

# U.S. Naval Academy

## Diversity and Inclusion Strategic Plan



March  
2021





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# Introduction

Our vision is that USNA remains an inclusive campus accessible to all who qualify and desire a naval career, where everyone is treated with the same dignity, honor and respect. We seek to ensure USNA provides equitable access to opportunities for success.

Programs must intentionally aim to advance the understanding of, and address the challenges of, underrepresented populations. We strive to always ensure access and support for all midshipmen, faculty, staff, coaches and support workers in ways that are culturally relevant and responsible. Inclusion requires commitment and intentionality from everyone to increase self-awareness of biases, to learn how experiences and environments form biases, and understand how those biases impacts their everyday decisions. It requires everyone to embrace the value of teams comprised of members with diverse backgrounds, perspectives, and experiences. A diverse workforce is a force multiplier required to maintain maritime superiority and dominance on the battlefield.

USNA is committed to attracting, retaining, and developing a diverse cadre of future young people destined to become commissioned Navy and Marine Corps officers that are resilient, innovative, and equipped to lead in a highly diverse, socially complex, multi-generational workforce. If diversity is the “What,” then inclusion is the “How” that enables us to develop the future leaders of tomorrow.

The Navy-wide Culture of Excellence (COE) approach empowers the Fleet to achieve warfighting excellence by fostering psychological, physical and emotional toughness; promoting organizational trust and transparency; and ensuring inclusion and connectedness among every Sailor, family member and civilian throughout their Navy journey. The creation and implementation of this strategic plan is one way USNA can effectively adopt the COE.

This strategic plan develops a path to inclusion we all can walk together. Through well-defined and actionable objectives, we can obtain the goal of becoming a school of choice with an inviting, safe, and supportive campus where everyone feels they belong and have equitable opportunity for success regardless of race, ethnicity, culture, gender, sexual orientation or socioeconomic background.

The objectives address aspects of recruiting, training, and policies that affect the culture of inclusion. The plan also includes developing a mechanism to sustain our commitment to diversity and inclusion and leverage technology to increase transparency, measure the effectiveness of our objectives, and report on our successes.

We look forward to walking this path with our current cadre and midshipmen, alumni, and future members of our team.



# Affirmation

*In order to achieve and maintain a culture of excellence, we, the U.S. Naval Academy Senior Leadership Team, representing all cost centers of this institution, remain committed to diversity, equity, and inclusion, and further promote dignity and respect for all.*



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Superintendent



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Chief Diversity Officer



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Commandant of Midshipmen



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## **Vision**

***USNA is an inclusive campus that is accessible to all who qualify and desire a naval career, treats everyone with equal dignity, honor, and respect, and provides equitable access and opportunities for success.***

## **Mission**

***Attract, retain, and develop a diverse cadre of future young people destined to become commissioned Navy and Marine Corps officers that are resilient, innovative, and equipped to lead in a highly diverse, socially complex, and multi-generational workforce.***



# Objective 1

***Become a school of choice because of an inviting, safe, and supportive campus where everyone feels they belong and have equitable opportunity for success — regardless of race, ethnicity, culture, gender or socioeconomic background.***

- **Action 1a. Increase cultural aptitude of USNA population to promote inclusivity.**

Step 1a1. Develop and maintain a comprehensive cultural awareness and bias literacy training framework that includes annual training for all USNA leadership, faculty, staff, and midshipmen with specialized modules for key areas of emphasis as they concern admissions, leadership positions, and members of selection panels. Training cannot be a one hit for on-ramping personnel. The commitment to shaping the culture of USNA can never reach an "end."

Step 1a2. Integrate cultural values and bias literacy into the leadership competencies and leadership classes. Include a cultural values inventory within the freshman year.

- **Action 1b. Increase belongingness.**

Step 1b1. Create a metric that can measure and track belongingness with a bi-annual survey for students, cadre, and academic staff.

Step 1b2. Intentionally extend support to first-year students and new employees with information and pamphlets with diversity and inclusion resources, programs, and initiatives. Promote membership in affinity groups and extracurricular programs.

- **Action 1c. Improve inclusivity and fairness in all aspects of the midshipmen experiences to include academic curriculum, training events, and aptitude measurements.**

Step 1c1. Develop a diversity and inclusion checklist and schedule to inventory and assess all academic classes and training events. Partner with Academic Departments in conducting a comprehensive curriculum review prioritizing the inclusion of marginalized scholarship and hidden histories within midshipmen education.

Step 1c2. Review peer-evaluation measurement processes for objectivity and influence of bias and unintended disadvantage to underrepresented populations.

Step 1c3. Intentionally strive to increase diversity and representation in academic staff recruitment and recruitment of qualified uniform personnel.

Step 1c4. Develop a confidential process for reporting bias incidents for non-punitive informational purposes to proactively identify areas for potential additional training, in an effort to prevent future Equal Opportunity, Equal Employment Opportunity, and sexual harassment and assault events.

## Objective 2

***Increase and improve access to USNA for qualified students from underrepresented populations and recognize the value of life-experience characteristics such as resilience, inclusivity, servant leadership, integrity, and physical acumen desirable for future midshipmen.***

- **Action 2a. Require admissions specific cultural awareness and bias literacy training modules for everyone who directly support the admissions process and recruiting events (e.g. Admissions Staff, Blue and Gold Officers, Midshipmen, etc).**
- **Action 2b. Review admissions scoring process to identify if it is unintentionally discriminatory against students from underrepresented populations and disadvantaged school districts that do not have the same opportunities for extracurricular activities or academic support for SAT/ACT prep because of school resources or familial responsibilities.**

Step 2b1. Identify scoring factors that are directly influenced by school resources and familial obligations such as extracurricular activities and standardize test scores and make recommendations for adjustments.

Step 2b2. Explore adding scoring factors that are not directly related to opportunities at school — such as a grit or a resilience factor, or continuous employment and leadership roles at work — to the admissions score.

- **Action 2c. Develop a strategic communications plan including messaging and materials that intentionally relate to underrepresented populations.**

Step 2c1. Seek professional support for creating a marketing plan that is inclusive with messaging that is culturally relevant and responsible such as Office of Navy Public Affairs, Defense Information School at Fort Meade Maryland, or professional marketing company.

Step 2c2. Use surveys to collect material to include in messaging and pilot materials for feedback.

Step 2c3. Increase the visibility of current midshipmen and alumni from underrepresented populations by including them in recruiting activities and marketing materials.

Steps 2c4. Add midshipmen training events that are service related and can market USNA to students and parents from underrepresented populations and socioeconomically disadvantaged school districts.

Steps 2c5. Gain U.S. Navy leadership support for Navy and Marine Corps leaders from underrepresented populations to participate in USNA recruiting events as operations and schedules allow.



## Objective 2 cont.

- **Action 2d. Develop a grassroots campaign to increase recruiting in communities with large populations of underrepresented minorities and socio-economically disadvantaged students.**

Step 2d1. Build relationships and networks with middle and high schools in communities with large populations of unrepresentative minorities to communicate the value of a USNA education and a career as a Navy or Marine Corps officer.

Steps 2d2. Expand programs for partnering with local corporations to engage middle and high school annually in areas of STEM and leadership.

Step 2d3. Build relationships and networks with external organizations with access to students and parents from unrepresented populations such as American Indian Science and Engineering Society, Naval Academy Minority Association, National Society of Black Engineers to communicate the value of a USNA education and a career as a Navy or Marine Corps officer.

Step 2d4. Expand and maintain a current list of contacts such as principals, guidance counselors, church leaders and local business leaders. Reinstate USNA visitation trips for contacts, provide marketing materials, and measure outcomes based on future admissions.

- **Action 2e. Develop a campaign to reach Congressional representatives to increase understanding of naval service, USNA, and nomination process to promote utilization of all available nominations and increase opportunities for underrepresented populations.**

Step 2e1. Participate in Admissions training sessions with congressional staff members to discuss nominations for underrepresented minorities.

Step 2e2. Reach out to congressional representatives who do not utilize all the academy nominations available and educate them on the process and opportunities to shape future leaders.

Step 2e3. Develop information packages on USNA and the nomination process for all junior members of Congress.

- **Action 2f. Leverage automation in the admissions process to improve transparency and measure effectiveness of recruitment activities.**

Step 2f1. Develop a mechanism to gather and analyze data points from first contact through graduation of students to identify trends.



# Objective 3

## ***Increase academic and professional growth of and support for midshipmen from underrepresented populations.***

**Action 3a. Require specific bias literacy training modules for midshipmen leadership positions, all members of selection panels, and all personnel sitting on Midshipmen review boards.**

**Action 3b. Improve access to mentors and mentorship opportunities for midshipmen of underrepresented populations.**

Step. 3b1. Gather information via survey after 3/C and 1/C year on midshipmen access to and experience with mentors to identify gaps and opportunities to expand mentorship.

Step. 3b2. Develop a midshipman mentorship model and tool kit that is available to affinity and extracurricular group leaders to promote with their members.

**Action 3c. Work with affinity and extracurricular group leadership for early identification of potential underperformance and identify gaps for growth and development for early intervention.**

Step 3c1. Develop a safe, non-punitive process to express concerns about performance in all areas and receive guidance on options.

Step 3c2. Develop a process to report potential under-performance that results in assistance and early intervention vice outcomes that seem punitive in nature. Reward individuals who realize they need extra support and assistance and act on it.

**Action 3d. Bring equity to the leadership and training opportunities for all populations.**

Step 3d1. Intentionally develop selection panels with representation from different populations. Intentionally use different panel members from underrepresented populations to include multiple perspectives in the selection process.

Step 3d2. Measure midshipmen leadership and training opportunities, aptitude, and disciplinary panels populations (members and midshipmen) and outcomes.

**Action 3e. Intentionally promote diversity in service assignments.**

Step 3e1. Develop an annual event, to be held in the beginning of each class' 2/C year, where career field detailers and USNA alumni from underrepresented populations promote various service selections.

Step 3e2. Track and report on career selections across the different demographics.

# Objective 4

## *Maintain an inclusive campus and include diversity and inclusion in USNA's strategic planning process.*

### **Action 4a. Expand diversity and inclusion into all parts of the campus.**

Step 4a1. Develop a representative diversity and inclusion oversight office with a mixture of uniform and civilian personnel based on supported population.

Step 4a2. Hire full-time civilian diversity and inclusion staff for continuity in areas of leadership, training, and data analytics.

Step 4a3. Create a position in each company that specializes in the education of peers and the facilitation of proper reporting procedures for instances of discrimination.

Step 4a4. Create hiring initiatives that recruits educators from HBCUs and other diverse geographic locations.

### **Action 4b. Measure progress toward inclusion.**

Step 4b1. Develop an automated mechanism to gather and analyze data and report on outcomes of admissions process and meeting diversity and inclusion objectives.

Step 4b2. Develop diversity and inclusion recognition awards.

Step 4b3. Conduct annual diversity and inclusion summits that include [cadre](#), academic professors, and midshipmen.





# Notes

**We're in this together.**



**For more information, contact the Office of Diversity,  
Equity and Inclusion at [ODEI-group@usna.edu](mailto:ODEI-group@usna.edu)**