

Webb Institute Diversity, Equity and Inclusion Plan

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Contents

Executive Summary	3
I. Introduction	5
II. Institutional Profile	6
III. Plan Initiatives	8
A. Student recruitment and retention	8
B. Culture, campus and greater community	11
C. Faculty, staff and academic program	14
D. Board diversity and culture	16
E. Communications	18
IV. Conclusion	19
Appendices	
A. DEI action plan	20
B. Definitions of selected DEI terms	34

Webb Institute Diversity, Equity and Inclusion Plan

Executive Summary

The Webb Board of Trustees affirmed its full commitment to diversity, equity and inclusion by unanimously adopting a resolution at its Annual Meeting on October 15, 2020. Webb's mission and commitment to excellence demands that our students, faculty, staff, and Trustees include the distinctive perspectives and capabilities of the diversity of populations that comprise the United States. To achieve this end, the Board recognized a need to attract to Webb more individuals from underrepresented populations and to ensure a culture of inclusion where everyone feels welcome and valued. Although we have been making steady progress towards these goals in recent years, this Plan further structures our DEI initiatives and reaffirms our commitment to a diverse and engaged campus.

Since the Class of 2012, 17% of the total number of enrolled students identify as an underrepresented ethnicity/race. Over the last five years, females have comprised about 25% of the student body. These figures are up substantially from prior years and represent a good first step in our goal of continuous improvement. Goals of this Plan are to enhance the less-than-proportional representation of females, ethnic/racial minorities and those whose socioeconomic status make academic success more challenging.

Within this Plan, DEI initiatives are presented in five focus areas.

Student recruitment and retention

To address potential bias in the student recruitment process, Webb will develop procedures to mitigate risk of bias, arrange for a third-party review of these procedures, and educate those involved in the admissions process regarding conscious and implicit biases. The goal is to ensure that all groups feel encouraged to apply to Webb and are treated on an equal basis.

The intent of our Founder was to provide an engineering education for those without means. For the past three years, with the assistance of the Robert D. L. Gardiner Foundation, Webb has been meeting the full financial need of our students with minimal student loans. The impact on the diversity and need of our students has been profound. This Plan calls for building endowments to support these "demonstrated need" scholarships so that we can maintain the program in perpetuity.

Although we have steadily grown the size and diversity of the applicant pool in the past five years, there is more that can be done to ensure we have a talented and diverse applicant pool. The Plan calls for enhancing outreach to high schools, college fairs, and organizations focused on underrepresented populations. In this regard, the Plan calls for hiring one additional person to serve in our Admissions and Student Affairs Department.

Programs providing academic and personal support to our students have been established, contributing to an improved retention rate that now stands at about 80%. We are pleased that our retention of females and underrepresented minorities is comparable to that of other students. New initiatives formulated in the Plan include DEI educational programs for faculty and mentors as well as DEI-focused sessions for incoming freshmen.

The culture of equity and inclusion on campus and within our broader community

Proposed initiatives to enhance inclusion and respect on campus include conducting surveys and listening sessions to better understand the culture on campus and help define future actions, enhancing trust among stakeholders through more frequent and open dialogue and collaboration, engaging alumni and other members of the Webb family in supporting our DEI initiatives, and exploring how Webb can provide support and DEI leadership for a marine industry in which only 6% of marine technical professionals are women and few are underrepresented minorities.

Faculty/staff diversity and culture and the academic program

Students educated in a diverse environment are better prepared to contribute to society and excel in their professional lives. Faculty and staff serve as role models and mentors for our students. The Plan calls for a job marketing approach that reaches the populations currently underrepresented in our faculty and staff. Training on unconscious bias will be given to all employees. Orientation for new faculty, mentorships programs and ongoing professional development opportunities will be provided to ensure we are best meeting the needs of our diverse student body. Workload expectations and salary/benefit packages will be compared to our peer colleges to ensure that we are providing a competitive workplace environment, enabling us to recruit highly qualified and diverse faculty and staff.

Webb will review its curriculum and academic programs to ensure that we are providing the knowledge and skills our students will need to succeed as both practicing engineers and productive members of our increasingly complex and diverse society. We will instill DEI related content in our leadership programs and incorporate DEI in our winter work internships.

Board diversity and culture

The intent is to have a Board of Trustees that is immediately recognizable as a diverse Board representative of our Society. The Plan calls for Webb to build on the substantial progress in recruiting a more diverse Board made over the past year. The Board will undertake initiatives to increase its knowledge, historical perspectives and expertise in the area of diversity, equity and inclusion. As part of its responsibilities for oversight of DEI, the DEI Committee has been established as a committee of the Board with its chair appointed by the Chair of the Board. The Board will regularly monitor the implementation of this Plan and share its findings with the Webb community.

Communications

Webb will seek input and enhance DEI communications to all members of the community including students, staff and faculty, alumni, friends of Webb, and the marine industry.

Overall Goal

Our overall goal is to increase diversity across all constituencies of the Webb community and to ensure an equitable and inclusive experience for all. Our expectation is that these initiatives will enhance the academic and student life experience and better prepare our graduates to pursue successful careers and make meaningful contributions to society.

I. Introduction

Webb Institute (Webb) was founded in 1889 on educational and social principles that were exceptionally progressive during those times. William H. Webb's institution provided free technical training in shipbuilding for students whose parents lacked financial means. In recent years, Webb has devoted considerable energy to expanding this vision by enhancing ethnic and gender diversity among students. The college has had measurable success toward achieving those goals. However, more remains to be done to increase diversity across all constituencies of the Webb community and to ensure an equitable and inclusive experience for all.

The Board of Trustees aims to fulfill the ideals of the Institute's mission and commitment to academic excellence by embracing the intellectual contributions of all sectors of the nation's population groups. We seek to embrace these contributions by promoting a culture of diversity, equity and inclusion (DEI) at Webb. This initiative in turn nurtures creativity, discovery and innovation that will continue to produce exceptional citizens and leaders for an increasingly complex and diverse world.

To ensure consistent understanding of key terms used in this document and in the context of Webb Institute, we offer these definitions (see also Appendix B):

- **Diversity:** Recognizing the full range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, physical ability or attributes, religion or analogous value systems, national origin, political beliefs and cultures.
- **Equity:** Ensuring that everyone has support and access to the resources needed to be successful. This initiative requires identifying and eliminating barriers that prevent the full participation of communities most affected by gender, racial and other systemic discrimination. We distinguish equity from equality. Equality refers to treating everyone the same way. It does not necessarily lead to equitable outcomes because diverse communities have diverse needs and face varying obstacles and inequities.
- **Inclusion:** Ensuring that people of all backgrounds, identities, abilities, perspectives and beliefs have an equal opportunity to belong, achieve and contribute to their communities. An inclusive institution promotes and sustains a sense of belonging; it values and practices respect where all people are recognized for their inherent worth and dignity, talents, beliefs, backgrounds and ways of living.

Webb aspires to a leadership role in breaking down barriers among various groups. We affirm and value different backgrounds and perspectives. We seek an environment that celebrates contributions by all members of the community, supported by open and honest communications.

The Webb Board of Trustees affirmed its full commitment to diversity, equity and inclusion by unanimously adopting a resolution at its Annual Meeting on October 15, 2020. The resolution was distributed broadly among Webb constituencies and stakeholders and placed conspicuously on the college website:

Webb's commitment to excellence, in consonance with our mission and our understanding of the intentions of our Founder, demands that we include among students, faculty, staff, and Trustees the intellectual capabilities, talents, creative abilities and distinctive perspectives of the diversity of populations that comprise the United States. This breadth of diversity includes differences in race, religion, gender, sexual orientation, socioeconomic status and political beliefs.

The Board further wishes to respect our Founder's desire to provide deserving young people without means a free engineering education that will benefit themselves and the country.

Webb is committed to:

- *bringing to Webb individuals from underrepresented population groups,*
- *a campus culture of inclusion that is welcoming and equitable, where differences are valued and every person can flourish, and*
- *developing and implementing a Diversity, Equity and Inclusion plan that reflects these ideals and that builds upon the diversity initiatives established in the Strategic Plan and currently underway at Webb.*

The Board tasked the DEI Committee to develop a consensus on how to go about achieving the desired outcomes described in the resolution. What strategies, policies and actions make possible what we need to be as a cohesive and unified community, where equity and social justice are the norm? This DEI Plan is aimed at defining the steps Webb will take towards this goal.

The Plan outlines our strategy and initiatives to improve diversity among students, staff, faculty and Trustees. It offers an agenda to strengthen our culture with respect to equity and inclusion. And it commits to communicating our progress with respect to diversity, equity and inclusion while soliciting ideas for further growth. It is intended to be a living document. We expect to continue to learn and to improve.

II. Institutional Profile

Webb Institute aims to improve the less-than-proportional representation of several groups in its community, including women, Blacks and LatinX. While this underrepresentation mirrors that in US engineering colleges in general, Webb strives to right this imbalance.

We recognize various forms of diversity within Webb's applicant pool, the student body, faculty, staff and on the Board. Among students, we have tracked three underrepresented groups (see Definitions in Appendix B) at Webb over the past few years, which this DEI Plan hopes to target and grow. These include: ethnic/racial diversity, gender diversity, and socioeconomic diversity.

Gender Diversity

Webb became co-educational in 1974 and the first female student graduated from Webb in 1978. The Office of Admissions currently only has statistics available beginning with the Class of 2011. Since the Class of 2011, Webb has enrolled 67 female students, or 19% of the enrolled student population during that time. For the Classes of 2011 through 2018, Webb enrolled between two and five women per class year. Since then, Webb has consistently enrolled between six and seven female students, and currently, female students make up 25% of the student body. For the classes that have graduated (Classes of 2011-2020), 34 of the 45 female students who enrolled graduated (76%), which is similar to Webb's overall graduation rate (78%) during the same timeframe.

Ethnic/Racial Diversity

Webb has reported data on ethnicity and race beginning with the Class of 2012. Earlier, to the best of our knowledge, Webb enrolled only three students who identified as Black or biracial Black, two of whom graduated (Class of 1995 and Class of 2006).

Since then, Webb has reported students who fall within the following ethnicities/races: Hispanic/Latino, Not Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White or Biracial.

Since the Class of 2012, Webb has enrolled 56 students, or 17% of the total number of enrolled students during that time, who identify as an underrepresented ethnicity/race. This translates to between two and six students per class year. Further breakdown of the 56 students is as follows: 52% identified as Asian or Pacific Islander (excluding biracial/multiracial Asian/Pacific Islander), 32% identified as biracial/multiracial, 16% identified as Hispanic/Latino, and 0% identified as Black or American Indian/Alaska Native (excluding biracial/multiracial black or American Indian/Alaska Native). The Classes of 2023 and 2024 both surpass these numbers with nine (32%) and seven (25%) students who identify as an underrepresented ethnicity/race respectively. There are currently two students at Webb who identify as Black or biracial Black.

For the Classes of 2012-2020, the graduation rate of students who identify as an underrepresented ethnicity/race was 89%, well above Webb's average graduation rate of 80% for students during that time.

Socioeconomic Diversity

William H. Webb's founding vision was to provide a technical education to young men lacking financial means. Currently all admitted students receive full tuition scholarships. However, the cost of other expenses exceeds the financial capability of some families. These charges – which include room and board, books, a laptop, an activities fee, drug testing, and drafting equipment – are becoming increasingly significant.

Webb has partnered with alumni and friends to establish room and board scholarships, many of which explicitly promote enhanced diversity and prioritize demonstrated financial need. For the past three years, with the help of the Gardiner Foundation Grant, Webb has been able to meet the full demonstrated financial needs of all students with minimal student loans. Whereas in the five years prior to Webb meeting students' full need, each freshman class typically had between 2 and 6 students receiving assistance, the Classes of 2023 and 2024 have had 6 to 9 students whose costs have been partially defrayed. This initiative has allowed Webb to attract top students with financial needs, in keeping with our Founder's vision. There is also a positive impact on students of underrepresented ethnicity or race, who are disproportionately represented in low-income populations.

III. Plan Initiatives

This Plan is presented in five sections:

- A. Student recruitment and retention
- B. Culture, campus and greater community
- C. Faculty, staff and academic program
- D. Board diversity and culture
- E. Communications

Detailed information on the content, leadership and timing of actions completed and planned is provided in Appendix A. We offer definitions of terms used in this DEI Plan in Appendix B.

A. Student Recruitment and Retention

Webb strives to attract, enroll and retain talented students to form a diverse student body whose perspectives and experiences can contribute to the college's vibrant community and education, both within and beyond the academic program. Meeting this objective calls for (1) an applicant pool that represents such diversity, (2) an admissions process that is equitable and views applications through a holistic and unbiased lens and (3) a robust support system for students who enroll at Webb to ensure retention.

Over the years, Webb Institute has expanded on its founder's vision of providing a technical education to young men without financial means. We recruit and enroll women (beginning in 1970) as well as other underrepresented groups. In the past five years, Webb has made significant strides in increasing the diversity of its applicant pool and student body, through actions noted in Appendix A. For example, Webb has expanded the percentage of women in the applicant pool to 28% and students of underrepresented ethnicity and race in the pool to 36%.

We are committed to building on our success in enrolling and retaining underrepresented groups through four initiatives:

1. Addressing potential bias in the admissions process

Conscious and unconscious bias can adversely impact college admissions processes. This is widely recognized in institutions of higher education in the United States today. Webb, as part of broader American society, is resolved to do its part to mitigate these biases.

There are two main elements in this initiative. The first is to educate those involved in the admissions process about these biases, which may include racism, sexism or other systemic issues in society that discourage applications by certain students. All participants in Webb's admissions process – staff of the Office of Admissions & Student Affairs, members of the Admissions Committee and others – will be included in this education effort. To date, the Office of Admissions & Student Affairs staff has been trained in implicit bias through the Kirwan Institute for the Study of Race and Ethnicity.

The second element is to develop procedures in the admissions process that explicitly mitigate the disparate and negative impacts of these biases on admissions. Going forward, actions will include (in 2021 and 2022) identifying additional educational opportunities around DEI for admissions staff, implementing selected opportunities and organizing a third-party visit and review of Webb's admissions process to address potential systemic DEI concerns.

2. Enhancing access for prospective students

Webb seeks to eliminate barriers that may limit or prevent prospective students from underrepresented groups from applying to, enrolling in or remaining at Webb. This requires that we further enhance accessibility and transparency in Webb's admissions and financial aid processes.

Much has been achieved in this area. Notably, Webb implemented a program in 2018 to meet the full demonstrated financial need of every enrolled student. The program goes beyond the full-tuition scholarship that every student receives, a hallmark of a Webb education since its founding, to address possible needs for assistance with room and board and other college fees. The program, which has enjoyed great success in attracting and retaining students from diverse backgrounds who lack the financial means to otherwise attend Webb, is fully consonant with William Webb's founding vision. Since 2017, Webb has also provided travel expense reimbursement for visits by prospective freshmen, as appropriate. In Webb's application process, Webb has transitioned to the Common Application and has adopted a broader approach to gauging academic qualifications by eliminating the SAT subject test requirement and further developing a holistic evaluation process. To further foster an inclusive and welcoming atmosphere for prospective students, Webb also provides candidates

with information about Webb student organizations and provides them with the opportunity to speak to current students from Webb's underrepresented student groups.

Webb has also enhanced opportunities for prospective students to learn more about Webb. Virtual tours, monthly WEBBinars and one-on-one Zoom sessions with admissions staff have been added to help provide perspective on Webb to prospects who may not be able to travel to the Webb campus. Elevators are being installed that will enhance access for students, faculty and staff and for prospective students during the admissions process.

Future actions will include continuing to support students' full demonstrated financial needs, further focus on the skill sets that drive success at Webb including information on DEI for potential students, ensuring transparency and clear presentation of information regarding financial need and scholarships, and conducting an accessibility study of the campus to accommodate students with disabilities.

3. Building upon Diversity recruitment strategies

Webb aspires to connect with prospective students from a broad range of schools and communities. To do so, this initiative aims to expand upon current initiatives and to explore additional opportunities. Over the past five years, the Office of Admissions and Student Affairs has been visiting high schools, participating in college fairs and partnering with community-based organizations that serve underrepresented student populations.

More can be done. Webb will identify and conduct additional outreach and recruitment efforts to attract diverse students. The Office of Admissions & Student Affairs will ensure that a greater amount of outreach is aimed at visiting schools, college fairs and organizations that serve underrepresented student populations. Webb will further focus current outreach efforts on high school science teachers serving these groups. Webb will investigate possible partnerships with organizations focused on underrepresented student populations and will improve upon efforts to connect prospective students with current underrepresented students.

4. Strengthening retention of diverse students

Research demonstrates that additional steps may be needed to retain students who feel left out of the 'mainstream' at a school or college. Webb is committed to providing the support needed, in addition to ensuring a welcoming campus culture for all.

Support systems have been substantially expanded over the past five years. Actions include the establishment of:

- a summer learning program in Math and English to fill any gaps in a student's preparedness to succeed in Webb's rigorous program;
- a mandatory freshman experience program led by Webb's psychologist;
- an assessment and care team; and
- freshman check-ins with Admissions & Student Affairs staff.

Webb has also supported talks with freshmen about respect and inclusion, led by Webb's underrepresented student organizations.

To further support retention of all students, including those with diverse backgrounds, new programs are planned for 2021 and 2022. Webb will research DEI education programs for advisers and faculty, lead DEI-focused sessions for freshmen during Orientation and assess the current summer learning program.

B. Culture, Campus and Greater Community

Webb strives to foster an educational environment that promotes diversity, equity and inclusion. We seek to be a place where all students, faculty, staff, trustees and alumni feel welcome and can fully participate in the Webb experience, regardless of their background, identity, financial or personal circumstances. Our commitment derives from understanding the importance that the perspectives of a diverse population can play in the academic, professional and personal growth experience that lie at the heart of Webb.

Webb Institute prides itself on being a family. We recognize that not all members of our community have felt equally supported and we aspire to be more inclusive. Further work is needed to better understand how the Webb experience affects various students and how they can be better served.

We also aim to extend our efforts regarding diversity beyond the Webb campus, to alumni and the marine industry. Webb is at the forefront in marine technology and has a strong reputation for the integrity and hardworking ethos of its graduates. In the area of diversity, Webb will engage alumni to support initiatives ranging from recruitment to promoting DEI-friendly policies in the marine technical community.

Six initiatives are planned to enhance diversity, respect and inclusion. Although the primary focus is on the Webb campus, we recognize our responsibility to promote DEI within the alumni base and the broader marine industry.

1. Better understand the DEI environment at Webb

We need to develop a more accurate and complete understanding of the Webb culture as it relates to diversity, equity and inclusion. This will entail surveys and listening sessions.

Efforts have already begun in this area. In addition to the Health & Wellness and Campus Climate surveys previously initiated by the Office of Admissions & Student Affairs previously, student-led DEI surveys were conducted in 2019 and 2020. These surveys have aided in identifying areas of progress as well as those where further steps are needed. The Office of Admissions & Student Affairs works on an ongoing basis with student-led groups of women, LGBTQ+ and ethnic/racial minorities. In the fall of 2020, group informational and listening sessions on DEI were held with students and faculty/staff. Three similar sessions were conducted with alumni in January 2021.

Based on results of these surveys and listening sessions, we plan to assess progress and define future actions. We will compare data on the DEI culture and programs at Webb with information collected from external sources for other colleges. This survey will provide the basis for establishing the roadmap for improvements.

2. Enhance communications and trust

This initiative aims to enhance communications and trust between the administration and the Webb campus and wider communities. Our goal is to ensure that policies and procedures are in place to support diversity, equity and inclusion throughout the Webb community, starting with all constituencies on campus.

Progress to date includes enhancing communication with the campus community through check-ins, the development of an anonymous report form and Webb's open door policy. The DEI Committee led a listening session with students to foster greater trust and relationship. Additionally, Webb has updated policies in the campus handbook and in Webb's administrative and disciplinary protocols to support DEI.

Several actions are planned to drive further progress. These will begin in 2021 with DEI-focused community communication, an annual DEI presentation to the Board, finalizing the campus handbook and disciplinary procedures, reviewing Student Organization (SO) areas of growth, and reviewing Webb communications material to better represent Webb. We also plan to engage a DEI consultant to review Webb's policies and consider other events to bring the community together.

3. Encourage dialogue and collaboration

We aim to encourage and support dialogue and education on diversity, equity and inclusion as well as collaboration among students, faculty, staff and alumni to further strengthen the bonds within the Webb family, particularly for students from underrepresented groups.

To date, Webb has instituted many actions in this regard. These range from supporting underrepresented student groups on campus to training students in sustained dialogue, hosting a presentation and discussion following recent tragic events such as the death of George Floyd, providing DEI education for SO leadership, annual sexual misconduct bystander training for the community and anti-harassment training for all employees.

Going forward, Webb will further expand this initiative through actions aimed at alumni from underrepresented groups; educating the campus community on cultural dimensions that have not been at the forefront of our community; adding administration-led DEI training for freshmen; encouraging student outreach to peers, staff, professors and alumni; and hiring a DEI consultant to develop a community education program.

4. Reassess activity costs and financial aid

Addressing the costs associated with Webb activities and regularly reassessing current financial aid policies and protocols is another aspect of improving DEI at Webb. Webb already provides financial support for work terms and professional organization travel as needed. A review of Webb's financial aid policy was conducted in 2020.

Future actions entail a review of all costs associated with the Webb experience; how these costs can be made fully transparent to applicants and their families; how well Webb is meeting each student's demonstrated financial needs, e.g., by encouraging contributions to support DEI initiatives and by continuing to fund the full demonstrated financial need initiative.

5. Engage alumni on DEI challenges

Webb alumni are located worldwide and are employed in companies large and small. Webb can leverage this experience and reach to support efforts to foster diversity, equity and inclusion. Alumni outreach to date has been on a case-by-case basis, with individual alumni initiating actions. In the future, the Webb Alumni Association (WAA) Executive Committee will take on a leadership role to strengthen the engagement of alumni in outreach activities, including in support of DEI.

Alumni young and old have expressed interest in promoting DEI initiatives. The WAA will build upon successful existing programs, such as its mentorship program and its meetings with student groups, e.g., the Women of Webb. The WAA will also look to develop new programs to expand its efforts to address DEI challenges.

6. Explore how Webb can lead on DEI in the marine industry

Webb Institute, as the premier naval architecture and marine engineering college in the world, along with its alumni, who hold positions of leadership throughout the marine industry, can be a driving force to actively promote DEI in the maritime sector. Only 6% of US marine technical professionals are women, for instance, according to a recent Spinnaker report (2021). The Webb administration and the WAA Executive Committee will explore various avenues to engage the marine industry on DEI. Key focus areas will be at the academic, corporate and professional society levels.

C. Faculty, Staff and Academic Program

Webb recognizes that students educated in a diverse environment are better prepared to contribute to society and excel in their professional lives. Faculty and staff serve as role models and mentors for our students. All students gain by learning from those who have backgrounds and life experiences different from their own. Women comprise over half of the US population and projections indicate that by 2050 ethnic and racial minorities will constitute 50% of the population. Our goal is to align the faculty, staff and academic program to inspire and educate all Webb students to become future leaders in their chosen profession and the wider community.

This alignment starts with the attraction, hiring and retention of the best available educators and staff members from diverse backgrounds, committed to undergraduate education, the success of Webb students and Webb's mission. As new positions become available, we will seek to assemble pools of highly-qualified and diverse candidates for each available position. Over time, this initiative is expected to yield greater diversity in faculty and staff, while maintaining Webb's tradition of exemplary undergraduate education.

Five initiatives will support our DEI goals in this area:

1. Enhance diversity recruitment commitment and strategies

We will develop a focused approach to (1) effectively market our job opportunities to communities that have diverse representation, (2) proactively seek women and underrepresented ethnic and racial minority applicants, (3) provide faculty search committee members with training on our DEI goals and

initiatives, and (4) ensure that we have an inclusive and supportive work environment for underrepresented faculty groups.

Recruiting initiatives for staff will be similar, with a goal of increasing the number of underrepresented minorities in administrative staff positions.

2. Establish DEI training programs for faculty and staff

We are in the process of establishing training programs on unconscious bias and inclusion. Those serving on recruitment and search committees will initially be given the training, followed by all of faculty and staff. Webb will develop a formal new faculty orientation and mentorship program to support the success of new hires. We will provide faculty with ongoing professional development opportunities focused on improved education strategies and methodologies to ensure faculty members are empowered to best serve the academic needs of all Webb students.

3. Assess work expectations, compensation to ensure competitiveness

For faculty and staff, we will compare our workload expectations and salary & benefits to those of our peer colleges. We will make appropriate adjustments to ensure competitive packages that enable Webb to recruit and retain highly-qualified, diverse faculty and staff.

4. Complete the curriculum review and implement changes

To achieve Webb's mission, the academic program must be designed to provide all Webb students with the knowledge and skills to succeed as both practicing engineers and productive members of complex and diverse organizations. Ultimately, the Webb education provides its graduates with the foundation on which they can develop into future professional and community leaders. The curriculum review called for in the Strategic Plan aims to assess the current curriculum and recommend changes in line with Webb's mission and goals.

From a DEI perspective, this initiative will ensure that diversity is reflected throughout the Webb curriculum, including both Humanities and core subjects. Identified changes will be implemented.

5. Infuse DEI content into leadership program, winter work experience

The Strategic Plan also calls for a leadership program for students. This initiative will ensure that DEI-related content is included. In addition, DEI will be incorporated into preparing for winter work terms and follow-up activities. Incorporating DEI into winter work terms will help ensure that students gain as much as possible from these practical experiences, not only on a professional level but on cultural and personal levels as well. Overall, the academic program's DEI-related activities will be coordinated with those provided through the Student Affairs efforts.

D. Board Diversity and Culture

The Board of Trustees of Webb Institute has long recognized the value of diversity. The Board has, consequently, sought to enhance diversity among its members, a goal that is documented in the current Webb Strategic Plan, adopted at its October 2019 Annual Meeting. The Board has had some success recently in adding members of ethnic and racial minorities, as well as women, to its ranks. However, further work is needed in this area if the makeup of the Board is to be representative of our student body and society at large.

The Board has the responsibility of overseeing policies and strategies for the college. Those responsibilities include ensuring that Webb achieves a desirable level of diversity among its faculty, staff and students, that DEI is appropriately embedded in the academic experience, and that the environment and culture exemplify equity and inclusion. Surveys conducted on campus recently suggest that improvements in the environment with respect to equity and inclusion at Webb are warranted.

With this DEI Plan the Board is committed to redoubling its efforts with respect to diversity, equity and inclusion. We have defined four initiatives to achieve diversity on the Board itself:

1. Board member diversity

The Board has historically drawn its members largely from Webb alumni and from distinguished professionals in the marine industry, neither of which is a very diverse community. Recognizing that this has been one of its challenges, the Board is expanding its search for distinguished individuals beyond traditional sources. The New York City region (among others) has an abundance of individuals with the experience, talent, academic background, leadership capability, philanthropic inclination and financial skills who would be eminently qualified to serve on the Board of Webb, and who reflect the broad diversity that we are seeking. At the same time, the Board will continue to reach out to

traditional sources to ensure that it is not overlooking diverse candidates among those ranks.

Taking on the substantial responsibility that a board position demands is not an assignment to be taken lightly, so recruiting the kind of people the Board would like to have on its roster requires a significant effort, one that the Board is prepared to undertake. Just as with the recruitment of students, staff and faculty, recruiting a diverse Board will require expanding communications capabilities, developing appropriate materials, utilizing contacts among current constituents to identify potential candidates or sources that could be helpful in identifying candidates, and other outreach activities. These efforts should yield a robust list that the Board can begin to assess and cultivate. While the Board has not set numerical goals, its intent is to have a Board of Trustees that is immediately recognizable as a diverse board, representative of our society.

2. Board development

The Board will undertake initiatives to increase its knowledge, historical perspectives and expertise in the area of diversity, equity and inclusion. It is critically important to develop a considerable understanding of underlying issues such as unconscious bias, systemic or institutional racism, microaggression and other factors that influence institutional culture. This initiative might include training sessions, facilitated group discussions and suggested readings.

While organizational diversity yields the potential for considerably higher group performance than is possible with homogeneous groups, it is not sufficient simply to have a diverse population. Excellent results also demand effective interaction and collaboration. Therefore, education and training focused on diversity is essential.

3. Board oversight of DEI initiatives

DEI Committee : The DEI Committee established as an ad hoc committee by the Board has been delegated the responsibility to work with the administration to coordinate and monitor progress towards DEI efforts at the college. It will provide regular reports and recommendations to the full Board. A recommendation to make the committee a committee of the Board will be presented at the February 2021 Board meeting.

Monitoring: The Board will regularly review progress on the various initiatives outlined throughout this DEI Plan, along with accountability for achieving the goals. Tasks include assessing reports on the outcomes of the DEI metrics in the plan and evaluating results of regularly planned surveys on the Webb climate and culture with respect to equity and inclusion.

4. Board communications

The Administration, with support of the Board's DEI Committee, will regularly communicate with the entire Webb community and other stakeholders about progress at the college on diversity, equity and inclusion initiatives.

E. Communications

Effective communication and dialogue regarding Webb's DEI efforts is an integral part of the Plan's overall success. We aim to share the Plan objectives and progress with all constituencies in the Webb community. These include students, faculty and staff, alumni, trustees and the marine industry, as well as friends of Webb, parents of students and the local community. We will listen and solicit input and feedback from our constituencies as well. We aim to ensure that everyone feels they have a voice on this critical topic.

There are six initiatives planned to communicate with key constituencies listed below, although our communications and dialogue will also reach out to the broader community.

1. General communications

Webb will communicate through several channels with multiple constituencies, including updates in *Webb News*, *WebbieNews* eblasts, social media outlets and in the Webb Institute *Annual Report*. In addition, we will state our values and intent regarding DEI to the broad community through our website. For example, the Board resolution on DEI is currently on our website and there is a DEI section on the Community Portal. Webb will also conduct DEI training for those developing external communications or representing Webb in public forums.

2. Students

We plan to follow up on initial efforts by conducting periodic listening and discussion sessions among students, Administration and DEI Committee members. We will continue to include two current students on the committee and we will encourage the Student Organization to include DEI topics in its annual surveys of student opinion, concerns and suggestions.

3. Faculty and staff

The Administration will incorporate DEI issues into its normal communications with faculty and staff. Periodic surveys (such as the Title IX survey conducted every two years) and discussion sessions will include DEI topics and will solicit ideas for improving the atmosphere on campus. Input from both Webb Institute employees and contract staff will be solicited in the surveys.

4. Alumni

The Webb Alumni Association aims to keep DEI topics at the forefront of its communications with alumni, including written communications and occasional listening sessions. Alumni will also be engaged in outreach to prospective students, as noted earlier, and encouraged to stress Webb's commitment to diversity, equity and inclusion.

5. Trustees

The DEI Committee will, in collaboration with the administration, report to the Trustees at each Board meeting. The focus will be on progress against stated goals and specific initiatives in the DEI Plan.

6. Marine industry

We expect to engage the marine industry in several ways. First, as part of Webb's planning and follow-up on students' work term experiences. Second, we will solicit industry expectations on DEI through Webb's Industry Advisory Group. Third, we plan to raise DEI as a topic of a special panel discussion at an upcoming SNAME meeting. Fourth, we will reach out to our peer technical colleges through the AITU on DEI topics. Over time, we expect to undertake additional steps to make Webb's voice heard in the broader professional community on DEI issues.

IV. Conclusion

Webb Institute is committed to a policy and actions that will enhance the diversity, equity and inclusion in all aspects of the Webb community. We are uniquely positioned as a premier engineering college to have an impact. Our small size and strong bonds allow us to move ahead with confidence in our ability to make change happen.

We expect the initiatives presented above to result in significant positive change at Webb. The Board of Trustees and the Administration are firmly committed to seeing these initiatives, and the detailed actions presented in Appendix A, implemented. We will report back on progress and continue to listen to all groups in the Webb community.

The DEI Committee, on behalf of the Board of Trustees of Webb Institute

Appendix A: DEI Action Plan

A. Student Recruitment and Retention

Initiative A.1: Addressing bias in the admissions process

CURRENT ACTIONS (Initiative A.1)	COMPLETION DATE
Director of Admissions - "Challenging your Lens: Diversity Training for Admissions Readers" – National Association of College Admissions Counseling (NACAC)	Fall 2019
Office of Admissions & Student Affairs – Implicit Bias Training – The Ohio State University: Kirwan Institute	Spring 2020

FUTURE ACTIONS (Initiative A.1)	ESTIMATED DATE OF COMPLETION
I(a) Research additional educational opportunities regarding Diversity, Equity and Inclusion specifically for Admissions and Student Affairs personnel	Summer 2021
I(b) Implement educational opportunities as determined in action I(a) above for the Office of Admissions & Student Affairs and Webb's Admissions Committee	Summer 2021
I(c) Scheduling of a third-party visit and review of Webb's Admissions process specifically regarding potential systemic Diversity, Equity and Inclusion concerns	Fall 2022

Initiative A.2: Enhancing access for prospective students

CURRENT ACTIONS (Initiative A.2)	COMPLETION DATE
Need-Blind Admissions and Financial Aid Process & Free-Tuition/Full-Tuition Scholarship to make college financial accessible for low-income students	CY 1889
Development & use of Webb internal assessments in both math and writing to supplement traditional standardized tests, which can highlight inequities.	CY 2015

Development of Prospective Freshman (PF) Overnight Visit & Interview Process to bring applicants to life and gather more information regarding intangible qualities and possible inequities	CY 2015
Development of a budget with Financial Aid to reimburse travel expenses for Prospective Freshman Overnight Visit Process	Fall 2017
Updated Viewbook, Adm Brochures, & website to be more transparent about Webb's admissions process, especially helpful to first generation students	Fall 2017
Addition of an optional question on the Common Application and on Webb's Prospective Freshman Finalist Date request form for students to share their Gender Identity and commitment to acknowledge and support the students' identity in the Application and Prospective Freshman finalist processes	Summer 2018
Transition of Application to Common App to enhance accessibility, particularly to first generation and low-income students	Summer 2018
Implementation of a program to meet the Full Demonstrated Financial Need of all enrolled students	Summer 2018
Elimination of Webb's SAT Subject Test Requirement, which can pose a financial barrier to some students and highlight inequities.	Summer 2019
Development of an estimated Financial Award Letter that is provided along with a student's acceptance letter	Spring 2019
WoW (Women of Webb) / CoGas (Coalition of Gays and Such) / MEOW (Minority Establishment of Webb) Contact Information has been added to Webb's Prospective Freshman Overnight Request Form to provide a connection to the Webb community for students who are interested in learning more about the given areas at Webb. Students may also select "other connection," and elaborate on the connection they hope to make with a Webb community member.	Summer 2020
Acceptance of unofficial score reports in Webb's Admissions Process which can provide a financial burden to low-income students. Note that official reports are required prior to enrollment.	Summer 2020
Development of Virtual Tours, Zoom one-on-one's with a member of the Office of Admissions, & topic-specific WEBBinars to provide further information to students who may not be permitted to travel and visit the Webb campus	Spring 2020

Installation of elevators in Stevenson Taylor Hall and the Couch Academic Center to enhance accessibility during admissions tours	Winter 2020/21
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FUTURE ACTIONS (Initiative A.2)	ESTIMATED DATE OF COMPLETION
2(a) Continuation of Webb's Meet Full Demonstrated Financial Need Initiative	Ongoing
2(b) Research which skillsets make for a successful Webbie in order to enhance Webb's application, assessment, & interview processes and further deemphasize test scores, which can highlight inequities. These skill sets will be based on feedback from Webb's Admissions Committee, Psychologist, Assessment and Care Team, Students and Alumni.	Spring 2021
2(c) Develop and implement questions to evaluate specific skill sets in the admissions process	Fall 2021
2(d) Review success of students when applying actions 2(b) and 2(c), to evaluate specific skill sets in the admissions process	Summer 2023
2(e) Develop brochure and/or web page with Webb's Diversity, Equity and Inclusion Resolution & Information on relevant student groups	Summer 2021
2(f) Review of financial aid section of website to ensure transparency and clear information regarding financial need and scholarships	Summer 2021
2(g) Offer virtual meetings with Director of Financial Aid to discuss financial options and estimated financial aid packages on website	Summer 2021
2(h) Review admissions website to ensure transparency regarding requirements and accommodations (i.e., how to apply for fee waiver)	Winter 2020/21
2(i) Review of current Summer Learning program (i.e., is it sufficient to prepare all students for Webb? Is Webb focusing on the appropriate subject areas and topics?)	Summer 2022
2(j) Conduct Accessibility study of the campus, and prioritize and continue to enhance handicap accessibility	Fall 2022
2(k) Conduct an accessibility study of the website, and prioritize and continue to enhance website accessibility	Ongoing

Initiative A.3: Building upon diversity recruitment strategies

CURRENT ACTIONS (Initiative A.3)	COMPLETION DATE
Visit High Schools that serve large underrepresented student populations (bi-annually)	Bi-Annually (Fall 2017)
Participate in College Fairs that serve large underrepresented populations (i.e., CICU College Access Fair, Annual Latino Access Fair, Annual Black Access Fair, STEM for Her, etc.)	Annually (Fall 2016)
Visit/Partner w/ Community-Based Organizations that serve underrepresented student populations (i.e., Strive For College, Wight Foundation, Collegiate Directions, STEM for HER, etc.	Annually (Fall 2017)
Targeted Namebuys, Student Searches and Outreach (i.e., SAT/ACT, Tallo [STEM Premier])	Annually (Fall 2017)
Development of Virtual WEBBinars & Virtual 360 degree Tour for students who are unable to travel to campus	Spring 2020
Development of a Student Ambassador Program that matches students with those that have similar interests or concerns, especially important for those from underrepresented student populations	Fall 2016

FUTURE ACTIONS (Initiative A.3)	ESTIMATED DATE OF COMPLETION
3(a) Research and Identify additional outreach, marketing and recruitment efforts to attract diverse students	Summer 2021
3(b) Ensure that at least 1/3 of travel is dedicated to high schools, College Fairs and/or Community-Based Organizations that serve significant underrepresented student populations	Fall 2021 (depending on COVID-19)
3(c) Develop student contact program through the website that allows students to reach out to underrepresented groups directly (i.e., askWoW@webb.edu, askCOGAS@webb.edu)	Winter 2021/22
3(d) Review and refine programs and opportunities for feedback for continuous refinement of best procedures and practices for recruiting diverse students.	Spring 2022

3(e) Look into building on Webb's current program for faculty/students to reach out to high school science teachers and education classes on NA/ME to further focus on schools with significant underrepresented student populations	Summer 2022
3(f) Research possible Program Partners (Questbridge, POSSE Foundation) or Community-Based Organization Partnerships	Summer 2023

Initiative A.4: Strengthening Retention of Diverse Students

CURRENT ACTIONS (Initiative A.4)	COMPLETION DATE
Faculty Advisers for Freshman and Sophomores	TBD
Summer Learning Program in Math and English to fill in any gaps in students' education within their English and math programs	Spring 2015
Mandatory Freshman Experience Program led by Webb's Psychologist	Fall 2016
Establishment of Webb's Assessment and Care Team (ACT)	Fall 2016
Office of Admissions & Student Affairs – Freshman Check-Ins	Fall 2017
Support of WoW / CoGas / MEOW-led Talk w/ Freshmen about respect and inclusion	Fall 2020

FUTURE ACTIONS (Initiative A.4)	ESTIMATED DATE OF COMPLETION
4(a) Research DEI education programs for Advisers/Faculty	Summer 2021
4(b) Administration-led DEI-focused session(s) for freshmen (potentially during Orientation)	Fall 2021

B. Culture, Campus and Greater Community

Initiative B.1: Better understand the DEI environment at Webb

CURRENT ACTIONS (Initiative B.1)	COMPLETION DATE
Health & Wellness Survey (administered every two year and includes a section on identity)	Fall 2018, 2020

Campus Climate Survey (required every two years)	Spring 2017, 2019, 2021
Student-Developed DEI Survey	Fall 2019, 2020
Title IX Advisory Meetings (monthly)	Spring 2019
Individual Meetings with the leaders of WoW (Women of Webb), CoGas (Coalition of Gays and Such) & MEOW (Minority Establishment of Webb) (as needed)	As Needed
DEI Mini-session & Listening Session – Faculty/Staff	Fall 2020
DEI Mini-session & Listening Session – Students	Fall 2020
DEI Mini-session & Listening Session – Alumni	Winter 2020/21
Joint Meeting with leaders of WoW (Women of Webb), CoGas (Coalition of Gays and Such), & MEOW (Minority Establishment of Webb)	Fall 2020

FUTURE ACTIONS (Initiative B.1)	ESTIMATED DATE OF COMPLETION
1(a) Look into metrics to compare Webb data gained from listening sessions, surveys and other areas from year to year and research external data for comparison	Summer 2021
1(b) Define a roadmap for further actions to enhance the Webb culture from a DEI perspective, based on results from the analysis in I.	Fall 2022

Initiative B.2: Enhance communications and trust

CURRENT ACTIONS (Initiative B.2)	COMPLETION DATE
Development of Campus Handbook with new and updated policies that support DEI (i.e., Bias Incident & Bias Crime Policy, Discrimination and Harassment Policy, Hazing Policy, Sexual Misconduct Policy, etc.)	Summer 2020
Review & update of Webb’s administrative disciplinary protocols and policies, collaboration with Honor Council to review and update Honor Council and Student Court disciplinary policies protocols develop updated Discipline Policies and Protocols, and reaffirmed commitment to addressing student concerns that arise	Summer 2020

Webb Mini-Sessions / Weekly Check-In Sessions open to the Student Body & Weekly Update Emails	Spring 2018
Development of Anonymous Report Form	Fall 2017
Open Door policy	
Course Evaluations	
Installation of elevators in Stevenson Taylor Hall / Couch Academic Center	Winter 2020/21 (IP)
Events – Holiday Party, Founders Day, Midnight Breakfast, Staff-Student Dart Tournament, etc.	Annually

FUTURE ACTIONS (Initiative B.2)	ESTIMATED DATE OF COMPLETION
2(a) Conduct Review & Finalize Campus Handbook (i.e., remove gendered language, etc.)	Summer 2021
2(b) Review Sanctions used in Webb's Disciplinary Process (i.e., restitution, fees) and Finalize Webb's Disciplinary Procedures	Summer 2021
2(c) Review Student Organization (SO) Leadership positions and determine educational areas of growth, and assign responsibilities (i.e., Social Committee Chairs, yearbook rep, Honor Council and Student Court Members, etc.)	Summer 2021
2(d) Review of Marketing Material and website to ensure that students are not being tokenized	Summer 2021
2(e) Periodic DEI-focused community communication	Spring 2021
2(f) Annual DEI presentation to the Board per year	Spring 2021
2(g) Joint Planning Committee/Student Brainstorming Session to build trust and relationship between Board and Student Body	Fall 2021
2(h) Consider other events and activities that can bring the community together or development of committee to host events/activities, and ensure that Webb's social media coverage of on-campus events and clubs appropriately portrays the diverse nature of the activities that students engage in.	Spring 2022

2(i) Hire a DEI expert or consultant to complete a review of Webb's protocols and policies	Spring 2022
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Initiative B.3: Encourage dialogue and collaboration

CURRENT ACTIONS (Initiative B.3)	COMPLETION DATE
Support of WoW (Women of Webb) (?), CoGas (Coalition of Gays and Such) (2017), & MEOW (Minority Establishment of Webb) (2018) ACTIONS	As Needed
Provide Training to Leadership & Interested Parties for Sustained Dialogue Program	Summer 2020
Mini-Session and Discussion on DEI following the death of George Floyd	Spring 2020
Title IX Advisory Meetings (Monthly)	2019, 2020
DEI Education for Student Organization (SO) Leadership	Summer 2018, 2019, 2020
Student Sexual Misconduct Bystander Training	Annually
All employees complete NYS required anti-harassment training (Annual)	Fall 2019, Fall 2020
Implicit Bias Training as it relates to discipline through Student Conduct Institute (Dean, Office of Admissions & Student Affairs, Director of Academic Services, President)	Spring 2018
SEA Term – Speaker / Women in the Marine Industry Gathering (Annual)	Ongoing

FUTURE ACTIONS (Initiative B.3)	ESTIMATED DATE OF COMPLETION
3(a) Kick-off meeting with leadership of WoW (Women of Webb), CoGas (Coalition of Gays and Such), MEOW (Minority Establishment of Webb) and any other future student organizations that focus on underrepresented students, as well as encourage presidents to meet regularly	Fall 2020
3(b) Research DEI-focused, administration-led climate survey	Fall 2022
3(c) Welcome a minimum of 1 DEI-focused lecturer per year	Fall 2020

3(d) Develop communications and activities to educate the campus community on world holidays/events/people	Summer 2021
3(e) Administration-led DEI training for freshmen	Fall 2021
3(f) Develop initiative to encourage students reaching out to peers, staff, professors, and alumni	Fall 2021
3(g) Hire a DEI expert or consultant to inform the development of a Webb community education program and to develop a plan to address concerns in this area (skill sets and knowledge needed)	Summer 2021

Initiative B.4: Reassess activity costs and financial aid

CURRENT ACTIONS (Initiative B.4)	COMPLETION DATE
Providing financial support for sophomore Sea Term when necessary	TBD
Meet Full Demonstrated Financial Need Initiative (Summer 2018)	Beginning Summer 2018
Review of Webb's Financial Aid Policy (Summer 2020)	Summer 2020
Subsidize or partially subsidize professional organization trips (i.e., Society of Naval Architects and Marine Engineers (SNAME) Conference, Section Meetings, OTC Conference, SWE Conference, etc.)	Ongoing

FUTURE ACTIONS (Initiative B.4)
4(a) Review of costs associated with the Webb experience and how transparent Webb is about those costs (i.e., Cost of Attendance, website, Financial Aid letter)
4(b) Review of EFC (Expected Family Contribution) / student debt / how well Webb is meeting the demonstrated financial need of students
4(c) Encouraging Donations/Contributions to support DEI-related initiatives
4(d) Continuation of Webb's Meet Full Demonstrated Financial Need Initiative

Initiative B.5: Engage alumni on DEI challenges

CURRENT ACTIONS (Initiative B.5)	COMPLETION DATE
Create DEI Community within the Webb Community Portal	Fall 2020
Development of “Standard” Webb Institute promotional package for distribution to alumni volunteers to use when promoting Webb at local events.	In process

FUTURE ACTIONS (Initiative B.5)	ESTIMATED DATE OF COMPLETION
5(a) Establish WAA DEI communication plan and initiate advanced outreach to interested alumni.	Spring 2021
5(b) Explore/Enable the Development of Alumni Underrepresented Group Program or inclusion of Alumni in certain student group meetings	Spring 2021
5(c) Research feasibility of Young Alumni mentorship program for K-12 schools and other K-12 age community groups.	Fall 2021
5(d) Solicit alumni to develop list of volunteers for Targeted Alumni Outreach Program (see below.)	Summer 2021
5(e) Targeted Alumni Outreach Program (for recruitment and yield) with an emphasis on fairs, schools and programs that serve underrepresented student populations.	Fall 2021

Initiative B.6: Explore how Webb can lead on DEI in the marine industry

CURRENT ACTIONS (Initiative B.6)	COMPLETION DATE
None	

FUTURE ACTIONS (Initiative B.6)	ESTIMATED DATE OF COMPLETION
6(a) Explore feasibility of DEI Workshop / Panel during SNAME Maritime Convention.	Spring 2021

6(b) Explore feasibility / interest of DEI Workshop for maritime industry focused colleges and universities.	Summer 2021
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C. Faculty, Staff and Academic Programs

Initiative C.1: Faculty and Staff - Education

ACTIONS (Initiative C.1)	ESTIMATED DATE OF COMPLETION
1(a) Research additional DEI education options specifically for the faculty and staff	Summer 2021
1(b) Implement DEI education for the staff	Fall 2021
1(c) Implement DEI education for the faculty	Fall 2021
1(d) Make DEI related topics part of regular faculty and staff meetings.	Fall 2021

Initiative C.2: Faculty and Staff – Recruitment, Hiring, and Retention

ACTIONS (Initiative C.2)	ESTIMATED DATE OF COMPLETION
2(a) Develop a "Webb Statement of Values" for inclusion in all employment postings	Spring 2021
2(c) Develop a hiring practices guide to produce equitable recruiting and hiring efforts	Spring 2021
2(c) Develop training for employees that will participate in search committees	Spring 2021
2(d) Develop new employee orientation program	Summer 2021
2(e) Develop a new faculty mentorship program	Fall 2021
2(f) Develop a faculty hiring marketing strategy	Spring 2021
2(g) Conduct a position requirements and compensation review for all employees - including workload, salary, benefits, and contracts	Summer 2021

Initiative C.3: Academic Program

ACTIONS (Initiative C.3)	ESTIMATED DATE OF COMPLETION
3(a) Complete the strategic plan mandated curriculum review	March 2022
3(b) Implement curriculum changes as informed by the curriculum review.	August 2022
3(c) Include DEI related topics into the strategic plan's driven Student Leadership Program	August 2021
3(d) Incorporate DEI related topics into winter work preparation and follow-up activities	August 2021
3(e) Coordinate academic program DEI related activities with those provided through student services	February 2021

D. Board Diversity and Culture

Initiative D.1: Board Member Diversity

ACTIONS (Initiative D.1)	ESTIMATED DATE OF COMPLETION
1(a) Expand Board member recruitment efforts beyond traditional sources, to build a more diverse Board	Ongoing

Initiative D.2: Board Development

ACTIONS (Initiative D.2)	ESTIMATED DATE OF COMPLETION
2(a) Establish Board member education program on DEI	Fall 2021
2(b) Include DEI training in new trustees orientation	Summer 2021
2(c) Implicit bias training for Trustees Committee	Spring 2021

Initiative D.3: Board Oversight of DEI Initiatives

CURRENT ACTIONS (Initiative D.3)	COMPLETION DATE
Established an ad hoc committee on diversity	2018

ACTIONS (Initiative D.3)	ESTIMATED DATE OF COMPLETION
3(a) Established ad hoc committee on diversity. Expanded role to Committee on DEI	CY 2018 Ongoing
3(b) DEI Committee to report to Board at each Board meeting	Spring 2021
3(c) Board to review progress towards implementing the DEI Plan at least annually	Summer 2021

E. Board and Administration Communications on DEI

Initiative E.1: General Communications

ACTIONS (Initiative E.1)	ESTIMATED DATE OF COMPLETION
1(a) Enhance DEI communications through Webb News, the Annual Report, and the website	Ongoing
1(b) Create a Diversity Holiday Calendar to help enrich campus culture	Spring 2021
1(c) Conduct DEI training for those developing external communications	Fall 2021

Initiative E.2: Students

ACTIONS (Initiative E.2)	ESTIMATED DATE OF COMPLETION
1(a) Conduct periodic listening sessions with students	Ongoing
1(b) Ensure that DEI topics are included in student surveys	Fall 2021

Initiative E.3: Faculty and Staff

ACTIONS (Initiative E.3)	ESTIMATED DATE OF COMPLETION
1(a) Include DEI topics in discussions with faculty and staff	Ongoing
1(b) Include DEI topics in surveys of faculty and staff	Ongoing

Initiative E.4: Alumni

ACTIONS (Initiative E.4)	ESTIMATED DATE OF COMPLETION
1(a) Conduct periodic listening sessions with alumni	Ongoing

Initiative E.5: Trustees

ACTIONS (Initiative E.5)	ESTIMATED DATE OF COMPLETION
1(a) DEI Committee to report to Board at each regular meeting of the Board; and annually, present a DEI Plan status report and make any recommendations for changes to the DEI Plan or the Strategic Plan	Ongoing

Initiative E.6: Marine Industry

ACTIONS (Initiative E.6)	ESTIMATED DATE OF COMPLETION
1(a) Solicit industry expectation through Webb's Industry Advisory Group	Fall 2021
1(b) Engage professional organization (e.g. SNAME) and peer college organization (e.g. AITU) on DEI topics	Fall 2021 Ongoing

Appendix B: Definitions of Selected DEI Terms¹

This Appendix defines selected terms used in this DEI Plan, to aid in setting a common understanding.

Cultural competence: An understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of all individuals, families and communities.

Diversity: Recognizing the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, physical ability or attributes, religion or analogous value systems, national origin, political beliefs, and cultures. Diversity means more than just acknowledging and/or tolerating difference. It's a set of conscious practices that seek to understand and appreciate the interdependence of humanity, cultures and social environments.

Equity: Ensuring that everyone has support and access to the resources needed to be successful and identifying and eliminating barriers that have prevented the full participation of communities most impacted by systemic oppression. Improving equity involves increasing justice and fairness within the procedures and processes of institutions and systems, as well as in the distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society and institution. Equity differs from equality.

Inclusion: Ensuring that people of all backgrounds, identifies, abilities, perspectives, and beliefs have an equal opportunity to belong, achieve, and contribute to their communities. An inclusive institution promotes and sustains a sense of belonging; it values and practices respect where all people are recognized for their inherent worth and dignity, talents, beliefs, backgrounds, and ways of living.

Microaggressions: Brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group.

Systemic (Institutional) Racism: A form of racism that is embedded as normal practice within society or an organization. It can lead to such issues as discrimination in criminal justice, employment, housing health care, political power, and education, among other issues.

The term "institutional racism" was first coined in 1967 by Stokely Carmichael and Charles V. Hamilton in *Black Power: The Politics of Liberation*. Carmichael and Hamilton wrote that while individual racism is often identifiable because of its overt nature, institutional racism is less perceptible because of its "less overt, far more subtle" nature. Institutional racism "originates in the operation of established and respected forces in the society, and thus receives far less public condemnation than [individual racism]".

¹ These are adapted from various sources. An incomplete set of references follows. Diversity, Equity and Inclusion definitions are from the Clackamas Community College DEI Committee charter. A very good reference, and recommended reading on the subject of bias is the book, *Biased: Uncovering Hidden Prejudice that Shapes What we See, Think and Do*, by Jennifer Eberhardt. Some definitions are adapted from Wikipedia.

Institutional racism was defined by Sir William Macpherson in the UK's Lawrence report (1999) as: "The collective failure of an organization to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour that amount to discrimination through prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people."

Forces that effectuate racial segregation, such as redlining or educational tracking systems that exclude people of color from the highest tracks without basis are overt examples of racist practices that are overt, but because of their prevalence are also systemic.

Unconscious or implicit biases: Social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds *unconscious* beliefs about various social and identity groups, and these *biases* stem from one's tendency to organize social worlds by categorizing. Unconscious bias is often more prevalent than conscious prejudice and often incompatible with one's conscious values. Certain scenarios can activate unconscious attitudes and beliefs.

Underrepresented Group: At Webb, underrepresented groups refer to a group whose percentage of the Webb community is significantly lower than their percentage of the population in the country. At Webb, underrepresented groups include but are not limited to the following:

- Underrepresented ethnicities/races: Hispanic/Latinx, Black, African Americans, Native Hawaiian/Pacific Islanders, Asian, American Indian/Alaskan Native, and those of two or more races;
- Underrepresented sexes/genders: Women; and
- Other groups that are underrepresented.

Underrepresented Minority (URM): The Higher Education Act defines URM as American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering.