barriers to diversity and inclusion.

If adopted over the next five years (2020-2025), the first six recommendations would result in two things: (1) minority populations establishing/building trust in the

Marine Corps and (2) setting the tone for the broader Marine Corps culture, which has not yet embraced a diverse, multi-disciplinary workforce. The last two recommendations will effectively align and resource efforts to ensure long-term success. By committing to this series of recommendations, the Marine Corps can recover its reputation in this area and lead the Services in the years to come.

## *Appendix A*

### *DoD Definitions of Diversity*

DoD Directive 1020.02E Change 1 (November 29, 2016):

All the different characteristics and attributes of the DoD's total force, which are consistent with DoD's core values, integral to overall readiness and mission accomplishment, and reflective of the Nation we serve.

Army (from Army Policy on Diversity accessed 2019 at: <https://www.armydiversity.army.mil>):

The different attributes, experiences, and backgrounds of our Soldiers, Civilians, and Family Members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.

Navy (from Department of the Navy Diversity and Inclusion Roadmap, 2016):

All the different characteristics and attributes of individual Sailors and Civilians which enhance the mission readiness of the Navy.

Marine Corps (from M&RA, Dated Oct 2012):

The aggregate of the varied cultures, backgrounds, talents, skills, and abilities among Marines that 1) ensures our connectedness and special relationship with the American public; 2) leverages America's varied pool of skills and abilities; and 3) maximizes individual differences as a force multiplier.

Air Force (from Air Force Diversity Website, Policy Directive 36-70, 16 October 2018):

A composite of individual characteristics, experiences and abilities consistent with the Air Force Core Values and the Air Force Mission. Air Force diversity includes but is not limited to: personal life experiences, geographic and socioeconomic backgrounds, cultural knowledge, educational background, work experience, language abilities, physical abilities, philosophical and spiritual perspectives, age, race, ethnicity, and gender.

Coast Guard (from CG-12B Website, dated 2010):

Diversity is variety. It includes all the characteristics, experiences, and differences of each individual. Diversity can be identified as physical characteristics such as skin color and gender, or it may be differences in culture, skills, education, personality type, or upbringing.

*Appendix B*

**Table 8. Center for Naval Analysis Promotion Data (2007-2010)**

**Table 2. Recent Average Line Officer Promotion Rates to O-4, O-5, and O-6, by Service, Race, Ethnicity, and Gender**

Pay Grade	Average Line Officer Promotion Rate (%)									
	Navy		Air Force		Army		Marine Corps		Coast Guard	
	Black	Overall	Black	Overall	Black	Overall	Black	Overall	Black	Overall
O-4	68	84	86	90	90	94	79	87	64	82
O-5	51	79	66	76	83	90	51	69	54	73
O-6	53	55	42	45	54	57	44	52	17	58
	Hispanic	Overall	Hispanic	Overall	Hispanic	Overall	Hispanic	Overall	Hispanic	Overall
O-4	83	84	88	90	93	94	84	87	75	82
O-5	71	79	70	76	90	90	57	69	70	73
O-6	48	55	34	45	58	57	45	52	71	58
	Other	Overall	Other	Overall	Other	Overall	Other	Overall	Other	Overall
O-4	87	84	83	90	93	94	90	87	69	82
O-5	71	79	68	76	83	90	54	69	43	73
O-6	57	55	40	45	53	57	67	52	19	58
	Female	Overall	Female	Overall	Female	Overall	Female	Overall	Female	Overall
O-4	74	84	90	90	93	94	86	87	69	78
O-5	75	79	75	76	86	90	71	69	43	64
O-6	64	55	47	45	46	57	68	52	19	54

NOTES: Promotion rates do not distinguish between male and female officers. They also do not distinguish between Hispanic and non-Hispanic blacks, Hispanics of different races, or between Asians, Pacific Islanders, and Native Americans, etc.

## *Appendix C*

### *Navy Diversity Progress by Rank, Race and Gender*

Table 9 below shows these percentages in the years 2005, 2010, 2015 and 2019 broken out by rank, race and gender, with the overall officer and enlisted strength and Hispanic ethnicity numbers shown separately. For some race categories, the data between 2005 and 2019 was not included, largely in part to size/margin restrictions of this format. This data is helpful to compare the racial and gender makeup of the force over time by rank. For example, we can see while the percent of females has gone up over time, they remain significantly less likely than males to reach O-5, as expected in our previous review of Service data, and have made little to no progress in the ranks above O-5, similar to the Marine Corps. Table 9 shows that females make up an approximate average of 2.5% of the force at O-2 (average of 2005, 2010, 2015 and 2019) and 1.65% of the force at O-5 compared to males who make up an approximately average of 10.05 of the force at O-2 and 11.5% of the force at O-5. The disparity exists because either females are promoted at a significantly lower rate than males, or they are not serving past O-4 at the same rate as their male peers.

One of the major differences from the Marine Corps comparison (using the same data set) is the racial disparity across the Navy's officer corps when moving from O-5 to O-6. The Marine Corps shows that all races have approximately the same chances of moving from O-5 to O-6. In the Navy however, approximately 50% of male and female Caucasians move from O-5 to O-6 in the years 2005, 2010, 2015 and 2019, while those other racial categories (African American, Asian, American Indian/Alaskan Native, Pacific Islander, Multi-racial, and unknown) move from O-5 to O-6 at a rate of approximately 25%. It is worth noting in this type of comparison that men and women rates of promotion/advancement overall are similar, however,

Caucasians make up more than 75% of the force, regardless of gender. The same is not true of the Navy's enlisted force. Percentage of the enlisted force rates are much more comparable when looking at the same racial and gender categories moving from E-6 to E-7.

**Table 9. Race/Ethnicity/Gender of AC Navy by year (2005, 2010, 2015 and 2019).**

	% Caucasian 2005	% Caucasian 2010	% Caucasian 2015	% Caucasian 2019	% African American 2005	% African American 2010	% African American 2015	% African American 2019	% Asian 2005	% Asian 2010	% Asian 2015	% Asian 2019	% AI/AN* 2005	% AI/AN* 2019	% Pacific Islander 2005	% Pacific Islander 2019	% Multi Racial 2005	% Multi Racial 2019	% Unknown 2005	% Unknown 2019	% Male 2005	% Male 2010	% Male 2015	% Male 2019	% Female 2005	% Female 2010	% Female 2015	% Female 2019
O-1	9.9%	10.7%	9.7%	10.1%	0.9%	1.0%	1.0%	1.0%	0.4%	0.6%	0.7%	0.9%	0.08%	0.18%	0.04%	0.08%	0.2%	0.9%	0.5%	0.4%	9.9%	10.9%	10.4%	10.5%	2.1%	2.6%	2.7%	3.0%
O-2	10.6%	10.0%	9.4%	9.7%	1.2%	1.0%	0.8%	0.9%	0.5%	0.5%	0.5%	0.9%	0.06%	0.15%	0.02%	0.07%	0.1%	0.8%	0.5%	0.3%	10.8%	10.1%	9.4%	9.9%	2.1%	2.5%	2.7%	3.0%
O-3	27.9%	26.1%	28.0%	26.8%	2.9%	2.9%	2.6%	2.6%	1.5%	1.5%	1.7%	1.9%	0.18%	0.33%	0.05%	0.22%	0.3%	2.0%	1.5%	1.3%	28.8%	27.2%	28.4%	27.4%	5.5%	5.5%	6.9%	7.7%
O-4	16.8%	16.2%	16.1%	15.6%	1.6%	1.7%	1.7%	1.5%	0.6%	0.9%	1.0%	1.1%	0.06%	0.19%	0.03%	0.08%	0.1%	0.6%	1.0%	0.8%	17.3%	17.3%	17.1%	16.1%	2.9%	2.8%	3.1%	3.6%
O-5	12.2%	11.7%	10.6%	10.2%	0.7%	0.9%	0.9%	0.9%	0.3%	0.4%	0.5%	0.5%	0.04%	0.08%	0.01%	0.05%	0.1%	0.3%	0.3%	0.6%	11.9%	12.1%	11.3%	10.8%	1.8%	1.6%	1.5%	1.7%
O-6	6.1%	6.1%	5.3%	5.0%	0.2%	0.3%	0.3%	0.4%	0.1%	0.2%	0.2%	0.2%	0.01%	0.02%	0.004%	0.01%	0.016%	0.1%	0.1%	0.2%	5.8%	6.0%	5.4%	5.2%	0.8%	0.8%	0.7%	0.7%
O-7	0.20%	0.22%	0.19%	0.17%	0.002%	0.01%	0.01%	0.01%	0.002%	0.01%	0.004%	0.01%	None	None	None	None	None	None	None	0.01%	0.21%	0.2%	0.19%	0.17%	0.01%	0.02%	0.02%	0.02%
O-8	0.13%	0.13%	0.10%	0.11%	0.002%	0.01%	0.01%	0.002%	None	None	0.01%	None	None	None	None	None	None	0.004%	0.002%	None	0.13%	0.13%	0.11%	0.11%	0.01%	0.02%	0.01%	0.01%
O-9	0.06%	0.08%	0.06%	0.07%	0.002%	0.01%	0.002%	None	None	0.002%	None	None	None	None	None	None	None	0.002%	None	None	0.06%	0.08%	0.06%	0.07%	None	0.002%	0.01%	0.01%
O-10	0.02%	0.02%	0.01%	0.01%	None	None	0.004%	None	None	None	0.002%	None	None	None	None	None	None	None	None	None	0.02%	0.02%	0.02%	0.01%	None	None	0.002%	None
Total %	83.8%	81.4%	79.5%	77.7%	7.5%	7.8%	7.3%	7.3%	3.4%	4.1%	4.6%	5.5%	0.43%	0.95%	0.15%	0.52%	0.7%	4.6%	4.0%	3.5%	84.9%	84.0%	82.3%	80.2%	15.1%	16.0%	17.7%	19.8%
					2005	2010	2015	2019																				
Percent of total (all officers) identified as Hispanic:					5.3%	6.2%	7.4%	8.5%																				
Officer Strength as of Sep 30					51,290	51,059	52,557	53,339																				
E-1	3.1%	1.7%	2.3%	2.6%	1.1%	0.8%	0.9%	1.0%	0.2%	0.1%	0.2%	0.2%	0.46%	0.04%	0.07%	0.06%	0.1%	0.2%	0.1%	0.3%	4.4%	2.9%	2.8%	3.4%	0.8%	0.9%	1.0%	1.0%
E-2	3.2%	3.3%	3.4%	3.5%	1.2%	1.2%	1.2%	1.2%	0.2%	0.2%	0.2%	0.3%	0.41%	0.05%	0.07%	0.06%	0.1%	0.3%	0.1%	0.6%	4.5%	5.1%	4.3%	4.5%	0.8%	1.3%	1.3%	1.4%
E-3	10.3%	10.2%	9.7%	8.9%	3.9%	3.9%	3.5%	2.9%	0.8%	0.9%	0.8%	0.8%	0.95%	0.14%	0.20%	0.18%	0.3%	0.7%	0.5%	1.3%	14.0%	15.3%	12.9%	11.5%	3.0%	3.9%	4.0%	3.8%
E-4	12.8%	10.9%	12.2%	11.7%	3.9%	3.4%	3.8%	3.6%	1.1%	1.0%	1.0%	1.1%	0.83%	0.23%	0.06%	0.22%	0.2%	1.3%	1.0%	1.2%	16.6%	15.5%	17.2%	14.8%	3.3%	3.2%	4.5%	4.5%
E-5	14.8%	14.1%	12.6%	14.3%	5.5%	5.0%	4.4%	5.0%	1.6%	1.5%	1.3%	1.5%	0.72%	0.61%	0.05%	0.36%	0.1%	2.7%	1.1%	0.9%	20.1%	20.2%	19.2%	20.1%	3.8%	3.6%	4.1%	5.3%
E-6	11.5%	10.8%	10.4%	10.3%	3.8%	3.6%	3.3%	3.4%	1.3%	1.2%	1.2%	1.1%	0.25%	0.78%	0.04%	0.28%	0.1%	1.8%	0.4%	0.6%	15.6%	15.0%	15.1%	15.6%	1.8%	2.2%	2.3%	2.7%
E-7	5.3%	5.1%	4.9%	4.8%	1.5%	1.5%	1.5%	1.5%	0.6%	0.6%	0.6%	0.6%	0.06%	0.31%	0.01%	0.10%	0.1%	0.3%	0.3%	0.4%	7.2%	7.1%	6.9%	6.9%	0.6%	0.7%	0.9%	1.1%
E-8	1.81%	1.51%	1.59%	1.60%	0.35%	0.39%	0.42%	0.44%	0.14%	0.19%	0.18%	0.18%	0.01%	0.07%	0.01%	0.02%	0.01%	0.06%	0.10%	0.13%	2.28%	2.05%	2.17%	2.25%	0.16%	0.14%	0.20%	0.25%
E-9	0.77%	0.70%	0.69%	0.69%	0.11%	0.12%	0.16%	0.18%	0.03%	0.05%	0.06%	0.05%	0.004%	0.02%	0.000%	0.004%	0.004%	0.03%	0.03%	0.03%	0.93%	0.87%	0.90%	0.91%	0.05%	0.05%	0.06%	0.08%
Total%	63.6%	58.5%	57.8%	58.4%	21.4%	19.9%	19.1%	19.1%	6.1%	5.8%	5.5%	5.8%	3.69%	2.25%	0.50%	1.28%	1.1%	7.4%	3.7%	5.4%	85.7%	84.0%	81.5%	79.8%	14.3%	16.0%	18.5%	20.2%
					2005	2010	2015	2019																				
Percent of total (all enlisted) identified as Hispanic:					8.3%	16.8%	18.2%	14.5%																				
Enlisted Strength as of Sep 30					304,971	270,457	269,128	277,395																				
					*American Indian (AI)																							
					*Alaskan Native (AN)																							

Table 9 also shows the force is clearly becoming more Hispanic, though not nearly as quickly as the Marine Corps. Also, unlike the Marine Corps, Navy data shows those who identify as multi-racial have seen the most significant growth from 1.8% of the force in 2005 to 12% in 2019. In the past 15 years overall, the percentage of females in the force has grown by approximately 5%, the number of Caucasians and men (both) has decreased by approximately 5%. All minorities depicted in Table 6 are increasing their overall representativeness in the force, except for the number of African Americans and Indian Americans/Alaskan Natives which decreased slightly. Excluding the unknown category in Table 9, the overall Navy officer and enlisted force increased minority representation from 29.8% of the force in 2005 to 33.1% of the force in 2019.

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