



ST. GEORGE'S SCHOOL

DIVERSITY, EQUITY AND INCLUSION STRATEGIC PLAN

2020-2023

Our Mission

In 1896, the Rev. John Byron Diman, founder of St. George's School, wrote in his "Purposes of the School" that:

"the specific objectives of St. George's are to give its students the opportunity of developing to the fullest extent possible the particular gifts that are theirs and to encourage in them the desire to do so. Their immediate job after leaving school is to handle successfully the demands of college; later it is hoped that their lives will be ones of constructive service to the world and to God."

Diversity Vision Statement

St. George's School values diversity, which exposes each member of our community to the rich and wonderful variety of the human race. Our experiences are shaped by many factors, including age, ethnicity, family structure, gender, gender identity, nationality, physical ability, race, religion, sexual orientation and socioeconomic standing. We believe that exposing students, faculty and staff to a wide range of ideas, experiences and cultures, examining and challenging preconceptions, and exploring different ways of thinking enhances the learning experience and reflects the school's educational mission. This inclusive approach helps to foster a welcoming, supportive and healthy residential community that embraces differences and promotes genuine respect for each individual. In today's complex, changing world, we continue building and sustaining a diverse community at St. George's to achieve a clearer understanding of our roles in an interconnected global community, and to prepare us for lives of constructive service to the world.

The Context - St. George's Today

St. George's is committed to enrolling students from a broad variety of backgrounds, bringing together young people with a diversity of experiences to achieve a community where students support each other in pursuit of academic excellence. Our school community benefits from the presence of diversity in all its forms. The interaction of various identities, mindsets, and experiences allows for richer conversations, deeper insights, and the development of cultural agility amongst all of our students, thus providing them with the skills and knowledge necessary to achieve academic excellence and ultimately to lead lives of service to the world and God.

We recognize that this work is ongoing, requiring constancy of focus and deliberate attention. This initial strategic plan for diversity, equity, and inclusion was informed by feedback from the school's most recent NEASC accreditation report; data from the Assessment of Inclusivity and Multiculturalism, a climate survey that was administered to the entire school community in 2019; ongoing conversations with students; and a series of trainings for the faculty and board that helped to provide insight into industry trends and best practices.

The plan lays out goals to be achieved in the coming three years (2020-2023). We will hold ourselves accountable for the achievement of these goals. It is our expectation that a subsequent plan will be developed upon completion of this plan.

Goal 1: Amplify the academic excellence that comes from people of a diversity of experiences and backgrounds sharing their perspectives within a vibrant residential academic community.

Our ability to foster academic excellence relies on a community that is diverse by every measure. Educational experiences of all kinds (classroom, co-curricular, and dormitory) benefit from the multiplicity of voices and perspectives. By emphasizing all aspects of diversity in our admissions and hiring practices, we will contribute to the excellence of the school, enrich the community, provide the proven advantages of diverse perspectives, and give students role models from a variety of backgrounds and experiences.

To ensure that all students can achieve academic excellence, our community must be inclusive, constantly seeking to provide every student with full access, both financial and otherwise, to the myriad of opportunities available to them on the Hilltop.

Strategies

- Continue to ensure our hiring practices reflect best practices in the areas of recruitment, hiring, retention, and mentoring.
- Continue to monitor demographic representation for all of our constituent groups.
- Partner with organizations that help us target our outreach to potential students and faculty members from underrepresented populations.
- Raise endowment funds to attract the most qualified students possible, regardless of their ability to pay.
- Develop a plan that ensures reasonable and equitable access to enrichment opportunities available through the school.

Goal 2: Require that our faculty, staff, administrators, and trustees actively develop their cross-cultural competencies.

In order to ensure that our school, departments, and classrooms are as inclusive as possible, the adults responsible for St. George's governance and operations will seek to understand their

own implicit biases and incorporate that understanding into their work on behalf of the school.

Strategies

- Provide required comprehensive professional development for faculty, staff, and administrators in order to establish a shared vision, as well as cohesive language.
- Incorporate standards of cultural competency into the evaluation cycles for faculty, staff and administrators, ensuring that adults on our campus use diverse pedagogies and incorporate a variety of perspectives into their curricula.
- Provide ongoing diversity, equity, and inclusion development opportunities for trustees.

Goal 3: Provide students with an inspiring experience and culture that prepares them to navigate, collaborate, and lead in a diverse world.

In keeping with our Episcopal heritage, develop and cultivate a school-wide curriculum that builds students' cross-cultural knowledge and skills and respects the dignity and perspectives of every human being.

Strategies

- Develop and incorporate into our program curricula that provide all students with coherent language and ongoing instruction to grow cultural competency skills in order to develop self-awareness, knowledge of others, cross cultural communication, and inclusiveness.
- Through our chapel-based Beloved Community program, give our community insight into the history of St. George's and the multiple voices that make up that history.

Goal 4: Inspire an individual commitment to personal growth toward cross-cultural understanding and skill development for all community members.

We will encourage our entire community to increase their cross-cultural understanding and to actively build relationships with people who are different from themselves.

Strategies

- Provide opportunities for our entire community to further develop their cultural competency through lectures, webinars, forums, honest conversations, and reading recommendations.
- Make certain that every activity we undertake is as equitable and inclusive as possible, accounting for the needs of our various community members.

Goal 5: Enhance our physical campus to ensure that it is safe, accessible, and inclusive.

Our ability to create the vibrant school climate that we seek requires a campus that meets the needs of all members of the community and where there are ample gathering spaces that encourage lively and spirited conversation among diverse and curious students.

Strategies

- Evaluate our campus for accessibility and make improvements so that those with physical challenges are able to navigate our buildings and spaces.
- Where necessary, renovate dormitories and day student spaces to provide appropriate common rooms that encourage community connection, engagement, and participation.
- Ensure the availability of private single-use bathrooms, showers, and changing spaces.
- Improve our sustainability practices so that our community and global resources are preserved for generations to come.