Advancing Inclusive Excellence in Graduate Programs
As part of the Graduate School's goal to advance excellence and inclusion, the Office of Academic Affairs offers this resource for graduate program faculty and staff. Based on the Graduate Excellence Progress tool developed by the Graduate School's Office of Equity & Justice in Graduate Programs as well as examples from UW graduate programs, it is intended for faculty and staff to consult for ideas on advancing equity throughout all stages of the graduate program lifecycle. However, it is not an exhaustive list and graduate programs are encouraged to develop their own additional practices as well.

Assessment (before recruiting) To consider the specific needs or goals of the unit and to develop resources that can assist the unit in advancing inclusive excellence *The column to the right lists examples of promising practices in this stage.*	**Develop external community and stakeholder groups**: form partnerships and/or advisory boards that connect the unit with the community and create opportunities for feedback.
	Build a culture of inclusive excellence: assess mechanisms in place to dialogue across difference, elicit feedback from internal stakeholder groups, (all the time and not just during tragedies/crises).
	Evaluate current climate data of the unit: conduct ongoing assessment of recruitment and admissions practices, climate surveys, and student exit surveys.
	Consider potential collaborations and resources: ● Office of Graduate Student Equity & Excellence (GSEE) ● Graduate Student Affairs ● Q Center and D Center ● International Student Services ● Office of Minority Affairs and Diversity ● UW-Tacoma's Center for Equity and Inclusion ● UW-Bothell's Office of Diversity and Equity ● UW Diversity Blueprint There may also be organizations that are specific to the discipline/field that exist in extended communities, including Seattle, King/Pierce County, Washington State, national, and international organizations that could help identify best practices to support specific student populations and eliminate barriers.
	Compile demographics of the unit: include faculty, administrative leadership, staff, and the student population for the past one, five, fifteen, or twenty years.
Recruitment (before enrolling) To strategize about the best ways to increase the student pipeline	Examples:
	Assess recruiting pipeline: develop active, accessible, and culturally responsive strategies for increasing the student pipeline that may include listservs, conferences, and individual networks.
	Implement holistic admissions: conduct a review of current practices and best practices and include a clear rubric.

The column to the right lists examples of promising practices in this stage.	**Coordinate with GSEE Welcome Days**: highlight that the unit's welcome days coincide with GSEE's welcome days and connect with other graduate student groups or students in other cohorts on campus.
	Highlight past student funding: investigate how underrepresented students were funded in the past one, five, ten years. Compare this to other departmental packages, other peer institutions, and whether GSEE funds were used to either "top-off" or match in previous year or years.
Retention (after enrolling) To consider best practices of keeping the current population of the unit *The column to the right lists examples of promising practices in this stage.*	Examples:
	Share mentorship opportunities: include research, leadership, publishing, conferences, writing groups, research groups, labs, and mechanisms to connect students with others on campus and in the field.
	Evaluate curriculum: consider aspects of a curriculum that will prepare students for work that prioritizes a lens of inclusive excellence in the future, which may include concepts delivered in lectures, in-class discussions, assignments, student advising activities, and practical experiences such as practicum or internships when appropriate.
	Create mechanisms for handling complaints: normalize dialogues across differences with students who are having difficult dialogues.
	Continually assess the cultural climate of the department: ask what work faculty/staff have done to prepare for changing demographics of classroom, cohort, or lab. One example would be cross-racial mentorship training.
	Consider flexibility in the scheduling of classes: offer courses during evenings and weekends and other flexible schedules so that students from a range of backgrounds may attend.
	Place students in internship and practicum sites which emphasize cross-cultural engagement: engage supervisors from diverse communities, or allocate staff to help create professional development opportunities with culturally relevant practice and mentoring models. This may also include creating partnerships with organizations and businesses in the community.
	Make resource commitments: this may include merit- or need-based program scholarships, earmarking scholarships for qualified students

	and offering resources to scholarship opportunities, financial aid, and staff allocation in promoting inclusive excellence. Can also include professional development for graduate students, faculty and staff.
	Create other funding opportunities: this may include conferences, travel, summer and RA and TAships, emergency funds, and offering consistent fellowship/scholarship guidance.
	Offer research opportunities for students: support opportunities with a focus on inclusive excellence.
	Support students hitting milestones: watch for disproportionality in staying in good standing, incompletes, passing exams, and years to completion.
	Highlight student organizations: include particular groups on campus that address specific needs, for example UW Women in Chemical Sciences, etc., or in the larger field or specialty.
	Develop and promote extracurricular opportunities: this may also include school-wide training, professional development, and/or book clubs to improve student, faculty, and staff awareness and cultural competency.
	Career guidance: Offer career guidance beyond the CV/cover letter.
Post-Graduation/ Career Preparation To assess the student experience and to maintain contact with students after they leave the institution *The column to the right lists examples of promising practices in this stage.*	Examples:
	Develop "Exit Surveys": specifically address inclusion and equity efforts during the student experience; asking where students were placed for internships and practicums and where they found jobs: and inquiring about any differences in career paths and job placements.
	Commit to students who do not obtain jobs immediately after graduation: This may include contributing to networks of mentorship and inviting students back to campus for colloquium talks.