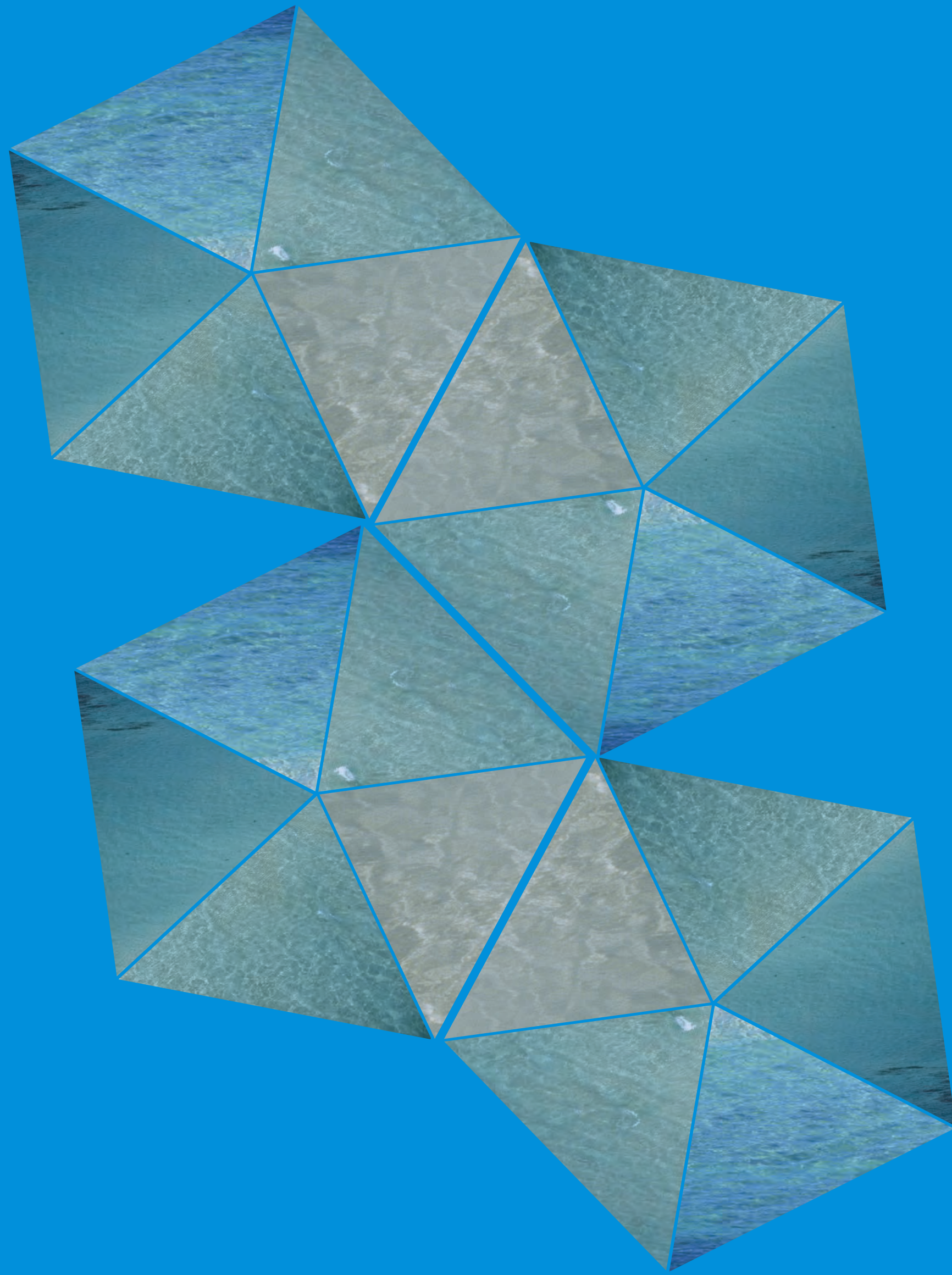


Elliott School of International Affairs

THE GEORGE WASHINGTON UNIVERSITY



ACTION PLAN FOR INCLUSIVE EXCELLENCE TOOLKIT

THE ELLIOTT SCHOOL'S OFFICE OF DIVERSITY AND INCLUSION

elliott.gwu.edu/diversity-and-inclusion



ESIA Diversity
& Inclusion



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2021-2022 Action Plan for Inclusive Excellence

Dear Colleagues,

Thank you for your engagement and most especially your hard work over this past academic year. As we look back on these months, it has been gratifying to realize that despite the challenges of this pandemic year, the Elliott School has either **completed or made progress** on every one of the steps in our **2020-2021 Diversity Action Plan**. This is something for us all to celebrate!

We are now transitioning into planning for the upcoming academic year. This upcoming year will also be one in which the Dean's Office will be engaged in strategic planning for the school broadly, and our commitment to diversity, equity, and inclusion will be embedded in that process. This year, we invite each office within the Elliott School to participate in the development of the school's 2021-22 Action Plan for Inclusive Excellence. We will build the Action Plan for this coming year following the same four-goal inclusive excellence framework developed for the 2020-2021 academic year through collaboration between Elliott's **Office of Diversity and Inclusion (ODI)** and our **Council on Diversity and Inclusion**. Inclusive excellence centers diversity, equity and inclusion into our core mission, integrating these efforts throughout our school's policies, practices, and processes. It also emphasizes our community's collective responsibility towards achieving a more diverse, equitable, and inclusive environment at Elliott.

- **Goal #1:** Increase the recruitment of historically underrepresented undergraduate students, graduate students, faculty, and staff, and provide expanded opportunities for success (Access and Equity).
- **Goal #2:** Improve the overall climate of inclusion and retention for undergraduate students, graduate students, faculty, and staff (Climate and Intergroup Relations).
- **Goal #3:** Expand diversity, equity, inclusion, and social justice in the curriculum and provide learning opportunities to deepen cultural competence (Learning and Development).
- **Goal #4:** Develop and sustain an organizational infrastructure that actively supports diversity, equity, inclusion, and accountability (Infrastructure and Accountability).

Later this week, ODI will send out further materials, including a toolkit with resources, to assist your planning and discussion process; these draw from and link to materials developed by the **Commonwealth of Virginia** and the **University of Michigan**. We hope these will support further discussions toward identifying strategies, tactics, and metrics to contribute to our community's efforts to accomplish these goals. Additionally, ODI will host meetings and workshops with all offices at the Elliott School throughout the month of June in order to facilitate this participatory process.



We look forward to our community's continued commitment and engagement as we move towards inclusive excellence.

In Community,

Alyssa Ayres, Dean



Diversity, Equity, and Inclusion at Elliott

Diversity Statement

The United States of America is projected to be a “majority-minority” country by the year 2050 or sooner. Diversity and social mobility are among our country’s greatest assets in engaging the rest of the world. *It is imperative, therefore, that international affairs institutions of the United States reflect the diversity of America.* The Elliott School of International Affairs is committed to reflecting this diversity.

We believe this diversity enriches the educational experience for students and faculty alike. We are committed to ensuring that every student, faculty, and staff member has a chance to *reach their full professional potential, do great work, and be a fully enfranchised member of the Elliott School community.*

We seek not only to reflect American society, but also to serve as a model for proactively engaging with difference, with respect, dignity, openness, and acceptance, recognizing that diversity reflects the society in which we live and can be its greatest strength.

Fostering a welcoming and inclusive community is a core value of the Elliott School. To this end, we are committed to attracting and supporting students, faculty, and staff from diverse backgrounds and experiences, for example, based on race, gender, socio-economic status, age, sexual orientation and identity, religion, nationality, culture, ideas (including political perspectives), and methods.

We are especially *committed to increasing the representation and inclusion of those who have been historically excluded from participating in higher education,* and in the US international affairs community in particular. The inclusion of these underrepresented groups is necessary: 1) to ensure the US international affairs community remains connected to the American public it serves, 2) to ensure that we are best positioned to understand and resolve the most pressing challenges facing the interconnected world today, and 3) to facilitate a new generation of leaders within the discipline of international affairs who understand the importance of equity, respect, inclusion, and civil discourse among diverse parties.

The Office of Diversity and Inclusion

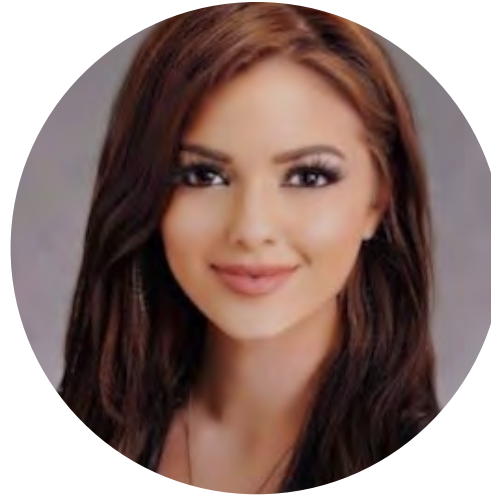
The Elliott School's **Office of Diversity and Inclusion (ODI)** is committed to the *Inclusive Excellence Change Model* which emphasizes an organizational focus on the following dimensions: access and success, campus climate and intergroup relations, education and scholarship, institutional infrastructure, and community outreach. ODI works in collaboration with units across the Elliott School and the **Council on Diversity and Inclusion** to execute strategies of the school's *Action Plan for Inclusive Excellence*.



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Strategy Development Guide

2021-2022 Action Plan for Inclusive Excellence Goals

Below are the four goals of the Elliott School's Action Plan for Inclusive Excellence. Each of these goals will serve as an umbrella for key strategies of focus to move the school toward inclusive excellence.

1

Access and Equity

Increase the recruitment of historically underrepresented undergraduate students, graduate students, faculty, and staff, and provide expanded opportunities for success

2

Climate and Intergroup Relations

Improve the overall climate of inclusion and retention for undergraduate students, graduate students, faculty, and staff

3

Learning and Development

Expand diversity, equity, inclusion, and social justice in the curriculum and provide learning opportunities to deepen cultural competence

4

Infrastructure and Accountability

Develop and sustain an organizational infrastructure that actively supports diversity, equity, inclusion, and accountability

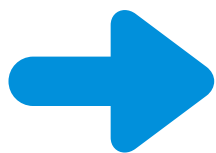
Adapted from Williams, Berger, and McClendon (2005)

Using the Strategy Development Guide

The following three steps take your unit through guided worksheets to identify 2-4 strategies that support the 2021-2022 Action Plan for Inclusive Excellence. Identified strategies will be incorporated into a comprehensive strategy executed by the Elliott School at large, including support from working groups and the [Council on Diversity and Inclusion](#).

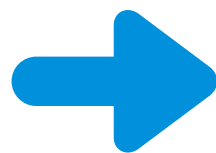
STEP I

Identify Strengths and Opportunities



STEP II

Assess Your Unit



STEP III

Identify Strategies and Metrics





STEP I: IDENTIFY STRENGTHS AND OPPORTUNITIES

Strategy Development Guide

Unit:

Strengths and Opportunities

With your team, first identify your unit's existing strengths as well as challenges and opportunities as it relates to the four Action Plan for Inclusive Excellence goals listed below.

1

Access and
Equity

2

Climate and
Intergroup Relations

3

Learning and
Development

4

Infrastructure and
Accountability

Goal	Existing Strengths

Goal	Challenges and Opportunities



STEP II: ASSESS YOUR UNIT

Strategy Development Guide

Continuum of Inclusive and Equitable Organizational Development

Adapted from Bailey Jackson's Theory and Practice of Multicultural Organizational Development and supported by ONE Virginia, utilize the Continuum as a tool to examine how to move our areas toward inclusion.

Monocultural		Nondiscriminating		Inclusive & Equitable	
Stage 1 Excluding	Stage 2 The Club	Stage 3 Compliance	Stage 4 Affirming	Stage 5 Redefining	Stage 6 Inclusive
Examples include... Designed to and openly maintaining dominant group's power and dominance Overt discrimination practices and harassment are left unaddressed Unsafe environment for minoritized folks	Examples include... Maintaining privilege of historically powerful group(s) Norms, policies, and practices of the dominant group are assumed to be the right or only way Limited members of minoritized identities	Examples include... Commitment to remove some bias Minoritized members still expected to not "make waves" or challenge dominant members/ideas No change in organizational culture, mission, or structure	Examples include... Commitment to eliminate practices that are historically biased Active recruitment and retention of historically excluded members Employees encouraged to have cultural awareness	Examples include... Acts beyond "first-level awareness" Shaping climate that promotes and values diversity Interrogates the limitations of the organizational culture, mission, policies, structure, etc.	Examples include... Organization's mission, values, operations, services, etc. reflect value of diverse cultural and social groups Full organizational commitment from the top and across to eliminate bias and inequity

Adapted from Jackson, B.W. (2014) and ONE Virginia Plan

Where is our unit?

Write 1-2 preliminary thoughts about where some of your organization's practices may fall.



STEP II: ASSESS YOUR UNIT

Strategy Development Guide

Assess Your Unit

With your team, use the *Continuum of Inclusive and Equitable Organizational Development* to identify where your unit may currently fall and what actions can help your unit move towards "Stage 6: Inclusion".

- 1

Access and Equity
- 2

Climate and Intergroup Relations
- 3

Learning and Development
- 4

Infrastructure and Accountability

Goal	Why did you select the current stage for your unit? What would it take to get to Stage 6?
1 Current Stage <div></div>	
2 Current Stage <div></div>	
3 Current Stage <div></div>	
4 Current Stage <div></div>	



STEP III: IDENTIFY STRATEGIES AND METRICS

Strategy Development Guide

Identifying Strategies

Considering the strengths, challenges, and opportunities identified above, identify 2-4 strategies that can be executed by your unit and metrics to assess them. All strategies should align with at least one of the four Action Plan for Inclusive Excellence goals.

1

Access and
Equity

2

Climate and
Intergroup Relations

3

Learning and
Development

4

Infrastructure and
Accountability

Strategies	Goal Alignment	Metric	Timeline
Strategy 1:	Goal 1 (Access) Goal 2 (Climate) Goal 3 (Learning) Goal 4 (Infrastructure)		
Strategy 2:	Goal 1 (Access) Goal 2 (Climate) Goal 3 (Learning) Goal 4 (Infrastructure)		
Strategy 3:	Goal 1 (Access) Goal 2 (Climate) Goal 3 (Learning) Goal 4 (Infrastructure)		
Strategy 4:	Goal 1 (Access) Goal 2 (Climate) Goal 3 (Learning) Goal 4 (Infrastructure)		



Key Terms and Abbreviations

Diversity

Diversity is used to describe individual differences (e.g. life experiences, learning and working styles, personality types) and group/social differences (e.g. race, socio-economic status, class, gender, sexual orientation, country of origin, ability, intellectual traditions and perspectives, as well as cultural, political, religious, and other affiliations) that can be engaged to achieve excellence in teaching, learning, research, scholarship, and administrative and support services.

Historically Underrepresented

In the Elliott School context, this reflects persons who have lacked adequate resources and/or access to higher education historically both in the US and specifically in the field of international affairs.

Inclusion

Inclusion is used to describe the active, intentional, and ongoing engagement with diversity -- in people, in the curriculum, in the co-curriculum, in the classroom, and in communities (e.g. intellectual, social, cultural, geographic) with which individuals might connect.

Abbreviations

BIPOC	Black, Indigenous, and People of Color
ODI	Office of Diversity and Inclusion
DEI	Diversity, Equity, and Inclusion
MSI	Minority Serving Institution

Equity

The creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity-mindedness

This refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.

Inclusive Excellence

Inclusive Excellence is a framework designed to help campuses integrate diversity and quality efforts. As a model, Inclusive Excellence assimilates diversity efforts into the core of institutional functioning to realize the educational benefits of diversity. Applying Inclusive Excellence concepts leads to infusing diversity into an institution’s recruiting, admissions, and hiring processes; into its curriculum and co-curriculum; and into its administrative structures and practices. Inclusive Excellence means an institution has adopted means for the cohesive, coherent and collaborative integration of diversity and inclusion into the institutional pursuit of excellence. Accepting the Inclusive Excellence model reflects the understanding that diversity and inclusion are catalysts for institutional and educational excellence, are to be invited and integrated into the very core of the educational enterprise and are not isolated initiatives.

Adopted from the Association of American Colleges and Universities (AACU)



Resources

Elliott School

[Office of Diversity and Inclusion](#)

[Council on Diversity and Inclusion](#)

[2020-2021 Diversity Action Plan Tracker](#)

[Inclusive Excellence Week Recordings](#)

George Washington University

[Office of Diversity, Equity, and Community Engagement \(ODECE\)](#)

[Multicultural Student Services Center and LGBTQ Resources](#)

External Resources

[The ONE Virginia Strategic Plan](#)

[The University of Texas at Austin Vision and Goal Setting Template](#)

[University of Michigan DEI Strategic Planning Toolkit](#)

[The University of Texas at Austin Diversity Planning Tools for Diversity and Inclusion Committees](#)

[University of California Berkley Sample Department Plans](#)

[University of California Berkley Toolkits and Resources](#)

[Indiana University-Purdue University Indianapolis School/Unit Diversity Strategic Planning Resource Guide](#)

[The University of Texas at Austin Diversity Planning SWOT Analysis](#)

