



# Evaluation of Institutional Effectiveness Gonzaga University

March 2021

**Northwest Commission on Colleges and Universities**

**Evaluation of Institutional Effectiveness**

**Gonzaga University  
Spokane, Washington**

**March 2021**

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## **Note to Evaluators**

Throughout this self-study report, there are hyperlinks that, when clicked, will connect to websites, and supporting documentation. The links in the self-study go to a variety of policies and procedures. While these links are helpful in the context of the specific standard being addressed, there may be a need for a more comprehensive, one-stop site that collects a range of information. Gonzaga's [Consumer Information](#) webpage provides additional information in a single site. The Consumer Information webpage shows:

- General Institutional Information
- Financial Assistance
- Tuition and Fees
- Health and Safety
- Student Outcomes
- Intercollegiate Athletic Data
- Teacher Preparation
- Voter Registration

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## **Institutional Overview**

### **Tribal Land Acknowledgement**

*In the spirit of the Jesuit practice of composition of place, we acknowledge that Gonzaga University resides on the homelands of the Spokane Tribal People.*

*This land holds the cultural DNA and the Spirit of the First People of this place: “The People of the River.” It is their Ancestors who are here and bring forth the power of this place—the knowledge that comes from the land.*

*We are grateful to be on this land and ask for its support as we work to manifest our intentions during this gathering of hearts, minds, and spirits.*

Gonzaga University is a private, non-profit, religious institution of higher education, established in 1887, in Spokane, Washington, by the Society of Jesus (“the Jesuits”). A predominantly undergraduate, liberal arts institution, it is comprised of eight major divisions: Office of the President; Provost and Senior Vice President, including Academic Affairs, Student Affairs, Enrollment Management, Diversity, Equity and Inclusion, and Educational Effectiveness; Administration; Athletics; Corporation Counsel; Finance; Mission and Ministry; and University Advancement. The Academy is comprised of the College of Arts and Sciences and professional schools of Business Administration, Education, Engineering, Law, Nursing and Human Physiology, and Leadership Studies.

Gonzaga operates an study abroad program in Florence, Italy and a pre-collegiate English-As-A-Second-Language program through its English Language Center. At the undergraduate level, Gonzaga offers 16 degrees through 49 majors, 58 minors and 49 concentrations; 24 master’s degrees (several delivered in virtual and/or hybrid form), and five doctoral degrees. In fall 2020, as the pandemic shut down many campuses across the country, Gonzaga, in collaboration with the Washington state governor’s office and the Spokane Regional Health District, reopened its campus and enrolled 7,295 students, 253 shy of its 2019 enrollment. Class modalities included in-person, hybrid in-person and synchronous remote, all synchronous remote, and a small number of asynchronous remote and directed studies. The fall 2020 enrollment included 4,852 undergraduate students, 1,735 master’s students, 414 law students and 294 doctoral students. In the five years prior to the pandemic, Gonzaga averaged 1,261 new freshmen annually.

As of fall 2020, the number of regular Gonzaga employees totaled 1,331. There are 455 full-time faculty members. Of the faculty, 91% hold terminal degrees in their fields; the average class size is 22, and the student:faculty ratio is 11:1.

Institutional undergraduate retention rates are among the highest in the nation with 94% of freshmen returning for their sophomore years. The four-year graduation rate of 75% is 30% higher than the national average, and rises to 86% after six years. Gonzaga’s success rate is 95%

(2018 grads who were either employed, continuing their education or volunteering). In 2019, the Carnegie Classifications reclassified Gonzaga from a comprehensive regional university to a national university. In September 2020, U.S. News & World Report ranked Gonzaga No. 80 out of 399 national universities, No. 18 for best undergraduate teaching, No. 47 for retention and graduation rates, and No. 50 as best university for veterans. In February 2021, Gonzaga was named a Military Friendly School for the second year in a row.

Gonzaga's fall 2020 per-semester full-time undergraduate tuition of \$23,030 ranks near the bottom of comparable private institutions on the west coast. Ninety-eight percent of Gonzaga undergraduate students are awarded scholarship and/or grant aid, with an average financial aid package amounting to \$33,655 annually. A full range of student services is offered, including support for physical and mental health, academics, spiritual guidance, disabilities and accommodations, career and professional development, as well as alumni mentoring and activities to promote diversity. Students from all 50 states and 45 countries are represented on campus with nearly 89% of the undergraduates hailing from Washington, California, Oregon, Colorado, Arizona and Idaho. Most of the university's graduate programs are offered online, giving working professionals the flexibility to complete their degrees without giving up their employment.

During non-pandemic times, 43% of undergraduate students study abroad in one of 60 study-abroad programs, either sponsored by or affiliated with the university, including Gonzaga's own program in Florence, Italy. Gonzaga fields 18 men's and women's intercollegiate teams at the NCAA Division I level in the West Coast Conference and offers 30 intramural sports and events annually to all of its students.

First- and second-year students under the age of 21 are required to live on campus as part of the overall educational experience, with exceptions. Accounting for these exceptions, in any given year about 80% of all first- and second-year students live on campus. The female-to-male ratio of undergraduates is 53:47. Forty-one percent of the undergraduate student body self-identifies as Catholic, with 37 other faiths and traditions represented on the campus. Gonzaga undergraduates volunteer 120,000-140,000 hours of community service annually. For 2019, Gonzaga was ranked 15 among medium-sized colleges and universities accepting Peace Corps assignments. Nineteen Zags were working in 14 countries and on five continents. In total, 48 undergraduates accepted assignments from a variety of other volunteer/service organizations in 2019. Top recruiters included Teach for America (14), AmeriCorps (10), and Jesuit Volunteer Corps (7).

The Spokane campus occupies 152 acres and balances considerable green space with 103 buildings. Most recently, efforts to "go green" have resulted in LEED Gold and Silver ratings on building construction projects, while Gonzaga earned a Gold rating in 2020 from the Sustainability Tracking, Assessment and Rating System (STARS), a jump up from its previous bronze rating, indicating the university's commitment to sustainability and creation care.

Gonzaga completed its largest capital and endowment campaign ever, “Gonzaga Will” in 2018, raising \$355.4 million from more than 40,000 donors, surpassing its original goal by \$105 million. The institution continues to focus its fundraising efforts on the Integrated Science and Engineering Center (fall 2021) and growing the endowment to reduce financial barriers for students.

## [Basic Institutional Data Form](#)

[New Programs](#)

[Distance Education Programs](#)

## **Institutional Finances**

### **Statement of Cash Flows**

[2017-2018](#)

[2018-2019](#)

[2019-2020](#)

### **Balance Sheet**

[2017-2018](#)

[2018-2019](#)

[2019-2020](#)

### **Operating Budget**

[2018-2020](#)

[2020-2021](#)

### **Audits**

[2018](#)

[2019](#)

[2020](#)

### **Capital Budget**

[2019-2020](#)

### **Projections of Non-Tuition Revenue**

[2019-2020](#)

## **Preface**

### **Institutional Changes Since Last Report**

The change to a Provost and Senior Vice President model of upper administrative organization constitutes the most significant change since Gonzaga’s last comprehensive evaluation in 2014. Strategic, tactical, and operational needs lay behind this shift. As Gonzaga joined the ranks of larger, more complex comprehensive universities, its infrastructure needed to change and

become more able to pursue larger goals in its academic offerings, global outreach, and overall diversity. Growth also tended to amplify the decentralized nature of the university's structure, creating increasing challenges to communication, collaboration, and shared co-responsibility for the student experience and institutional decision-making. Communication related to programs and services that cross academic and student life areas has already improved under the new model.

In January 2019, Deena J. González, Ph.D., former Associate Provost for Faculty Affairs and Professor in the Department of Chicana/o, Latina/o studies at Loyola Marymount University in Los Angeles, was named Provost and Senior Vice President at Gonzaga University, effective June 1, 2019.

To support the provost model, the former areas of Student Development and the Academic Vice President's offices were restructured into Academic Affairs and Student Affairs reporting to the Provost and Senior Vice President. This shift allowed for a realignment of additional administrative roles and duties in the new structure as listed below.

Dr. Ron Large- Associate Provost for Educational Effectiveness  
Ms. Julie McCulloh- Associate Provost for Enrollment Management  
Dr. Kent Porterfield- Vice Provost for Student Affairs (newly appointed in July 2020)  
Dr. Raymond Reyes- Associate Provost for Diversity, Equity, and Inclusion  
Dr. Jolanta Weber- Vice Provost for Academic Affairs Administration

In other administrative restructuring, Gonzaga welcomed Mr. Jim Angelosante to the position of Vice President for Administration in July 2018. Mr. Angelosante will retire from the university as of March 31, 2021. Areas that have reported to him will be reporting to other senior administrators. Dr. Charlita Shelton, after serving as Interim Associate Chief Diversity Officer, was named Special Consultant to the President in April 2020. Dr. Shelton currently leads the COVID-19 Compliance, Coordination & Oversight Task Force. After serving as the Vice President for Finance since 1985, Mr. Chuck Murphy was appointed to his new position as Chief Strategy Officer in 2018. His Associate Vice President, Joe Smith, was named Chief Financial Officer.

In other changes since 2014, Gonzaga welcomed nine new deans the university.

Kenneth Anderson, Ph.D., School of Business (formerly interim Dean)  
Paul Bracke, Ph.D., Foley Library  
Annmarie Caño, Ph.D., College of Arts and Sciences  
Yolanda Gallardo, Ph.D., School of Education  
Karlene Hoo, Ph.D., School of Engineering and Applied Science  
Rosemarie Hunter, Ph.D., School of Leadership Studies  
Jason Houston, Ph.D., Gonzaga in Florence  
Jacob Rooksby, Ph.D., J.D., School of Law  
Vince Salyers, Ed.D., RN, School of Nursing and Human Physiology



To provide for the educational needs of our students, Gonzaga added several new academic programs since the 2014 comprehensive evaluation visit. These include new degree programs, new majors, new minors, and new concentrations.

College of Arts and Sciences: MA Theology and Leadership; Bachelor of Fine Arts; BS in Applied Mathematics; BA Computer Science and Computational Thinking; Art History minor; Asian History minor; Critical Race and Ethnic Studies minor; Dance major; Film Studies minor; History of Race and Ethnic Communities minor; Interdisciplinary Arts minor; Latin American History minor; Solidarity and Social Justice minor; Visual Literacy minor

School of Business Administration: Master of Science in Taxation; Sustainable Business minor; Entrepreneurship and Innovation minor

School of Education: Doctor of Educational Leadership; Education Specialist in School Psychology; Community, Culture, and Language major, MIT concentrations in Elementary and Secondary

School of Leadership Studies: PhD Leadership Studies moved to online; Leadership Studies minor; Concentrations in College Teaching, Strategic Communication, Intercultural Communication, Global Leadership, Servant Leadership, Change Leadership

School of Nursing and Human Physiology: Doctor of Nurse Anesthesia Practice; Concentrations in Family Nurse Practitioner, Psych Mental Health, Leadership in Health Care

From depths of the university's mission and recognizing the need to respond to issues of diversity, equity, and inclusion, Gonzaga expanded its efforts in this area. Led by Dr. Raymond Reyes, Associate Provost and Chief Diversity Officer, the university inaugurated a formal Office for Diversity, Equity, and Inclusion bringing many of the diversity, equity, and inclusion initiatives on campus into a single office. The new office will create synergies among existing areas and provide subject matter expertise to support intercultural literacy across university constituencies. The goal is to generate administrative, technical, and programmatic support for diversity initiatives and programs throughout the university leading to collaborations across divisional lines with other areas that address issues of diversity, equity, and inclusion [e.g. Institute for Hate Studies, Center for American Indian Education, Intergroup Dialogue for staff & faculty, Intercultural Multicultural Professionals Affecting Change Together, Colleagues of Color, Faculty Affinity Group on Productive Discomfort, and Intercultural Development Inventory (IDI) Assessment]. In July 2020, Dr. Robin Kelley was appointed Associate Chief Diversity Officer. Working with Associate Provost Reyes, Dr. Kelley will co-lead Gonzaga's commitment to provide culturally diverse, inclusive, and welcoming environments for the University's workforce, student body, learning spaces, programs, services and partnerships.

University of Washington School of Medicine-Gonzaga University Medical Partnership exhibits an additional change. With a formal announcement in 2016, Gonzaga joined the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) system of medical education. Medical students will take their Foundations Phase – the first 18 months of medical school – on Gonzaga's campus in Spokane. The partnership is committed to advancing health-related research, entrepreneurship and inter-professional health sciences teaching in Spokane. Ground was broken in September 2020 for the construction of a new hub for medical and health

education, research and innovation to be anchored by the University of Washington School of Medicine-Gonzaga University Health Partnership.

### **Response to Issues Previously Requested by the Commission**

The Commission, in presenting its recommendations to Gonzaga's mid-cycle report of 2017, requested the Gonzaga address Recommendation 3 from the Spring Year Seven Peer-Evaluation Report. That recommendation follows:

*The Evaluation Committee recommends that Gonzaga University improve the consistency of its assessment process across the institution. This process includes ongoing assessment, evaluation and improvement based on the use of meaningful and verifiable data. (Standards 4.A and 4.B)*

Since this recommendation addresses assessment, and as assessment is a central element in the revised NWCCU standards, there is additional information on assessment in the body of this report (see especially responses to Standards 1.B.1, 1.B.2, 1.C.5, 1.C.6, 1.C.7, and 1.D.4). Since the 2017 mid-cycle review, Gonzaga has sought to incorporate ongoing assessment more deliberately and consistently across the university. Four areas, with university-wide impact, highlight this effort: the University Strategic Plan, Student Affairs, Student Learning, and the University Core.

Adopted in 2015 and revised in 2017, the [Strategic Plan](#) takes a holistic view of the goals and aspirations that shape Gonzaga's vision and guide its steps toward improvement. Four commitments to:

- Foster Responsibility for Shared Mission
- Animate Academic Excellence Across the Institution
- Provide an Integrative Jesuit Educational Experience for Our Students
- Optimize Institutional Stewardship and Sustainability

underlie the goals by which the university monitors its progress. Goal assessment occurs each year in examining the specific data targets and dates for completion. A [Strategic Plan Progress Report](#) presents assessment results to the Board of Trustees for their review and action. The progress report is also available on the university's website. To assist the Board of Trustees in their review, a [strategic plan dashboard](#) and strategic plan scorecards accompany the progress report. Scorecards for [Fall 2019](#) and [Summer 2020](#) showed movement toward strategic plan goals for the Trustees to review. Gonzaga uses the data from the report to inform budget and resource allocation decisions. Through this annual assessment and review process, the university can adjust, if necessary, relative to the data. Commitment goals have guided some very significant financial decisions. These include:

- Gonzaga's commitment to provide grant and scholarship aid to cover the cost of tuition for first-year students throughout Washington state who qualify for the Federal Pell Grant.
- Opening in 2018, Gonzaga devoted funding for a facility dedicated to the support of the

Humanities faculty, the Centers for Public Humanities, Digital Humanities, and the Honors Program.

- Construction is currently underway for the Center for Integrated Sciences & Engineering with a projected opening of Fall 2021.
- To develop and expand the partnership with the University of Washington School of Medicine, Gonzaga broke ground for construction of a home for Health Sciences Education, Research and Innovation in September 2020.
- Created new opportunities for undergraduate research through funding for the Center for Undergraduate research and creative Inquiry, the Morris Undergraduate Research Fellowship, and the Interdisciplinary Research Teams Initiative.
- Development and funding for Opportunity Northeast, a place-based initiative to support the local community.
- Target annual facilities renewal and replacement spending of approximately \$10M.

As additional data is collected and progress updated, more deliberate and reflective conversations can guide the way forward.

The Division of Student Affairs represents a second key area of consistent and wide-spread assessment. Previously, Student Affairs, under its former name of Student Development, had initiated [Signature Assessment Projects](#) to address specific elements of assessment within its area of operations. These projects were to undertake an assessment audit to address barriers to assessment and to develop resources to support assessment and create an assessment plan that established desired outcomes, methods of assessment, and offered an opportunity for reflection and improvement. Student Affairs has expanded its assessment capabilities since the 2017 mid-cycle report. With the on-boarding of a new Vice Provost, the Division of Student Affairs is crafting a [Coordinated Divisional Assessment Plan](#). The plan includes a list of deadlines for assignments, guidelines and directions for departmental specific assessments, and guidelines for division-wide assessment projects. Components of Diversity, Equity, and Inclusion also frame Student Affairs assessment through an examination of:

- Capacity Building: to develop an individual's, department's, and the division's ability to create a more diverse, equitable, and inclusive campus.
- Staff Recruitment and Retention: to increase the demographic of the staff within the Division of Student Affairs and improve staff support, satisfaction, and retention.
- Program Review: to examine the ways in which each department and program within the Division of seeks to integrate Diversity, Equity, and Inclusion into its work through assessment, evaluation, and continuous improvement.

The constellation of signature assessment projects, the divisional assessment plan, and DEI assessment give Student Affairs a wide-angle view of significant areas across the university.

Assessing student learning forms the third element to improve the consistency of assessment at Gonzaga. Foundational to the mission of the university, student learning shapes how faculty envision their courses and develop curricula. All academic units have created program level student learning outcomes and an assessment plan that includes methods of assessment and

desired results for each learning outcome. Assessment of student learning occurs annually. Assessment reports have a consistent format and address the specific learning outcome(s) being assessed; the method of assessment; whether desired results were met, not met, or inclusive; and action plans based on the assessment. If needed, academic units have the opportunity to follow up on the previous year's actions plans. Closing the assessment loop, the Assessment Committee of the Academic Council reviews all assessment reports and issues a response to the particular department or program. In addition to providing department and programs with guidelines for assessment, the Assessment Committee uses a scoring rubric to review assessment reports. These aids, along with the reporting format, offer an additional layer of consistency to the assessment process.

Furthering the consistency of assessment, and touching all undergraduate students, the University Core Curriculum promulgates a direct assessment of Gonzaga's overall educational values. The Core animates our Catholic, Jesuit and humanistic heritage and mission. As a four-year, cohesive program that all undergraduates complete, the core grounds, extends, and enriches each student's major area of study. Five learning outcomes (see 1.A.1) structure the Core Curriculum that flows beneath four questions based on a student's year. The questions initiate students into the classroom experience, the life of the university, and the broader community:

- Year One: Understanding and Creating: How do we pursue knowledge and cultivate understanding?
- Year Two: Being and Becoming: Who are we and what does it mean to be human?
- Year Three: Caring and Doing: What principles characterize a well lived life?
- Year Four: Imagining the Possible: What is our role in the world?

Assessment of the learning outcomes occurs in courses reflecting on these questions. As an outcomes-based curriculum, faculty are aware of knowledge, skills, and sensibilities students will have developed by the completion of each course and can design meaningful learning experiences that pursue these outcomes. Additionally, faculty are able to engage in authentic assessment, which contributes to improving student learning in subsequent versions of the course. The core curriculum committees carefully review all assessment area results, particularly those results in areas in which fewer than 75% of students met or exceeded the assessment criteria. Committees then develop plans to provide faculty with feedback to enhance curricula, and/or to reconsider their assessment strategies.

Gonzaga has improved the consistency and reliability of its assessment practices through the creation of goals or outcomes that rely on measurable data to inform decisions. The assessment of the Strategic Plan, the work of Student Affairs, the efforts of the academic units, and the comprehensiveness of the University Core mark university-wide practices to broaden assessment and its role in planning.

## **Standard 1: Student Success and Institutional Mission and Effectiveness**

### **Standard 1.A: Institutional Mission**

*1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.*

#### **Mission Statement**

*Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good.*

*In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person -- intellectually, spiritually, culturally, physically, and emotionally.*

*Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.*

*The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.*

The mission statement solidifies the connection between Gonzaga's values and the education of its students. Thus, the mission statement and our educational goals mutually affirm each other. Grounded in Gonzaga's Catholic, Jesuit, and humanistic heritage, the mission statement shapes the institution's purpose of educating its students. The goal of the administration, faculty, and staff is to carry out this purpose through their conversations with one another and in their engagement with our students. The complexity associated with combining academic programs with Jesuit, Catholic, and humanistic values is real and ongoing. Only by facilitating a continuous dialogue within the campus community and fostering opportunities for the development of, and engagement in, practices that the community embraces and imparts can this complexity be realized. The mission statement embraces the formal classroom experience in which students and faculty move together in a common enterprise. However, the mission also revolves around experiences in which students learn and reflect on how to live a life of leadership, social justice, academic excellence, and intellectual pursuits. The mission grasps this desire through its emphasis on human dignity, diversity, intercultural competence, global engagement, and solidarity with the poor and vulnerable, and care for the planet. Educating the whole person demands a holistic mission. This vision of the concrete and practical outcomes of our mission provides a direct entry into the university's commitment to student learning and achievement.

While there are numerous examples of how the mission structures the life of the university and the student experience, our Core Curriculum may best showcase the relationship between mission and student learning. Five programmatic-level learning outcomes shape the Core:

1. Students will be able to use the basic modes of inquiry and expression of the disciplines that represent liberal education.
2. Students will be able to demonstrate basic intercultural knowledge and competence.
3. Students will be able to communicate clearly and persuasively, using ideas and arguments based on evidence, logic, and critical thinking.
4. Students will be able to identify and reason from concepts of faith and spirituality.
5. Students will be able to formulate and articulate the need for personal growth and social transformation.

Core courses, though arising from different disciplines and content areas, frame their content to meet these learning outcomes. Standard 1.C.6 will offer a more in-depth presentation of the Core Curriculum.

These mission values, the constellation of Jesuit, Catholic, and humanistic, mark the identity of the university and become the lens through which the university views itself and its future.

### **Standard 1.B: Improving Institutional Effectiveness**

*1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.*

Committed to a process of continuous improvement, Gonzaga employs multiple layers of assessment to achieve this goal.

If the fundamental mission of the university is the education of students then the assessment of student learning surfaces as a significant component of institutional effectiveness. The assessment of student learning occurs annually. Each academic unit has established program level student learning outcomes that guide the annual assessment of student learning for each unit. These student learning outcomes shape the assessment process. Based on its learning outcomes, each academic area has developed assessment plans that include methods of assessment and desired results for each learning outcome. Once the assessment is complete, academic units submit their annual [assessment reports](#) for review. The Academic Council's Assessment Committee then reviews assessment reports and provides a written response to each department's annual assessment report. The Assessment Committee's review helps departments refine their approach to assessing student learning and improving teaching. This report's response to Standard 1.C.5 describes the assessment of student learning in greater detail.

An additional initiative related to institutional effectiveness unfolds in Spring 2021. The Faculty Load and Compensation (FLAC) analysis will automate the creation of faculty or adjunct positions for the purpose of contracting and pay and the assignment of workload. This information will allow for increased accuracy and timeliness of the contracting process and will improve workload reporting. Key strategic data such as instructional revenue, instructional cost, non-instructional costs will be more readily available. Providing insight into instructional and non-instructional workload assignments allows the university to make evidence-based strategic academic decisions.

Relying on Standard 1.D to frame an analysis of student achievement, Gonzaga consistently examines indicators of student achievement such as [retention and graduation rates](#). Gonzaga's [First Destination Survey](#), given to seniors six months after graduation, tracks post-graduation success through measures such as success rate, employment rate, continuing education rate, volunteer rate, military service rate, and still-seeking employment or continuing education rate. Each year, the university collects these references to student achievement for insights that may shape student recruiting practices and the development of efforts to ensure that students make progress toward graduation.

Within the context of Gonzaga's mission to educate the whole person, support services are an essential companion to the academic enterprise and the achievement of institutional effectiveness.

In promoting the assessment of support services, the Division of Student Affairs developed a coordinated and robust assessment plan. A cross-divisional assessment committee developed the plan in June 2020, which was then deployed to the division. The plan includes a list of deadlines for assignments, guidelines and directions for departmental specific assessments, and guidelines for division-wide assessment projects. To support the divisional assessment efforts, the Student Affairs Assessment Committee held two Student Affairs assessment training/conferences July 11, 2020 and January 11, 2021.

For the 2020-2021 academic year, every Student Affairs area will undertake [unit projects](#) to assess how they are "helping to foster a commitment to dignity of the human person and social justice." Over the course of the academic year, the assessment team will work to share the outcomes and stories from the work of the units. At the end of the year, Student Affairs will create and disseminate a narrative about these assessment efforts. Student Affairs has compiled a body of [assessment resources](#) to assist areas as they undertake their assessment efforts.

These assessment activities culminate in Student Affairs [Signature Assessment Projects](#). Covering three dimensions of student affairs priorities, a passion project, and university accreditation, the projects offer a continuous and comprehensive analysis of how Student Affairs supports Gonzaga students.

For additional student support, the [Center for Student Academic Success](#) (CSAS) encompasses three areas. First, Academic Advising and & Course Enrollment (AACE) works with incoming first year student on scheduling in addition to assigning advisors for most new students. AACE also assists students who are on probation so they can remain enrolled. Second, Learning Strategies Management (LSM) conducts tutoring sessions, hold workshops on study skills, and oversees the Digital Learning Studio. The Studio offers strategies and workshops relating to organization, time management, study strategies, and more. Third, Disability Access (DA) assists and provides students with accommodations. Disability Access arranges or provides academic accommodations, auxiliary aids, assistive technology and other types of assistance for students with disabilities. CSAS [annual reports](#) detail the extent of student support.

This work to assess student learning, achievement, and support forms the foundation of Gonzaga's continued and ongoing efforts to provide its students with the best possible academic and community experiences and to serve Gonzaga's long-term viability and sustainability.

*1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.*

Grounded in the mission statement, Gonzaga University's [Strategic Plan](#) articulates the goals and objectives that guide the university in defining mission fulfillment and in shaping the contours of institutional effectiveness. Three institutional priorities serve as guides to decision-making and resource allocation:

- Gonzaga University as an exemplar of American Jesuit higher education
- Academic and educational excellence across all programs
- A commitment to institutional viability and sustainability.

These three priorities flow into four commitments that serve as the practical manifestations of the priorities. The commitments are, in turn, given their distinctiveness through specific strategic objectives that move the university toward continuous improvement. While the Strategic Plan gives a more complete description of the intersecting dynamics of priorities, goals, and objectives, these are briefly stated below.

#### Commitment 1: Foster Responsibility for Shared Mission

##### Strategic Objectives

1. Promote Formation of Community Members
2. Actively Recruit and Retain Jesuits And Lay Colleagues with a Desire to Engage in Jesuit Higher Education
3. Maintain and Promote a Vibrant Relationship with the Catholic Church

#### Commitment 2: Animate Academic Excellence Across the Institution

##### Strategic Objectives

1. Provide a Challenging Academic Experience Appropriate to Each Academic



Program

2. Cultivate an Excellent Faculty Across Baccalaureate and Post-Baccalaureate Programs
3. Foster a Community of Critical and Reflective Inquiry
4. Cultivate Global Perspectives and Enable Global Engagement
5. Develop Refined Enrollment Management Strategies

Commitment 3: Provide an Integrative Jesuit Educational Experience for Our Students

Strategic Objectives

1. Function as a Caring, Challenging and Supportive Community
2. Cultivate the Whole Person
3. Develop a Cultural, Civic, and Global Identity

Commitment 4: Optimize Institutional Stewardship and Sustainability

Strategic Objectives

1. Provide the Sources of Funding Required for Financial Sustainability and Achievement of Strategic Initiatives
2. Strengthen Student Profile
3. Enhance Knowledge and Skills
4. Strengthen Brand Image

The Board of Trustees review the plan and receive a [Strategic Plan Progress Report](#) at its regular meeting each July. The progress report examines the specific goals for each of the four commitments in relation to goal achievement and target date. Seen as a living document, changes may be made to the plan as deemed necessary. For example, the report's discussion of Commitment 1 shows progress toward achieving all five commitment goals. The same pattern follows for each of the other three commitments. Since the Strategic Plan is currently in effect, some goals have been met; others are in transit.

Comparative data most directly refers to student success and achievement through graduation and retention rates. An [Accreditation Metrics](#) report includes these rates plus graduation rates by race, Pell Grant, and Stafford Loan status. The report also ranks Gonzaga in comparison with peer institutions.

Planning and goal setting are not limited to the overall university strategic plan. Dr. Deena González, Provost and Senior Vice President, has initiated a process to develop an [Academic Affairs Strategic Plan](#). Dr. Sharon McDade of Geenwood/Asher & Associates, is facilitating the plan's development. Although slowed by Covid-19, the plan will establish a vision and roadmap for Gonzaga's academic future to guide the institution into the next five to eight years. The need to respond to Covid-19 has led to a revised time line setting a target implementation date of December 2021.

Another major planning initiative resides in the [Office of Diversity, Equity, and Inclusion](#) (ODEI). Aligned with the university strategic plan and moving to create a Strategic Plan for Diversity,

Equity, and Inclusion, the university formed the [Gonzaga University Council of Diversity, Equity, and Inclusion](#) (GUCDEI). Utilizing the NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education, the Council established five committees to frame its work: Philosophy, Mission, and Campus Climate; Faculty and Curriculum Support; Staff Support; Student Support; and Administrative Leadership. These areas will be mapped to the NERCHE rubric from which logic models and work plans will be developed. This work will form the basis of the Strategic Plan for Diversity, Equity, and Inclusion.

The Division of Student Affairs collects data from national surveys that make comparisons with other institutions. Surveys include:

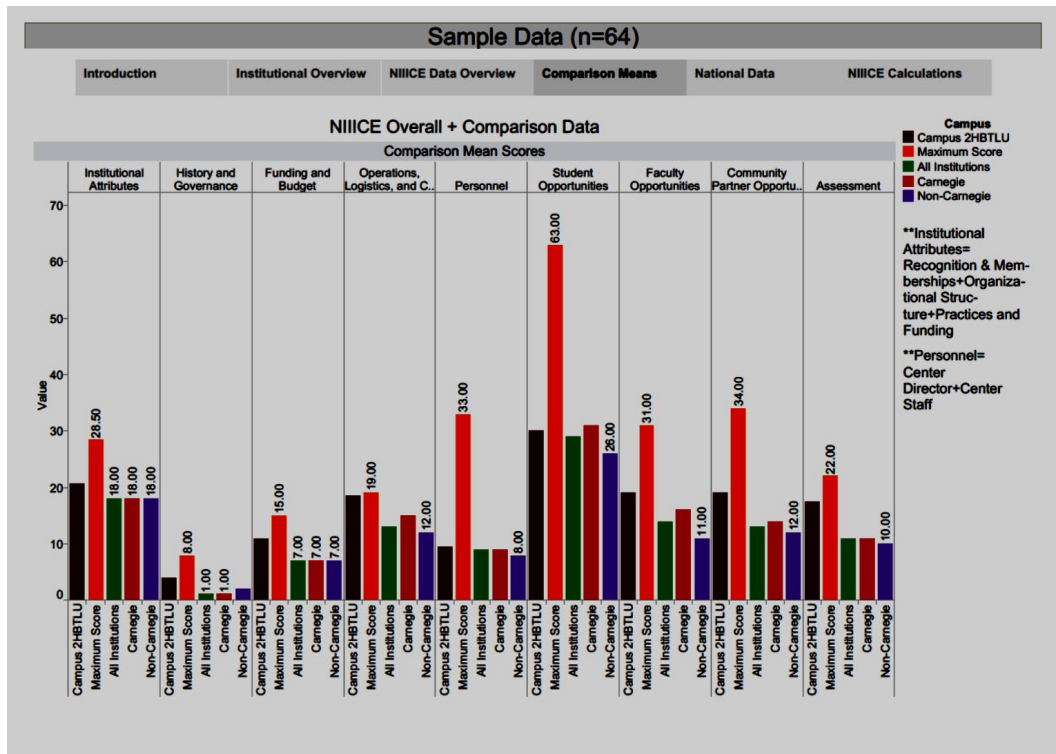
- Higher Education Research Institute Survey
- MSL Leadership Survey
- National Assessment of Service & Community Engagement (NASCE)
- National Inventory for Institutional Infrastructure on Community Engagement (NIIICE)
- National Survey of Student Engagement
- Orientation Surveys
- Wake Forest Wellbeing Assessment (WBA)

Participation provides information to better understand how Gonzaga compares to peers. For example, the WBA Survey indicated that our undergraduates have higher than national comparison averages for sense of belonging and activity engagement, reinforcing the importance of continuing many programs within Student Affairs. The NASCE and NIIICE showed both high levels of student involvement in academic and co-curricular service as well as high levels of institutional investment in civic and community engagement activities, programs, and initiatives compared to peer institutions with the Carnegie Community Engagement Classification. One development opportunity these assessments identified was the recruitment and engagement of more graduate students into curricular and co-curricular community engagement. The [Center for Community Engagement](#) is now partnering with the School of Leadership Studies to provide more engagement opportunities to graduate students.

While the university's Strategic Plan Progress Report, referenced above, tracks movement toward goal completion across the institution, it should be noted that service plays a crucial role in Gonzaga's overall identity. Mentioned thirteen times in the strategic plan, service encapsulates a key marker of mission fulfillment through its presence in Gonzaga's Mission statement: "Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good." The university's receipt of the prestigious Carnegie Community Engagement Classification in January 2015 offers a practical example of Gonzaga's commitment to service. Relying on university-community partnerships, this classification recognizes higher education's commitment to community engagement. It rests on extensive data collection and documentation of important aspects of institutional mission, identity and commitments. The classification is not an award. It is an evidence-based recognition of institutional practices that are used in a process of self-assessment and quality

improvement. Strategic plan commitment 3 goal 9 explicitly references the Carnegie classification as an indicator of success.

In fall of 2018, Gonzaga University participated in the National Inventory of Institutional Infrastructure for Community Engagement (NIIICE) assessment. The NIIICE assessment tool maps the infrastructure of campuses and community engagement centers in comparison to different types of institutions completing the Carnegie Community Engagement Classification. Gonzaga University (Campus 2HBTLU) ranked above peer institutions in eight of the nine NIIICE categories scoring lower only in the student opportunity category than peers (those with the Carnegie Community Engagement Classification).



To continue its tradition of service, Gonzaga, after two and a half years of planning, formally launched [Opportunity Northeast](#) in Spring 2020 to further the relationship between the university and the local community. As a place based initiative, Opportunity Northeast will involve staff, faculty, and students in efforts to improve whole health, expand access to educational opportunities, and build an engaged campus and community in order to improve the quality of life for individuals, youth, and families in northeast Spokane. Activities and program development efforts to date include:

1. Establishment of representative advisory board and resulting subcommittees
2. Conducted campus informational sessions, a Northeast Community Listening Project, and individual meetings

3. Establishment of place-based teaching faculty development program
4. Development and launch of pilot projects
5. Development of Northeast community “Immersion” Program

[Community Newsletters](#) describe the multiple paths that Opportunity Northeast follows to meet the needs of the community.

Service also needs information. To that end, Dr. Vivek Patel, Professor of Marketing and Opportunity Northeast Research Fellow, works with program managers and community residents to identify, organize, and develop relevant data sources to help set project goals and define ways to collect data to measure progress. Dr. Patek Vivek recently created a dashboard for the Coronavirus Impact Planning for Opportunity Northeast.



These and similar efforts show the alliance between the Gonzaga and the local community in support of the goal of service and the assessment of mission fulfillment.

*1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

Successful planning relies on inclusivity and opportunities for input from appropriate constituencies. Gonzaga makes every effort to ensure that its planning processes include these elements. The current Strategic Plan was developed from this perspective. Beginning with the President’s Cabinet, representing the administrative leadership from across the university, an institutional strategy map, intended results, and measures for each strategic objective were

drafted. Contemporaneous with this work, the Board of Trustees and the Board of Regents received regular updates on progress and were invited to comment on the evolving documents. A Strategic Plan Steering Committee consisting of trustees, regents, faculty, staff, and students was formed to guide the process. This work led to the creation of the commitments outlined above in the response to Standard 1.B.2. Giving practical shape to the values of our mission statement, the plan stands as a representative whole capable of guiding the university. Comments and feedback from the university community serve as a framework for revision and further conversation. The creation of meaningful performance measures, and the gathering of relevant evidence upon which to make realistic decisions, stands as a key component to the success of the Strategic Plan. The strategic planning process enables the university to implement and operationalize plan commitments based on the evidence collected. To ensure the connection between data and decisions, the university created a [Strategic Plan Dashboard](#) and a Strategic Plan Scorecards for [Fall 2019](#) and [Summer 2020](#). The dashboard and scorecards open a window into progress toward meeting commitment goals. While some goals have been attained, others are in progress and some require more effort.

Noted in Standard 1.B.2 and reflective of the shift to a provost structure, and following the appointment of Dr. Deena González as Provost and Senior Vice President, the Academic Affairs Strategic Plan charts a path forward for Academic Affairs. Paralleling the university Strategic Plan, this effort has been and will continue to be inclusive and data driven. The formation of the Academic Affairs Strategic Planning Group drew representatives from across the university.

- Ken Anderson Dean, School of Business Administration, Co-Chair
- Jolanta Weber Associate Provost, Academic Administration, Co-Chair
- Jeff Geldien, Assistant Vice President, Academic Development, University Advancement, Co-Chair (Faculty Senate/Assembly)
- Cindy Stavrianos, Associate Professor of Political Science & Women's Gender Studies Co-Chair (Faculty Senate/Assembly)
- Annmarie Cano, Dean, College of Arts and Sciences, Council of Deans
- Tom Chester, Associate Vice President, Human Resources
- Adam Fritsch, Associate Professor, Physics, Faculty Senate/Assembly
- Joan Iva Fawcett, Assistant Dean for Diversity, Inclusion, Community, and Equity
- Ethan Fuller, GSBA Senator from the College of Arts and Sciences
- Yolanda "Yoli" Gallardo, Dean, School of Education, Council of Deans
- Kem Gambrell Associate Professor & Chair, Doctoral Leadership Studies, Faculty Senate/Assembly
- Deena González, Provost and Senior Vice President
- Robin Kelly, Associate Chief Diversity Officer
- Molly Kretchmar-Hendricks, University Core Director & Professor of Psychology
- Kent Porterfield, Vice Provost for Student Affairs
- Raymond Reyes, Associate Provost and Chief Diversity Officer
- John Sklut, Chief of Staff to the President, Cabinet
- Deb Stevenson, Director, Center for Student Academic Success, Staff Assembly

- Joe Walsh, Graduate Student from the School of Leadership Studies
- Michelle Wheatley, Vice President, Mission and Ministry, Cabinet

The project facilitator, Dr. McDade, hosted 41 sessions with 548 participants and has processed 1,625 statements including survey responses. The Academic Affairs Strategic Plan Group will distill this information and move to formulate a draft plan for Spring semester 2021. Three questions guided the sessions:

- What is Gonzaga University Academic Affairs great at doing now?
- What are the possibilities for Gonzaga Academic Affairs now?
- What are our dreams/desired results for Gonzaga Academic Affairs?

The pandemic delayed the timeline and necessitated moving into smaller working groups because of the workload issues faculty, in particular, faced in moving their courses into hybrid modes. As a result, sharing sessions, to present the emerging plan to members of the Academic Affairs Division and GU community for input, will occur this spring semester, 2021, with implementation planned for the fall, 2021.

Membership of the Council for Diversity, Equity, and Inclusion ranges across the university encompassing representation from staff, faculty, and students. This arrangement permits a broad consultative process that encourages input from all segments of the university. A Tri-Chair model, representing each of the three membership categories, guides the council. The Tri-Chairs plan the agenda for the full council meetings. Tri-Chairs also work with the council committees assisting in their efforts to apply the NERCHE rubric in formulating goals for the Strategic Plan for Diversity, Equity, and Inclusion. While ongoing DEI work continues at the university, the strategic plan will generate a more holistic approach and inform decision making regarding DEI work at the university and provide a basis for allocation of resources. From a desire to understand their own personal context, council members took the Intercultural Development Inventory (IDI). The inventory gives individuals, meeting with an IDI facilitator, a picture of where they fall on a scale of cultural fluency between a monocultural mindset and an intercultural mindset.

#### Council Members

- Raymond Reyes, Associate Provost & Chief Diversity Officer
- Robin Kelley, Associate Chief Diversity Officer
- Naghmana Sherazi, Office & Communication Coordinator
- Kevin Brown, Senior Specialist Faculty and Staff Formation, Mission and Ministry
- Tom Chester, Associate Vice President Human Resources
- Kari Elgee-Sanders, Human Resources, Employment Manager
- Joan Iva Fawcett, Assistant Dean for Diversity, Inclusion, and Cultural Engagement
- Heather Gores, Associate Athletic Director- Programs
- Ron Large, Associate Provost for Educational Effectiveness
- Julie McCulloh, Associate Provost for Enrollment Management

- Phoebe Oosterhuis, Business Manager
- Chris Purviance, Director Human Resources Client Services
- Jim Simon, Director, Office of Sustainability
- Jason Varnado, Associate Director, Disability Access
- Jon Wheeler, Director of Residence Life
- Bernadette Calafell, Professor, Critical Race and Ethnic Studies
- Brooks Holland, Professor, School of Law
- Kristine Hoover, Associate Professor, Organizational Leadership
- Harman Khare, Assistant Professor, Mechanical Engineering
- Nicole Moore, Associate Professor, Physics
- Molly Pepper, Professor, Management
- Karen Petruska, Assistant Professor, Communication Studies
- Noah Alvarado, Student
- Israel Carranza, Student
- Fese Elango, Student
- Tiana Pereira, Student
- Ammel Sawan, Student
- Shyh Saenz, Student
- Dalia Trujillo, Student

*1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.*

Gonzaga University regularly monitors internal factors such as finance, enrollment, retention, student learning, information security, and institutional effectiveness to assist with planning and evaluation. Relationships with outside consultants, organizations, and associations assist the university in monitoring its external environment. In partnership with the university's internal processes, these connections give Gonzaga a wider lens from which to view trends and patterns in higher education. The strategic planning process also conveys an additional focus on the internal environment. Assessment of commitment goals tracks progress across broader areas of students, organizational processes, human and institutional capacity, and financial stability. Regular financial reports monitor budgets and provide information that allows units of the university to assess their compliance with the overall university budget. The Office of Institutional Research provides reports that monitor key variables within the University. IR also produces ad hoc peer analysis, as requested, to review how Gonzaga is positioned in comparison to like institutions.

A number of formal and informal channels direct the sharing of information among offices of the university community. Budget and finance matters are disseminated through budget and performance reports, ad hoc analysis, budget officer access to information in the Banner ERP



system, intranet websites, committee meetings, and other means to help communicate information, updates, processes, and procedures. The Staff Assembly has regular meetings (approximately 3 times per year) to communicate information that affects the staff. The Staff Assembly regularly hosts invited guests such as the president, human resources, or other university leaders to comment on matters of relevance to the staff. Similarly, the Faculty Senate hosts meetings to begin each semester to create a forum for conversation, information sharing, and updates from university and academic leadership. Regularly scheduled Faculty Senate meetings share information as requested. Internal news publications, such as the Spirit Newsletter for faculty and staff, daily Morning Mail announcements, general email, and other communications among departments occur as needed to distribute information.

The campus climate also functions as a reminder of the internal dynamics of the university. A formal recognition of this perspective derives from the Campus Climate Survey. Giving a holistic examination of the university, the survey reflects the views of faculty and students. Undertaken in 2017, the [Executive Summary](#) concluded that:

Gonzaga climate findings were consistent with those found in higher institutions across the country, based on the work of R&A Consulting. For example, 70% to 80% of respondents in similar reports found the campus climate to be “very comfortable” or “comfortable.” A slightly higher percentage (83%) of Gonzaga respondents reported that they were “very comfortable” or “comfortable” with the climate at Gonzaga. Twenty to 25% of respondents in similar reports indicated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Gonzaga, a slightly lower percentage of respondents (19%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.

A university [Campus Climate Report](#), drawing on the data in the survey, proposed recommendations to address some of the concerns respondents raised. In particular recommendations spoke to the experience of hostile conduct. In response, [A Bias Incident Assessment and Support \(BIAS\) Team](#) was formed to gather reports of bias and, more importantly, to support those who experience bias. The Team also recommends educational activities to reduce bias on campus.

The university had hoped to undertake the next Campus Climate Survey in 2021. However, with the advent of Covid-19, the survey will be postponed until Spring 2022.

Fully aware of the predictions of shifting student demographics, the university monitors its external environment through a number of channels and sources. Broadly speaking, given the mission of higher education, the university remains in tune with various networks, publications, consultants, and other sources to stay abreast of those forces that impact higher education. Networks include the Educational Advisory Board (EAB), the Independent Colleges of Washington (ICW), the National Association of College and University Business Officers



(NACUBO), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the National Association for College Admissions Counselors (NACAC), and connections with other peer school colleagues in our region and throughout the United States. Most notably is the Association of Jesuit Colleges and Universities (AJCU). The AJCU works to support Jesuit education and assists member schools in collaboration and program development. Documents on Jesuit higher education are important external resources for the examination of institutional mission and identity. Specialized accrediting bodies for Nursing, Education, Engineering, Business, and Law add to Gonzaga's external focus. Additionally, the President, Vice Presidents, Provost Office, Deans, and other university leadership maintain broad networks and relationships and draw upon a number of sources to be responsive to the short-term and long-term demands of their respective leadership responsibilities at the university. Further, the university draws upon the broad perspective of its Board of Trustees and Board of Regents.

This confluence of internal and external factors helps to shape the university's decisions. Monitoring the external and internal environments together stimulates ideas, projects, initiatives, and strategies that take shape within the spirit of the Gonzaga's Mission.

### **Standard 1.C: Student Learning**

*1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.*

The opening sentence of the university's mission statement, that Gonzaga strives to be "an exemplary learning community that educates students for lives of leadership and service for the common good," underlies all academic programs Gonzaga offers. The practical implementation of this desire guides the content and rigor of programs, which is ensured through several interconnecting layers. Proposals for new courses or majors originate at the department level and follow a prescribed process of review. The [New Course Proposal](#) form must include a course syllabus as well as learning outcomes and potential assessment criteria. A [flow chart](#) guides proposals for new programs or major revisions to existing programs. After multiple steps of review, the university's Academic Council makes a final recommendation to the Provost and Senior Vice President. The Academic Council is the major guardian of the academic standards of Gonzaga University and the primary advisory body to the Provost and Senior Vice President regarding the university's programs, curriculum, academic policies, academic planning, and procedures.

Each major and program has clearly defined student learning outcomes.

In addition, a cycle of program review animates the inclusion of appropriate content and rigor within the curriculum. To this end, Gonzaga reviews and assesses every academic program on a

regular basis. Working with Institutional Research and external reviewers, academic programs are reviewed on cyclical time-frame. The main objectives of program review are:

1. To provide a formal, regularly scheduled opportunity for a program to engage in an in-depth process of self-study and improvement.
2. To help a program focus and refine educational and disciplinary objectives after collecting and evaluating information demonstrating current strengths and challenges.
3. To produce an action plan and set of objectives for the program to pursue over the next 5-7 years and for the next review cycle.
4. To strengthen the alignment of the program’s current activity and future direction with the University mission and strategic planning processes.
5. To provide the faculty government and the university administration with knowledge of academic programs in order to analyze needs, oversee change, conduct planning, and manage resources.

To assist programs in the review process, the Program Review Committee appoints a committee member as liaison to work with the program under review. The presence of the liaison ensures ongoing communication between the program and the Program Review Committee. The liaison acts as a consultant to the program, i.e. to make available to the program her/his knowledge of procedures and her/his expertise about the review process.

Specialized or school specific accreditation also contributes to the content and rigor of Gonzaga’s academic programs. Meeting these accreditation standards reflects an effort to maintain high academic standards. When, and as appropriate, the standards and expectations of professional associations and accrediting entities inform the faculty’s work. The table below lists these levels of accreditation for Gonzaga’s accredited programs.

Program	Accrediting Body
Gonzaga University	Northwest Commission on Colleges and Universities (NWCCU)
College of Arts and Sciences: <ul style="list-style-type: none"> <li>• Music</li> <li>• Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• National Association of Schools of Music (NASM), Associate Member</li> <li>• American Chemical Society</li> </ul>
School of Business:	Association to Advance Collegiate Schools of Business (AACSB International)
School of Education: <ul style="list-style-type: none"> <li>• Teacher Preparation Programs</li> <li>• School Counseling (MA)</li> <li>• Clinical Mental Health Counseling (MA)</li> <li>• Marriage and Family Counseling (MA)</li> <li>• Master’s programs offered in Canada, by the School of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Washington State Professional Education Standards Board (PESB)</li> <li>• Council for Accreditation of Counseling and Related Education Program (CACREP)</li> <li>• Council for Accreditation of Counseling and Related Education Program (CACREP)</li> <li>• Council for Accreditation of Counseling and Related Education Program (CACREP)</li> <li>• Consent of the British Columbia Ministry of Advanced Education and the Degree Quality Assessment Board (DQAB)</li> <li>• Approved by the Alberta Ministry of Education and Technology and the Campus Alberta Quality Council (CAQC)</li> </ul>

Program	Accrediting Body
School of Engineering and Applied Science: Programs in Civil, Electrical, Computer, and Mechanical Engineering	Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET)
School of Law	Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (ABA)
Department of Nursing	Commission on Collegiate Nursing Education (CCNE)
Department of Nurse Anesthesia- DNAP	Council on Accreditation (COA) of Nurse Anesthesia Educational Programs
English as a Second Language	Commission on English Language Program Accreditation (CEA)

*1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.*

Catalogues and other information sources clearly explain each of Gonzaga’s programs for [graduate](#) and [undergraduate](#) students. Based on student learning outcomes (see 1.C.3 below), the specific program breadth, depth, and sequencing of courses are typically the product of the work of the faculty of the department that houses that particular program of study. These programs move through a course sequence that guides students from introductory to more advanced work in the discipline. This sequencing typically culminates in a significant work or project that showcase a student’s synthesis of knowledge. These include theses, comprehensive exams, discipline field exams, senior design projects, oral examinations, and performance-based activities. Faculty expectations, their expertise, and the scaffolding of their courses leading to specific degrees also express a depth of learning required of students.

*1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.*

Academic units have developed student learning outcomes that comprise the expectations for students seeking a degree in a specific discipline. [Student learning outcomes](#) have been collected in their entirety to facilitate evaluator review. Specific program webpages list student learning outcomes.

- [College of Arts and Sciences](#)
- [School of Business Administration](#)
- [School of Education](#)
- [School of Engineering and Applied Science](#)
- [School of Law](#)
- [School of Leadership Studies](#)
- [School of Nursing and Human Physiology](#)

These learning outcomes compliment the general degree requirements for graduate and undergraduate students referenced in Standard 1.C.4 below. Connecting to their program level

outcomes, faculty include course-specific learning outcomes in their syllabi. Examples can be seen in this collection of [sample syllabi](#).

*1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.*

Published on its website, Gonzaga defines admission and degree requirements. The [undergraduate](#) catalog provides an overview of general information, student affairs, student services, and the academic units of the university. The undergraduate catalog also links to specific information regarding [admission](#) and [degree](#) requirements for undergraduates. The [graduate](#) catalog gives basic information regarding areas such as student services, disability access, student affairs, and financial services. In addition, the graduate catalog contains [general academic information](#) for graduate programs. Since graduate programs are more distinctive and specific, the graduate catalog contains links to the [programs](#) available at each school. The program areas specify admission and degree requirements. Although each graduate program determines its own admissions policies and degree requirements, the [Graduate Enrollment Management](#) office facilitates the process by organizing the student applications for review and implementing next steps.

*1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.*

Faculty play a central role in the design, approval, implementation, revision, assessment of the curriculum, and the evaluation of student learning. The Gonzaga University Faculty Handbook states that “Gonzaga University is committed to excellence in teaching. The development of the whole person and the pursuit of truth are fundamental components of its mission. Teaching is both an art and a science. It demands constant innovation and improvement.” If faculty are to take seriously their efforts to improve student learning and to develop as teachers then they must also become students. The changing nature of education, different levels of student expectations, and refined understandings of how learning occurs imply that faculty cannot remain on a single pedagogical path. They must engage in a critical, self-reflective process that evolves toward a deeper awareness of one’s role as a teacher. Our Jesuit, Catholic, and humanistic tradition grounds the university’s ongoing efforts to improve teaching and student learning in response to a changing world. Jesuit education, structured by the five components of Ignatian Pedagogy (Context, Experience, Reflection, Action, and Evaluation), begins and ends with the pursuit of academic excellence.

Achieving excellence rests on the assessment of student learning and the faculty’s role in this process. Faculty in every department and school have developed an overall assessment plan identifying specific student learning outcomes for their program, the instruments by which these outcomes are measured, and the processes by which the results of these measurements are used to improve student learning. Each academic unit submits an annual [assessment report](#) that examines learning outcomes, the method of assessment, desired results, actual results

and, if needed, any actions planned resulting from the assessment. To close the loop, the Academic Council Assessment Committee reviews these assessment reports and responds as appropriate. The responses focus departmental attention on closing the assessment loop to make program changes to improve student learning. This mechanism provides a means to address problem areas and develop strategies for improvement by ensuring adequate feedback to the academic areas. The Assessment Committee, to ensure consistency and a normative referent for assessment, provides academic unit assessment personnel with a [General Expectations for Assessment Guide](#) and the [Assessment Rubric](#) the committee uses to review assessment reports. This combination of guidance and reflection gives assessment a common frame of reference and places student learning at the forefront of assessment. As a consequence of the Assessment Committee's review, many department and programs, especially if desired results were not met or were inconclusive, develop [action plans and follow-up](#) to address areas where improvements can be made.

Departmental or program faculty normally determine the need for a new or revised course or program, including changes in the number of required credits, and develop a detailed proposal and rationale. Once a department reaches as consensus regarding the proposed or revised course or program, a recommendation is sent to the college or school's curriculum committee. If or when the college or school's curriculum committee and dean approve the new or revised course or program, it is then forwarded to the appropriate standing committee of the Academic Council depending on the nature of the request. Regardless of whether the program is graduate or undergraduate, the Academic Council Assessment Committee reviews each proposal's assessment plan for student learning outcomes and methods of assessment. Thus, all new academic curricular proposals and revisions are vetted through an intentional review and approval process of each school and the college, and then through the university-wide review and approval protocols.

Program review (see also Standard 1.C.1) is another means by which the university addresses the quality of learning. Under the guidance of the Academic Council Program Review Committee, every academic program is on a schedule to undergo a comprehensive program review.

*1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.*

### **Development of an Outcomes-Based Core and Outcomes-Based Core Courses**

In 2016-17, Gonzaga University launched a new *outcomes-based* university core curriculum identifying five programmatic-level [learning outcomes](#), based on the university's [Baccalaureate Learning Goals](#), around which to design the new core. Fifteen core course requirements and three core designation requirements (45 credits; designations double count) comprise the new

core. Every core requirement is designed around its own set of [learning outcomes](#), which support the five programmatic-level learning outcomes. Moreover, core area curriculum committees review and approves each section of every course to ensure consistent support of the core learning outcomes. Implementing this core course approval process has brought faculty into discussion, providing feedback to one another, and supports the primary purpose of assessment: to improve our teaching and student learning.

### Core Assessment Progress and Results

In order to engage faculty in a culture of assessment that seeks to improve teaching and student learning, the University Core employs course-level direct assessment. Following two years of course approval work, direct assessment began in AY 2017-18. Direct assessment has been supplemented with indirect assessment. Over the course of AYs 2017-18 and 2018-19, 11 of 19 core curriculum committees conducted direct assessment of course-level learning outcomes (LOs) that support the five programmatic-level core LOs (A-E); Covid-19 interrupted core assessment in AY 2019-20. Results are summarized in the table below.

Core LO	# of Assessments across Core Course LOs	Results	Assessment areas in which fewer than 75% met or exceeded
A	17 assessments across 11 core course LOs	Over 75% met or exceeded in 13 of 17 assessments.	4 of 17: Reasoning LO 1 (active); both Math LO 1; World/Comparative Religion LO 2.
B	1 assessment of 1 core course LO	63% met or exceeded in 1 of 1 assessment.	1 of 1: World/Comparative LO 2 (pilot).
C	10 assessments across 7 core course LOs	80% or more met or exceeded in 7 of 10 assessments.	3 of 10: Reasoning LO 1 (active); both Math LO 1.
D	2 assessments across 2 core course LOs	80% or more met or exceeded in both assessments.	0 of 2.
E	1 assessment of 1 core course LO	73% met or exceeded in 1 of 1 assessment.	1 of 1: Social Justice LO 2

The results of indirect assessment (i.e., survey, focus groups) show an increase over time of the percentage of students indicating that the learning outcomes of the First-Year Seminar (FYS) were achieved as well as the alignment of student responses with the purpose and learning outcomes of the FYS. Covid-19 interrupted indirect assessment of the Core Integration Seminar (CIS).

### Core Assessment Interpretation, Discussion, and Feedback

The results of both direct and indirect assessment indicate that the majority of students are achieving or perceive that they are achieving the core course learning outcomes that support the programmatic-level core learning outcomes. The core curriculum committees carefully

reviewed all assessment area results, and particularly those results in areas in which fewer than 75% of students met or exceeded the assessment criteria. Committees then developed plans to provide feedback to faculty, to enhance curricula, and/or to reconsider their assessment strategy.

### **Core Assessment Reconsidered**

A revision the core assessment process will take a more targeted approach by assessing student learning artifacts from the First-year Seminar and Core Integration Seminar to examine student development and learning over time.

The complete [Core Assessment Report](#) describes assessment from 2016-2020.

*1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.*

Academic units have created assessment plans to evaluate student learning. Learning outcomes, cycles of assessment, methods of assessment, and desired results frame the assessment plans. Assessment plans are subject to yearly analysis. Evaluations have led to changes in course content, teaching methods, curriculum design, and program goals.

Offices within the Division of Student Affairs have developed plans to assess their programs and activities. These plans include outcomes, assessment cycles, and methods of assessment. Assessments will be formally tracked and designed to provide information relevant to making improvements. Past assessments tended to examine student affective responses to programs. This new approach gives Student Affairs an outcomes-based perspective capable of informing program planning and assisting with the implementation of changes.

*1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.*

University catalogs clearly define transfer credit policies for both [undergraduate transfer credit](#) and [graduate transfer of credit](#). For undergraduates, Gonzaga aims to award all eligible transfer credit for coursework completed at regionally accredited institutions, while maintaining the high standards of a Gonzaga degree. To be eligible for transfer credit, an official college transcript must be delivered to the Office of Admission. Transfer coursework may have a specific Gonzaga equivalency if the courses are similar in content and depth. In order to fulfill a specific core, major or minor requirement at Gonzaga, and to ensure that transfer credit is appropriate and comparable, the transfer course syllabus must be presented to the department chairperson and dean of the college/school for review. Upon approval, the initial transfer credit equivalency may be updated to reflect the faculty's decision.



In general, graduate students may transfer credits into their program with the approval of their program director, the dean of the student's program, and the Registrar's Office. A maximum of 1/5 of program credits (usually six credits for graduates, 12 credits for doctoral) may be transferred. Course work must be advertised as distinctively graduate level by the transfer institution and must have been taken within the last five years from a regionally accredited institution. A minimum grade of a B (P grades must be defined as B or better) must be earned.

In accordance with Gonzaga's academic policies regarding the transfer and evaluation of college credit, a maximum of 25 credit hours may be granted to undergraduate students whose official military transcripts, such as the Joint Services Transcript (JST), indicate the successful completion of ungraded coursework. Up to eight (8) of these elective credits may be granted for physical fitness courses and training. To determine the number of elective credits to be awarded based on these transcripts, transfer credit evaluators follow the credit recommendations from the American Council on Education's (ACE) guidelines for baccalaureate institutions. No consideration is given to technical or vocational level coursework. The award of credit for military training and coursework, is the only form of credit Gonzaga currently grants for prior experiential learning. No guarantee is made before the review process regarding the number of credits to be awarded.

*1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.*

For graduate programs, faculty members in individual departments and schools, in concert with their dean, develop, sustain, and revise their graduate programs. Faculty members guided by their own knowledge and experiences as scholars/practitioners; the standards of their disciplines; their engagement with members of their respective fields at other universities and scholarly organizations; and informed by the ethos and mission of the university ensure the appropriate depth of study indicative of graduate programs. Accordingly, faculty develop appropriate graduate outcome goals, core competencies, and specific knowledge bases relevant to their respective disciplines. The [graduate catalogue](#) lists graduate programs for the college and schools and describes in detail the specifics of each program (e.g. purpose/mission, admission and graduation requirements, courses and course sequences). In addition to academic depth, Gonzaga's focus on educating the whole person in a value-driven environment contributes to the distinctiveness of its graduate programs. [Program descriptions](#) of each graduate program typically reference aspects of Gonzaga University's mission.

Internally, the Graduate Programs Committee of the Academic Council reviews requests for new courses or programs. To ensure the degree to which graduate programs meet disciplinary and professional specific standards, programs are accredited by outside entities (AACSB, ABA,



ATS, TESOL, CCNE, NCATE, CACREP, AANA, and COA), and/or subject to regular internal program review. Graduate and undergraduate program descriptions in the university catalogues show differences between undergraduate and graduate programs.

### Standard 1.D: Student Achievement

*1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.*

In recruiting and admitting students, Gonzaga’s mission shapes recruitment efforts and admission decisions. One of the university’s [recruiting brochures](#), while describing the Spokane area and academic programs, also examines the heart of Gonzaga, “We believe in the dignity of every human. Whoever you are wherever you come from, you’ll be treated with respect and compassion at Gonzaga.” This declaration defines and shapes the Gonzaga experience. Gonzaga tracks its undergraduate retention and graduation rates and uses these data to review programs in an ongoing effort to create the optimal educational environment. The following charts show the most recent retention and graduation data.

#### Retention Rates

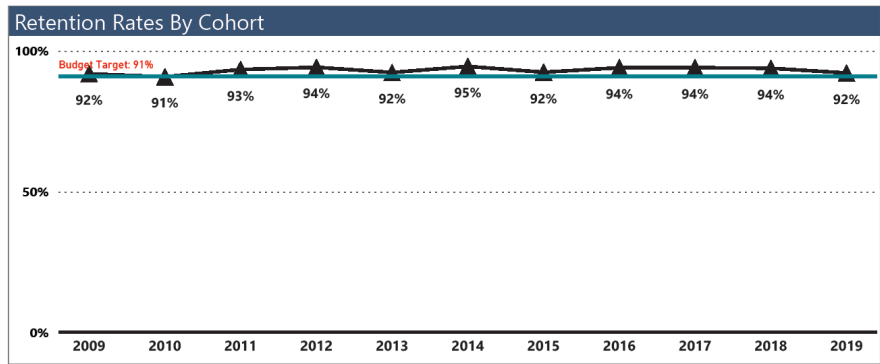
Retention rates are calculated for first-time, full-time undergraduate degree-seeking students captured as FROSH cohorts.

Please note that the retention status of a student who switches their major in the first year is listed under her/his initial declared major, department and college.

**91% represents the institutional retention budget target**

Cohort	Cohort Size	Retained Students	Departures	Retention Rate
FROSH2020	1050			
FROSH2019	1246	1149	97	92%
FROSH2018	1196	1123	73	94%
FROSH2017	1258	1184	74	94%
FROSH2016	1268	1193	75	94%
FROSH2015	1330	1230	100	92%
FROSH2014	1047	990	57	95%
FROSH2013	1236	1142	94	92%
FROSH2012	1094	1031	63	94%
FROSH2011	1130	1056	74	93%
FROSH2010	1116	1014	102	91%

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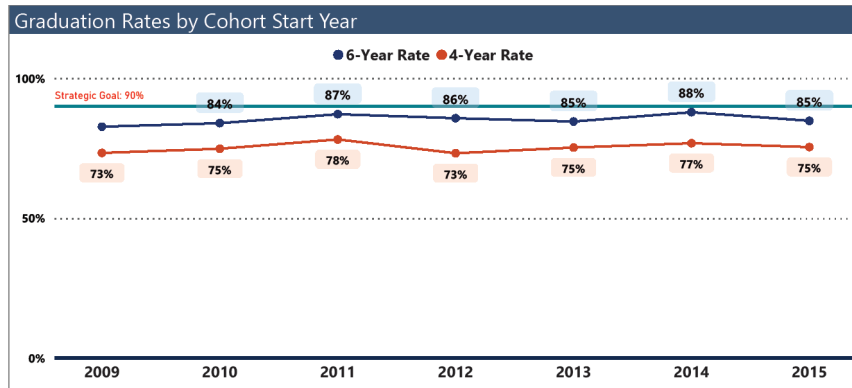
## Graduation Rates

Graduation rates are calculated for first-time, full-time undergraduate degree-seeking students captured as FROSH cohorts.

Please note that the graduation rate is not tracking the annual enrollment major of the student. That is, the graduation status of a student who switches their major is still listed under her/his/their initial declared major, department and college. IPEDS exclusions have been taken into account.

**90% represents the strategic plan goal for 6-year graduation rate.**

Cohort	Cohort Size	<=4 Years	5 Years	6 Years	>6 Years	TOTAL
FROSH2020	1050					
FROSH2019	1246					
FROSH2018	1196	17				17
FROSH2017	1258	49				49
FROSH2016	1268	1012	60			1072
FROSH2015	1330	1003	115	10		1128
FROSH2014	1047	804	105	11	2	922
FROSH2013	1236	930	105	10	2	1047
FROSH2012	1094	801	128	9	5	943
FROSH2011	1130	883	91	11	5	990



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February 2, 2021

These strong rates speak to Gonzaga's effectiveness in admitting students with the potential to benefit from attending the university, especially when measured against data from comparable institutions. While Gonzaga's current organizational structure and overall philosophy speak to a system that is effective, examining subpopulations' retention and graduation numbers helps uncover student groups needing more attention in service of their academic goals.

Once new students arrive at the university, a comprehensive orientation program introduces them to the range of possibilities over their time at the university. Gonzaga University provides two very robust and uniquely designed orientation sessions for new students, the [First Year Experience Programs Office](#) orientation and the [Transfer, Veteran, Returning Adult Student Services Office](#) (TVRAS) orientation.

Through information on fall and spring new student orientation to new student information and how to be a Zag, the First Year Experience revolves around a clear set of goals to:

- Provide students opportunities to transition safely into the Gonzaga University and greater Spokane communities.
- Provide students with the ability to navigate and connect with the physical environment of the campus and identify campus and city resources.
- Provide participants with an integrated social support system and connection with Gonzaga students, staff and faculty.
- Provide participants with information and opportunities to explore the liberal arts heritage for academic success.
- Acquaint participants with mission, Jesuit Catholic values, cultivating an ethic of service and social justice that support their spiritual development.

Recognizing the different needs of transfer, veteran, and adult students, the TVRAS Office has changed and modified the TVRAS Orientation multiple times over the years based on feedback from students, presenters and best practices. Assessment revealed that the students most enjoy the campus small-group tour, the academic college session, and the lunch with the president. As a result, some of elements were changed or combined, or new ways were found to offer the information. To further assist veteran and transfer students a [Transfer Student Manual](#) informs students about life at Gonzaga. As an additional assist for veterans and transfer students, the Academic Advising and Course Enrollment office created an [advising video](#) for use in orientation.

*1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).*

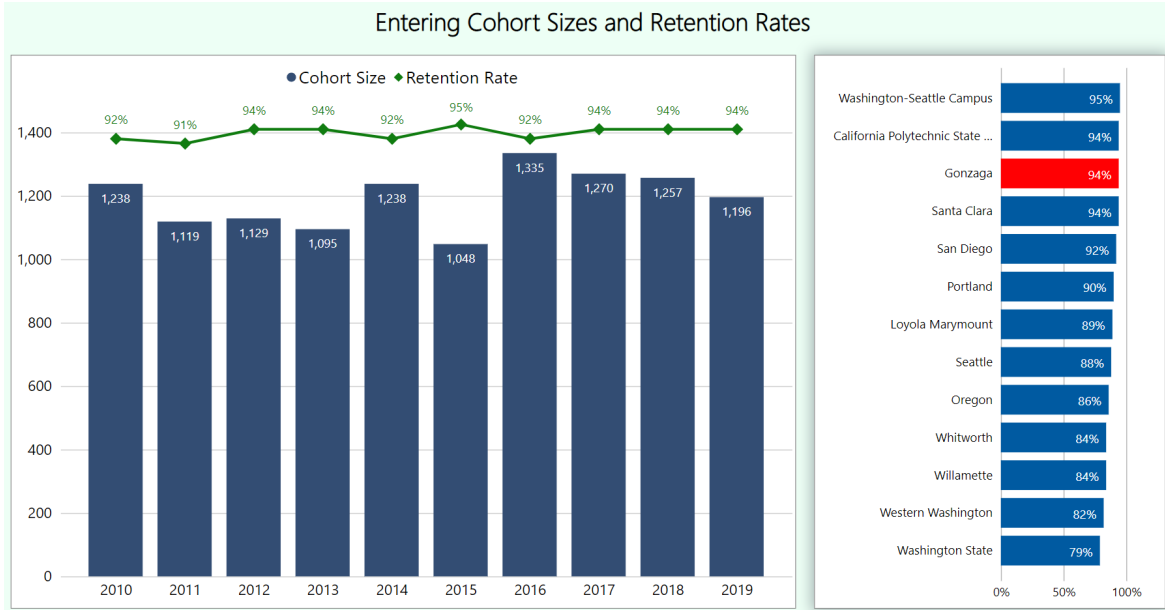
In the context of its mission, Gonzaga defines student achievement through various indicators. In concert with the commitments to academic excellence and a Jesuit educational experience, the university [Strategic Plan](#) promotes student achievement in a series of specific goals:

- Implement nationally recognized markers of academically excellent higher education institutions such as Phi Beta Kappa national honor society recognition and an average of four students per year receiving national baccalaureate or post-baccalaureate fellowships (e.g., Rhodes, Marshall, Fulbright scholarships or fellowships). (Target: 2025)
- 40% of all undergraduate students engage in student or student-faculty research during their time at Gonzaga. (Target 2020)
- The four-year undergraduate graduation rate is reliably at or above 80%, and the six-year graduation rate is reliably at or above 90%. (Target: 2020)
- Provide opportunities for all students to engage with diverse cultures and global issues. This will be accomplished, in part, through further development of global engagement across the curriculum initiatives, at least 50% undergraduate participation in Study Abroad, and annually hosting four international scholars at the University. (Target: 2018)
- Meet full undergraduate financial need such that all Pell Grant recipients graduate with less than \$10,000 of debt. (Target: 2021)
- 80% of undergraduate students will engage in and reflect upon their internship, cooperative education, social entrepreneurship, or social enterprise during their time at Gonzaga. (Target: 2020)
- 90% of undergraduate students successfully transition to their next educational, professional or vocational stage within one year of graduation, and at least 10% of these are engaged in an innovative or entrepreneurial venture. (Target: 2020)

- 10% of students regularly enter formal post-graduate service (JVC, Peace Corps, AmeriCorps, etc.). (Target: 2020)
- Recognized nationally as a university that focuses on resiliency, well-being and healthy living. (Target 2020)
- Community engagement and community-based partnerships will increase from 9% to 18% and ensure every student who wants a quality civic engagement learning experience will be offered the opportunity. (Target: 2022)
- Ensure that all students are afforded structured opportunities to engage in High-Impact Educational Practices. (Target: 2020)

The [Strategic Plan Progress Report](#) indicates the level of success or approximation of achievement for these goals and notes additional effort needed to attain success. The Strategic Plan Scorecards [for Fall 2019](#) and [Summer 2020](#) provide further insight into the goals correlated with student achievement.

Retention and graduation rates allow Gonzaga a more direct means to express student achievement in comparison to other institutions. While seeking to improve retention and graduation rates, the two charts below, taken from the [Accreditation Metrics](#) report, indicate Gonzaga’s high level of success in retention and graduation for its students. This success results from a university-wide commitment to students that begins with admission and follows through to graduation.



### Graduation Rates



Post-graduation success also represents a measure of student achievement that reflects upon the university's ability to prepare students for career and other choices. Shown below, a four-year comparative analysis of First Destination Survey success outcomes for Gonzaga University suggests that graduates are well-equipped to enter the workforce and are successful in achieving their career and educational goals.

Overall	2016	2017	2018	2019
Success Rate	94%	95%	95%	95.5%
Working	76%	76%	76%	79.7%
Continuing Education	12%	14%	14%	10.8%
Volunteering	3%	3%	4%	3.2%
Military	2%	2%	1%	1.3%
Not Seeking	1%	1%	1%	0.5%
Still Seeking	6%	5%	5%	4.5%
Average Salary	48,119	59,710	61,520	63,853
Undergraduate	2016	2017	2018	2019
Success Rate	92%	93%	94%	94.3%
Working	65%	68%	68%	70.8%
Continuing Education	19%	19%	19%	16.6%
Volunteering	5%	4%	5%	4.6%
Military	2%	1%	1%	1.4%
Not Seeking	1%	1%	1%	<1%
Still Seeking	8%	7%	6%	5.7%
Average Salary	46,451	48,418	48,921	54,348
Graduate	2016	2017	2018	2019
Success Rate	98%	98%	97%	97.5%
Working	93%	92%	90%	93.4%
Continuing Education	2%	3%	5%	1.9%
Volunteering	<1%	<1%	1%	1%
Military	2%	3%	<1%	1%
Not Seeking	<1%	<1%	<1%	<1%
Still Seeking	2%	2%	3%	2.5%
Average Salary	62,709	78,046	84,367	81,223

Prepared annually by the Office of Career and Professional Development, full First Destination Survey Reports are available on the office [website](#).

In addition to retention and graduation rates, Gonzaga's [IPEDS Benchmark Report](#) presents comparative data for other categories including number of applications, ACT and SAT scores, tuition, Pell grants awarded, undergraduate discount rate, and student-faculty ratio.

The [Accreditation Metrics](#) report contains comparative data on graduation rates by gender, race/ethnicity, and Pell and Stafford loan status.

*1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.*

Although not always referencing comparative data, and not woven into single student achievement university website, indicators are available on university webpages. This self-study lists many of these webpages including:

- [Institutional Research Reports](#) on FTE, retention and graduation rates, tuition and fees, and law school graduation rates.
- [IPEDS Reports](#) contains interrelated data surveys on enrollments, program completions, graduation rates, faculty and staff, finances, and student financial aid.
- The [Gonzaga University Factbook](#) contains information on student enrollments, demographic profiles, admissions statistics, majors, retention and graduation rates, degree completions, faculty information, and more. It is updated annually with the most current and commonly-needed information about Gonzaga University.
- [Facts and Figures](#) shows data on race, ethnicity, and gender.
- The [Accreditation Metrics](#) report gives data on aspects of student achievement.
- [First Destination Surveys](#) provide data on what Gonzaga graduates do after college. It shows the following information broken down by college/school and major:
  - Success Rate
  - Employment Rate
  - Continuing Education Rate
  - Volunteer Service Rate
  - Military Service Rate
  - Still-Seeking Employment or Continuing Education Rate

*1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.*

The need for transparency shapes the ways in which Gonzaga collects and uses information regarding student achievement. Progress toward the university strategic plan goals is measured annually. Institutional Research generates reports to show multiple categories such as admissions, graduation and retention rates as well as data regarding gender, race, ethnicity, and Pell grant status. The Office of Career and Professional Development's First Destination Survey provides information on student post-graduation success. The Division of Student Affairs compiles data on its programs some of which is embedded in the signature assessment projects Student Affairs undertakes. Assessment of student learning outcomes occurs each academic year.

The goal is to use the data collected to inform decision making and resource allocation to improve student achievement and close equity gaps. One of the most significant efforts to close equity gaps at Gonzaga turns on recruiting underrepresented students. With a strategic plan goal of having 30% of each entering undergraduate class comprised of students from racially, ethnically, or culturally diverse populations, including international students, the university, given the historical demographics of its entering class, took steps to attain this goal. The tables below show the percentages for underrepresented students across the total undergraduate enrollment, total enrollment, and the incoming first-year class. Although the goal of 30% has not been realized, the entering class of 2020, at 28%, allows for optimism that the goal can be attained. The efforts of the Office of Enrollment Management lie behind the increase in underrepresented students at Gonzaga.

Total Undergraduate Enrollment		2015	2016	2017	2018	2019
	Under-represented Minority	23%	24%	24%	25%	27%
	First-Generation	18%	17%	15%	15%	14%
	Pell-Eligible	15%	13%	13%	13%	13%

Total Enrollment (UG and Grad)		2010	2011	2012	2013	2014	2015	2016	2017	2018
	White	72%	70%	70%	69%	70%	70%	69%	70%	70%
	Under-represented Minority	15%	16%	17%	18%	18%	20%	21%	22%	23%
	Nonresident Alien	2%	4%	4%	6%	6%	4%	4%	3%	5%
	Unknown	11%	11%	9%	6%	6%	6%	6%	5%	3%

Incoming FY Class		2015	2016	2017	2018	2019	2020
	Under-represented Minority	25%	25%	23%	26%	27%	28%
	First-Generation	16%	14%	13%	15%	12%	14%

Beginning with the its mission statement, Enrollment Management (EM) seeks to “serve the University by attracting diverse students of promise to achieve optimal, sustainable, innovative enrollment in service of Gonzaga’s mission and community.” To fulfill this commitment to equity and access, Enrollment Management staff regularly examines practices and policies for potential bias. All EM colleagues completed the DiversityEdu training and have done follow-up training with the Office of Diversity, Inclusion, Community, and Equity (DICE) on campus. Training will be ongoing to include various subjects such as: hiring, recruiting, bias, micro-



aggressions, etc. Since the Gonzaga website is a major source of information for prospective students, Enrollment Management has developed a website specific to [first generation students](#) and another webpage for [Spanish speaking students](#). Current recruiting efforts will feature a special virtual event for underrepresented and 1<sup>st</sup> generation students to take place on March 27, 2021.

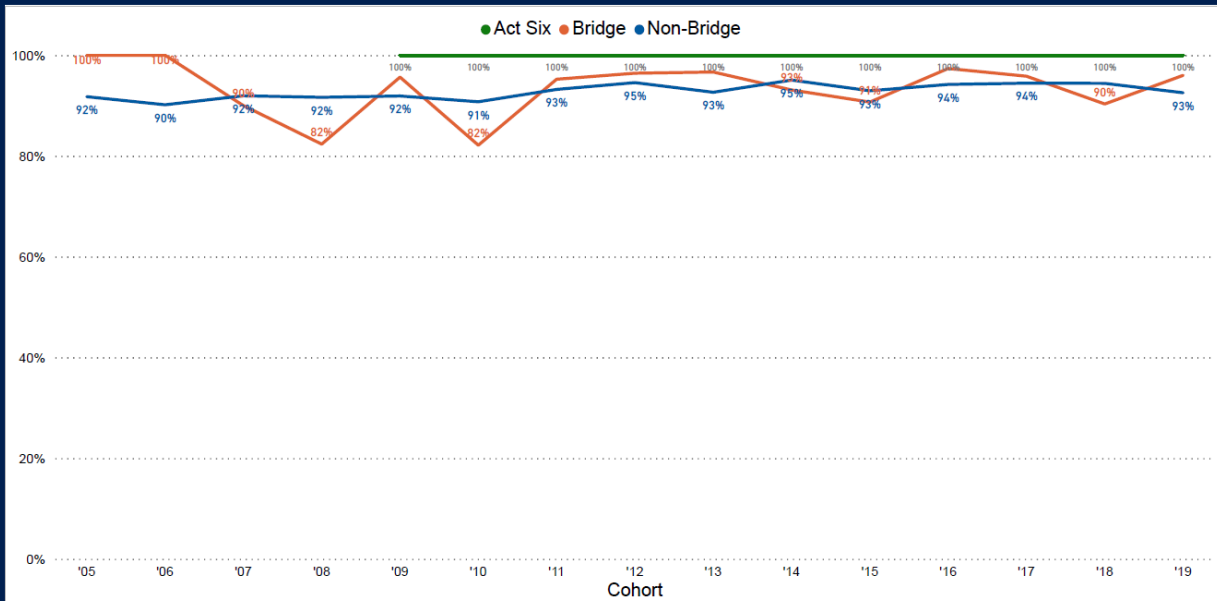
Multiple initiatives from Undergraduate Admission, Graduate Enrollment Management and Student Financial Services form the basis of Enrollment Management's efforts to mitigate equity gaps.

The recruitment of students can start in early high school years, with outreach and engagement more frequent in senior year to encourage applications and enrollment. Although Covid-19 caused the reformulation of recruiting practices in moving to a virtual environment, Gonzaga employed high school visits and college fairs to reach underrepresented students. Beginning this year, Gonzaga adopted a test optional policy with a reduced emphasis on standardized tests even for those applicants who submit their standardized test score. The combination of reducing the emphasis of standardized testing, and giving students the option to not submit a test, increases access for students for whom standardized tests are a barrier.

Two additional programs that recruit underrepresented student are the [Act Six and BRIDGE](#) programs. The Act Six Scholarship program is for emerging urban and community leaders who want to use their college education to make a difference on campus and in their communities at home. For students from [Tacoma-Seattle](#) or [Spokane](#), the scholarship is for full tuition/full need. Due to virtual recruitment, Enrollment Management produced a [video](#) to encourage students to apply. The BRIDGE program stands for Building Relationships in Diverse Gonzaga Environments and has two major components: (1) a summer pre-orientation program that takes place right before New Student Orientation, and (2) a first-year peer mentoring program that continues during the academic year. The pre-orientation program is designed for students who identify as first generation, low income, students of color, LGBTQ+, and/or undocumented. The first-year mentoring program assigns two BRIDGE peer mentors to participants. BRIDGE offers a network of year-long support for underrepresented students, who will be trained and nurtured to create a better tomorrow through social justice leadership.

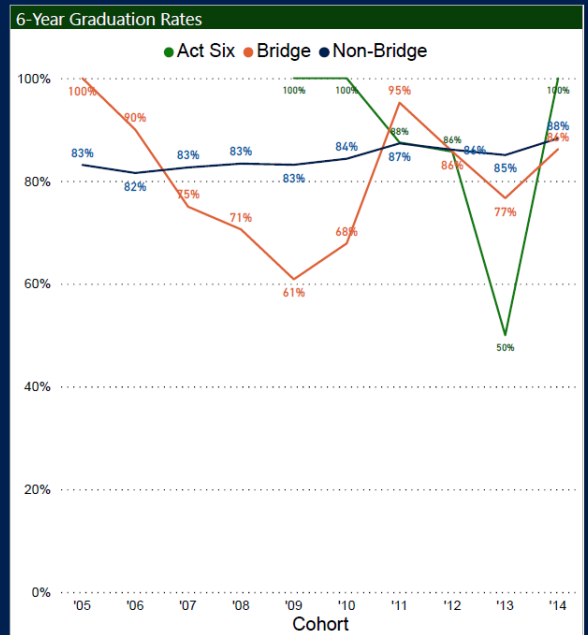
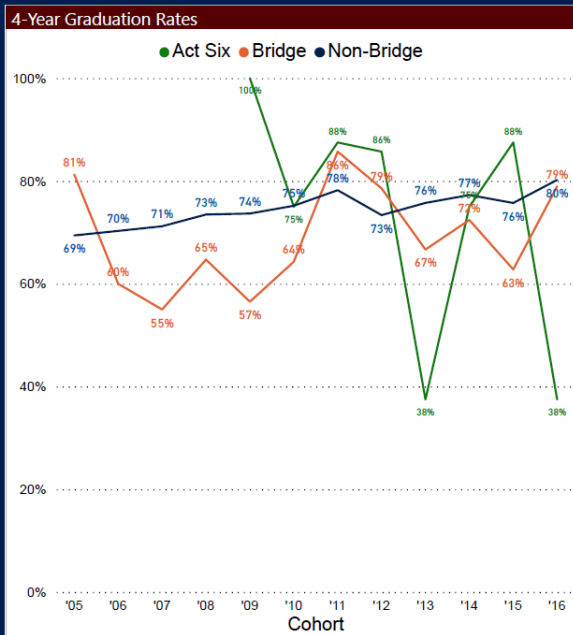
In connection with equity gaps, the following charts show comparison rates for retention and graduation rates for Act Six, BRIDGE, and non-BRIDGE students. Retention rates are similar for all three student groups. While four-year graduation rates show more variability for Act Six students when compared to BRIDGE and non-BRIDGE students, the six-year graduation rates for all three categories show a marked improvement. These rates compare favorably with overall retention rates of approximately 93% and six-year graduation rates of approximately 85%. A complete [Act Six/BRIDGE](#) report provides additional data on gender, race/ethnicity, Pell eligibility, and first generation status.

## Retention Rates



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## Graduation Rates



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To further improve equity and access, Graduate Enrollment Management is working with graduate program directors and faculty to better use their scholarship and assistantship funds to assist first-generation, low-income, and Black Indigenous People of Color (BIPOC) in moving toward graduate work. Another strength of Gonzaga's graduate programs is that most programs do not require standardized tests.

Student Financial Services financial aid strategy aims to help all low-income students afford a Gonzaga education. The university has a number of specific financial aid strategies aimed at recruiting and retaining low income students and students of color:

1. Magis Commitment: Students who are residents of Washington state and are eligible for a Federal Pell Grant will be awarded grants and scholarships to cover the full cost of tuition. This funding is renewable each year until the student graduates.
2. Act 6 Program: Each year Gonzaga enrolls 8 students from the Act Six program. Act Six recruits diverse, first generation urban youth into their program and works to develop the student's leadership skills while assisting them in applying for college. Gonzaga provides the students with scholarship assistance to cover their full need.
3. The Financial Aid Office helps students to complete documentation each year to qualify for scholarships through various external foundations including the College Success Foundation, Gates Foundation, etc.

To fully address gaps in student achievement and to develop practices to improve student success, Gonzaga's commitment to diversity, equity, and inclusion resonates across the university. President McCulloh, in forming the University Council on Equity, Inclusion and Intercultural Awareness in 2016, remarked on a 25-year history where Gonzaga has "developed and sponsored numerous programs and activities that have had, as their primary focus, a deeper, broader awareness of the importance of racial, ethnic, and cultural diversity at GU." Continuing, President McCulloh noted that "systemic change in this critical dimension of our experience can only occur when the institution makes an active, intentional decision to create robust structures and embed these as a part of its governance -- structures that will afford it the opportunity to engage in continuous, comprehensive reflection, action and evaluation." Structured around the president's comments and other [Leadership Statements on Inclusion](#), the creation of the Council was an additional step in this direction. The council, now named the Gonzaga University Council on Diversity, Equity, and Inclusion (GUCDEI), is developing goals that will form the basis of a strategic plan to embed DEI more concretely into the life of the university. The [Office of Diversity, Equity, and Inclusion](#) coordinates the work of the council.

The university's website on [Diversity, Equity, and Inclusion](#) presents a wide overview of [resources](#), [student programs](#), and [facts and figures](#) that surround the DEI activities on campus. In recognizing and naming the past, in assessing the present, and in contemplating the future, the DEI website offers a history of [Where We've Been](#) and an expectation of [Where We're Going](#). The Division of Student Affairs, as part of Gonzaga's series on news, events, and stories, shows its commitment to [diversity, equity, and social justice](#).

The academic division also dedicates effort toward implementing and improving DEI initiatives. The College of Arts and Sciences (CAS) has convened the Inclusion, Diversity, and Equity in the Arts and Sciences (IDEAS) Council. The IDEAS Council brings together more than 30 CAS faculty, staff, and students who have identified several foci to work on including: curriculum and course design, inclusion in STEM undergraduate programming, faculty/staff hiring, faculty/staff retention, and faculty/staff-student interactions in and outside the classroom. Each working group has identified short- and long-term outcomes to create more inclusive, equitable, and just learning and working environments. The School of Business Administration's Diversity and Inclusion Task Force collected data from first-year, junior and senior level students about feelings of belonging in the business school. The task force recommended the formation of the Belonging, Inclusion and Equity (BIE) Committee to provide leadership on SBA and university-level efforts to create an inclusive and equitable school with high levels of belonging. The School of Nursing and Human Physiology has established a Diversity, Equity, And Inclusion Committee to address areas such as student diversity, recruitment and hiring, and scholarships for underrepresented students. The School of Law established a standing DEI committee consisting of faculty, students, and staff. Part of its work will be to plan a DEI retreat for all faculty and staff in the Spring. The school opened an LGBTQ+ clinic, the first of its kind at a Catholic law school. Foley Library formed a DEI Committee with the library to promote DEI initiatives.

An initial priority will be facilitating discussions and programming that builds upon the DiversityEdu training. An additional priority is to be more intentional about building collections related to DEI. Gonzaga-in-Florence, to attract a more diverse student body, created the Florence Scholars program. This scholarship program identifies underrepresented high achieving students applying to Gonzaga University. About 20 student receive offers from the program. Founded in 1998, the [Gonzaga Institute for Hate Studies](#) has long been in the forefront of combatting hate and promoting diversity. Thorough conferences, the *Journal of Hate Studies*, research and education programs, the Institute continues as a voice for equity and social justice.

Gonzaga's deans, expressing their collective solidarity with and support of the victims of racism, issued a statement of [soul searching](#) to envision anti-racist practice in higher education.

## **Standard 2: Governance, Capacities, and Resources**

### **Standard 2.A: Governance**

*2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is*

*clearly delineated in a written contract, described on its website and in its public documents, and provides NWCCU accredited institution with sufficient autonomy to fulfill its mission.*

The University has a governing Board of Trustees that collaborates with a Board of Members, consisting of five to eight Jesuits from among those in the Jesuit Community who work at the university. The Members must approve any change to the bylaws of the university along with any financial transaction of \$15 million dollars or more. The two boards, trustees and members, meet annually to discuss matters of mutual concern. The Board of Trustees has up to 36 members, of which 22% must be Jesuits. The President of the University serves as an ex-officio member of the Board. The Board of Members nominates three Jesuits for membership on the Board of Trustees. The Committee on Trustees and Governance nominates all other Board members. The trustees as a whole vote individual trustees onto the Board. The Chair and Vice-Chair of the Board of Trustees are nominated by the Committee on Trustees and approved by the entire board for a three-year term. The Board of Trustees meets four times a year of which three are on campus. The [Bylaws of the Corporation of Gonzaga University](#) govern the structure and actions of both the Board of Members and the Board of Trustees. The bylaws also provide for Special and Emergency Meetings as well as Board action by written consent. The Board of Trustees approves university wide policies as identified in the Bylaws of the Corporation.

Per the bylaws, all decisions of the Trustees are to be made solely to promote the best interests of the university. The bylaws require all trustees to complete and sign an annual [conflict of interest disclosure](#) statement.

The Board of Trustees only acts as a committee of the whole. No member or subcommittee of the Board acts on behalf of the Board except by formal delegation of authority by the Board as a whole. As stipulated in the bylaws, the Board of Trustees has the following standing committees: Audit and the Committee on Trustees and Governance. The Board has authority to appoint additional committees and has done so including these current committees: Finance, Mission and Identity, Academic and Student Affairs Policy, Athletic Compliance and Investment. The Board's various committees exercise broad oversight over their respective areas. Committee reports are made to the board as a whole at each meeting. The board discusses and votes on action items as a whole. Action items relating to revisions of general policies and new academic programs are also brought through the subcommittees to the Board as a whole.

The Board devotes significant time and attention to the approval of the University's annual budget, which is approved at the April meeting. Oversight of the Board's own organization and operation are the responsibility of the Committee on Trustees and Governance, as well as by the Board Chair and Vice Chair in their meetings with the President between Board meetings. The President is in frequent contact with the Board leadership to ensure the Board's proper role in governance of the institution.

The Board also has its own policies and procedures reflective of best practices, as identified by the Association of Jesuit Colleges and Universities and the Association of Governing Boards. The

Board's Committee on Trustees and Governance regularly evaluates the Board's own operations and procedures. Each year, members of the Board in the third year of their terms (between one-quarter and one-third of the Board) carry out an evaluation that assesses the Board's effectiveness. The protocol includes steps to be taken if Board members are judged to be ineffective or derelict in their duties.

A Board of Regents also plays a role in service to the university. Members (minimally 20) act in an advisory capacity to the institution. The [Board of Regents Bylaws](#) define the structure and responsibilities of the board. The Board of Regents recently completed a year long process to evaluate its role, responsibilities, impacts and desires for enhanced engagement with the university. This process began with a day-long retreat in February 2019 facilitated by Dr. Ted Long from the Association of Governing Boards. The identified objectives for the Retreat were:

- To review, assess, and renew members' experiences as Regents
- To understand the features of highly effective advisory councils
- To identify new initiatives to maximize Regents' contribution to Gonzaga

The work concluded at the February 2020 Board of Regents meeting held on campus. The evaluation examined the origin of the regents' power and the extent of their jurisdiction and advisory capacity. The re-imagining of the Board of Regents resulted in the articulation of three primary opportunities for individual and collective engagement:

- Advisors to the President and Senior Administrative and Academic Leadership
- Ambassadors for the University to its external constituencies
- Participants in the future of the University, contributing both leadership skills and financial resources

Previously, the board derived its power from the Board of Trustees and served in an advisory capacity to the President of the institution and the Board of Trustees. Regents served as voting members on all standing committees of the trustees with the exception of the Committee on Trustees and the Governance Committee. Following the evaluation process, [proposed Board of Regents bylaws](#) were developed to reflect the Board of Regents newly articulated role and responsibilities. The Board of Regents will now derive its power from the President of Gonzaga University and function in a strictly advisory capacity to provide council and guidance to the president and senior academic and administrative leadership through participation on internal Advisory Councils. The Regents will no longer serve as voting members of standing Trustee committees unless appointed as a subject-matter expert. Regents are alumni of the institution or other individuals committed to the welfare of Gonzaga University. The Board of Regents include three students, three faculty members, and three staff members. The Regents also serve as ambassadors of the university to outside constituencies, most notably to Alumni Chapters formally established in over 50 cities around the country. Previously, the Board of Regents gathered when the Board of Trustees met on campus and included committee meetings, separate meetings of the two boards, and a joint meeting. The revised bylaws will reflect that the Board of Regents will now meet twice a year separately from the Board of

Trustees. However, the Fall meeting will be held simultaneously on campus to provide opportunity for joint engagement of both boards.

As an independent, private, non-profit institution, Gonzaga University is not part of a multi-unit governance system.

*2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

University leadership and administration surface through several interlocking layers. The President's Cabinet provides administrative leadership for the university. The Cabinet consists of: the Vice President for Administration, the Provost and Senior Vice President, General Counsel, the Chief Strategy Officer, the Vice President for University Advancement, the Athletic Director, the Special Consultant to the President/COVID-19 Compliance Officer, the Chief of Staff, the Chief Financial Officer, and the Vice President for Mission and Ministry. The Cabinet membership encompasses the major areas of the university. The Cabinet advises the president regarding strategy, planning, and management of the institution. The Cabinet devotes portions of its meetings to discussing and shaping strategic planning using a balanced scorecard model to identify and achieve institutional goals.

Under Gonzaga University's new Provost model, the Provost Council provides an additional layer of leadership. Providing an umbrella, high level view of the university, membership on the council crosses the major areas of the university. The Provost Council consists of:

- Associate Vice President, Marketing and Communications
- Associate Provost & Chief Diversity Officer
- Associate Provost, Educational Effectiveness
- Associate Provost, Enrollment Management
- Assistant Vice President, Academic Development, University Advancement
- Chief Information Officer
- Chief of Staff, Univ of Washington School of Medicine Liaison
- Dean, College of Arts and Sciences
- Dean, Foley Center Library
- Dean, Gonzaga in Florence
- Dean, School of Business Administration
- Dean, School of Education
- Dean, School of Engineering and Applied Science
- Dean, School of Law
- Dean, School of Leadership Studies
- Dean, School of Nursing and Human Physiology
- Provost and Senior Vice President
- Vice Provost, Academic Affairs Administration



- Vice Provost, Student Affairs

These leaders have authority over their specific areas and have responsibility for planning and management for the purpose of determining effectiveness.

Another component of leadership flows from the Council of Deans. Comprised of the deans of the College of Arts and Sciences, the School of Nursing and Human Physiology, the School of Business Administration, the School of Education, the School of Engineering and Applied Science, the School of Leadership Studies, the Foley Center, the School of Law, and Gonzaga in Florence, the council advises the Provost and Senior Vice President on academic policy. The Council provides direct oversight and management of their respective academic areas. Council members report directly to the Provost and Senior Vice President.

The [organizational chart](#) for the Office of the Provost and Senior Vice President shows areas of responsibility and reporting lines.

Hiring decisions are made in the context of the institutional mission, the strategic plan, current and projected needs, and available and expected resources. The hiring process is carried out in a professional manner, in the context of the institutional mission, with broad consultation in the academic division, and in other divisions where appropriate, on the elements of position descriptions. Search committees follow appropriate professional processes and observe the policies and procedures of the institution.

*2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s), but may not serve as its chair.*

The chief executive officer for the university is the full-time president, Dr. Thayne McCulloh. The president is responsible for the overall leadership and operation of the University. He serves ex officio as a member of the Board of Trustees. President McCulloh holds a doctoral degree in experimental social psychology from Oxford University, England. He has had both academic and extensive administrative experience at the university before being appointed to the presidency. As the president of a Jesuit institution, he is formally designated by the Provincial of the Oregon Province as the “director of the work,” a technical term within the Jesuit system for that person who occupies the top leadership role and is charged with leading any particular apostolic work that the Jesuits sponsor. The president meets, as needed, with a wide variety of individuals from across the institution.

*2.A.4 The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.*

The commitment to shared governance frames the university’s decision-making processes, which allow for input from interested parties. The [Faculty Handbook](#), the [Faculty Assembly](#)



[Constitution](#), the [Bylaws](#) of the Staff Assembly; and the [Bylaws](#) of the Gonzaga Student Body Association assist in the practical methods by which other views are considered.

Affirming the value of shared governance, the university offers opportunities for faculty, staff, administrators and students to address matters in which they have a direct and reasonable interest. Faculty participate in the governance of the university through the Faculty Assembly and the Faculty Senate. The Faculty Assembly consists of all full-time members of the ranked faculty as they are defined in the [Faculty Handbook Section 300](#). The [Faculty Assembly Constitution](#) details the roles and responsibilities of the faculty. The Faculty Assembly meets at least once a semester. However, the Faculty President may call additional meetings of the Faculty Assembly as necessary. While the current Faculty Handbook has served the university well, review and revision are essential to the continued development of the faculty role and shared governance. Work is currently underway to revise the handbook through a collaboration between faculty and administration.

The Faculty Senate, as the representative body of the faculty, is the primary means by which the faculty participates in the shared governance of the university. The Faculty Senate consists of representatives elected from the various schools and academic departments of the university in proportion to the number of faculty in each. The Faculty Senate represents the faculty before the President, Trustees, Regents, and students. Three Standing Committees, representing the three main areas of faculty concerns at the university, structure the Faculty Senate. The Academic Committee's primarily focuses on the academic programs of the University. The Finance Committee's addresses the university budget, benefits, and compensation. The Policy Committee reviews policies that relate to faculty work at the University. Each Committee elects its own chair, who then serve on the Steering Committee. The Faculty Senate Steering Committee consists of the Faculty President, Senate Vice President, Senate Secretary and the chairs of the Standing and Ad Hoc Committees. The Faculty President chairs the Steering Committee. The committee sets the agendas for meetings of the Faculty Senate. The Steering Committee also provides guidance and direction for the work of the standing and any ad-hoc committees. Members of the Faculty Assembly elect the President of the Faculty Senate, who serves a two-year term. Senators elect the Vice President and Secretary of the Faculty Senate. The Faculty Senate meets once a month during the academic year. Any faculty member may attend meetings, and minutes are available to all faculty. The Faculty President meets with the Provost and the President as needed.

Various standing committees, whose members are elected by all full-time faculty, and/or appointed by the Faculty Senate and by the President, constitute additional venues through which faculty voices are considered. The [Faculty Handbook Section 200](#) describes the work and membership of these committees.

The Academic Council, and its subcommittees, provide another path for considering the views of administrators, students, and faculty. The council advises the Provost and Senior Vice President on any additions or changes to academic programs, policies or procedures, and on any other significant matters deemed relevant to the welfare, integrity, and quality of the

programs and curriculum of the university. The Academic Council membership consists of the Provost and Senior Vice President, Vice Provosts, Associate Provosts, the Academic Deans, fifteen elected faculty members, and five student representatives.

The Committee on Rank and Tenure makes recommendations concerning faculty promotions and tenure decisions. The Provost and one of the committee's faculty members serve as co-chairs. The faculty elect all ten faculty members of the committee.

The Staff Assembly is the main body that represents staff views. Guided by its [bylaws](#), the Staff Assembly exists to contribute to the success of Gonzaga University, to the growth and welfare of its staff employees, and to the promotion of a positive and supportive work environment. The Staff Assembly represents the interests and concerns of staff to the administration and provides a forum for staff to communicate effectively with one another on matters of mutual concern. The Staff Assembly also nominates staff representation to university committees that deal with topics that have an impact on staff employees. Membership includes all full and part-time staff, professional, and administrative employees. The President, Vice President, Treasurer and Secretary, together with eight elected representatives, constitute the Staff Assembly's Executive Council. Areas elect a staff member to the council to represent them. The goal being that every staff member has a 'voice at the table' to share thoughts a feedback. To ensure ongoing communication with the administration, the president of the university meets monthly with the Staff Assembly President. A member of the staff is also elected to serve on the university's Board of Regents.

The Gonzaga Student Body Association (GSBA) represents the interests and concerns of students among themselves and to the administration. GSBA prides itself on a strong relationship with the faculty and administration that offers an avenue for students to voice their concerns and suggestions. Informed by its [constitution](#) and [bylaws](#), the GSBA consists of multiple leadership positions and programs designed to support student growth and development. Executive, legislative and judicial branches structure the GSBA. In addition, the Gonzaga Activities Board is responsible for entertainment and educational programming; the Residence Hall Association works collaboratively with GSBA to promote interests, needs, and concerns of residential students; and numerous clubs and activity organizations receive GSBA funding, if they are formally recognized by Student Development. The GSBA president meets with President McCulloh on a regular basis.

## **Standard 2.B: Academic Freedom**

*2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

Gonzaga is committed to the protection of human dignity and the value of diversity of thought and intellectual pursuit as the underlying foundation of its role as an academic institution and

place of employment. The Jesuit educational tradition has always valued intellectual freedom. Gonzaga supports fully the ability of faculty to teach, research, and publish without censorship or restriction. The [Faculty Handbook](#) clearly states the university's commitment academic freedom. The University fully subscribes to the 1940 AAUP Statement on Academic Freedom and Tenure and the 1966 AAUP Statement on Professional Ethics. In another expression of academic freedom, the university Policy and Procedures Manual affirms that "Gonzaga remains committed to academic freedom and nothing in this policy (Conflict of Interest) should be construed as diminishing this commitment."

To give the university's commitment to academic freedom a practical context, the Committee on Academic Freedom and Tenure serves as a special hearing board for cases alleging infringement of academic freedom that has or will result in non-renewal of contract or dismissal for cause. The committee issues a confidential report to the Provost who forwards the report to the President for a final decision. The Faculty Assembly elects the seven members of the committee and seven alternates, each of whom must be tenured with the rank of either Associate Professor or Professor. Members and alternates serve for two years. It should be noted, however, that the Committee on Academic Freedom is rarely compelled to meet or act, which signifies the university's pledge of academic freedom. The faculty Grievance Committee oversees all other allegations of infringement of academic freedom.

In addition, Gonzaga University supports the right of students to exercise their intellectual freedom within and outside of the classroom. The Gonzaga statement on [academic freedom for students](#) notes that "students are free to take reasoned exception to the views offered in particular courses of study. They may, however, be required to know thoroughly the particulars set out by the instructor, but are free to reserve personal judgment as to the truth or falsity of what is presented. Knowledge and academic performance should be the norms by which students are graded."

The Gonzaga University School of [Law Student Handbook](#) also affirms its commitment to the protection of freedom of thought through its statement that "the Law School is committed to a healthy and respectful environment of free intellectual inquiry and exchange, and the protection of freedom of thought."

*2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.*

Gonzaga's overall policies, mission, and ethos encapsulate an environment of independent thought in the pursuit and dissemination of knowledge. Academic honesty with respect to faculty scholarship is central to the academic life of the university and its academic departments. Given its centrality and relatively small size, the faculty at Gonzaga, discuss and share discipline-specific information and research within and outside of their respective departments as a common occurrence.

The [Faculty Handbook](#) contains multiple attestations to support independent thought in the pursuit and dissemination of knowledge. Section 301.05.a views tenure as a means "to encourage freedom in teaching and research and to protect faculty members from unwarranted pressure to conform to other people's views, especially political views held by people outside the University." The handbook's statement on professional development, Section 302.03.a, affirms Gonzaga's commitment "to the discovery and pursuit of knowledge and to academic excellence. Faculty members should share, particularly, in Gonzaga's commitment to responsible and ethical intellectual inquiry, respect for the positions of others, academic freedom, and the highest ethical norms of their disciplines." The expectations of academic citizenship, Section 302.05.b, ties the university's mission directly to the faculty's role in the university. "Faculty members also must be familiar with the mission of the University. There are many ways in which faculty members may contribute to this mission according to their own gifts and beliefs. Faculty members should share, particularly, in Gonzaga's commitment to responsible intellectual inquiry and academic freedom, to the dignity of the person, to justice, and to ethical behavior. Academic citizenship entails showing respect for diverse ideas and opinions. Faculty members act with respect and fairness toward others; they treat others as equals, with compassion, and tolerance." Section 305.01 states that "the faculty and administration of the university agree that the protection of academic freedom is crucial to realizing the mission of the University." Handbook Sections 305.02-305.05 provide explicit information on Gonzaga's commitment to academic freedom as a fundamental right for its faculty, including its adherence to the 1940 AAUP Statement on Academic Freedom and Tenure (provided in its entirety in Appendix 300B of the Faculty Handbook), and the established process to report any allegations of violation of academic freedom (Faculty Handbook, Section 305.05).

Further, faculty are encouraged and expected to share their research and scholarship with others within and outside of Gonzaga. This might include "publication of peer-reviewed research articles and books, or other writing normal to the discipline; juried exhibits and performances; invited presentations, exhibits, and performances; editorships and consultantships; invited evaluations and reviews of the work of other professionals; and presentations to professional groups" (Faculty Handbook, Section 302.03.c). Among other factors, the expectation that scholarship and research is to be shared is a key criterion for promotion, reappointment and tenure. Given the public nature of most scholarship, in that it is frequently peer-reviewed, this aspect of transparency establishes and promotes the expectation that one's scholarship be fair, accurate, and objective.

The University also has and enforces an [Events Policy](#), which was developed circa 2005 and is intended to govern the process whereby proposals for controversial or potentially objectionable speakers or events are to be evaluated. The intent of the policy was to ensure that a formal mechanism for evaluation existed, and arbitrary cancellation of controversial speakers or events did not occur.

As noted above in Standard 2.B.1, Gonzaga students are able to exercise their right to academic freedom.

## **Standard 2.C: Policies and Procedures**

*2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.*

Gonzaga University's transfer of credit policies agree with national best practices for accepting transfer credit. University catalogs publish policies for both [undergraduate transfer credit](#) and [graduate transfer of credit](#). While not a guarantee of transferability, the Gonzaga admission's website additionally offers a link to a [transfer credit database](#) that provides prospective students with a reference tool by which to evaluate possible transfer equivalencies. The Admissions Office has also developed a [transfer student faq](#) page to assist students interested in transferring to Gonzaga. The FAQ page provides students with information concerning financial aid, housing, course registration, dual enrollment, veteran issues, and readmission. A [Transfer Rights and Responsibilities](#) document further guides the process of credit transfer through its focus on students and the university.

To facilitate the transfer of credit, and to allow for the efficient mobility of students, those with an earned Associate of Arts (AA-DTA) or Associate of Science (AS-T) degree from a Washington State Community College or North Idaho College are generally given junior standing and will have fulfilled many of the requirements within the University Core curriculum. In addition, Gonzaga University may offer up to twenty-five elective credits for successfully completed educational experience in the Armed Forces.

Gonzaga is part of the Intercollege Relations Commission of the Washington Council, which maintains articulation agreements for Washington community and technical colleges and baccalaureates, monitors legislative activity with regard to transfer students, and participates in academic reviews of programs and catalogues to benefit transfer students.

*2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*

The University publishes [Academic Policies](#) on its website. These policies include: academic freedom, academic integrity, grade appeal, minimum and maximum course loads, academic

standing, attendance policy, faculty drop, final exams, and enrollment verifications. The webpage for the Center for Student Academic Success details the specifics of the policy on academic integrity. Gonzaga University is committed to supporting and protecting academic integrity. Gonzaga's [Academic Integrity Policy](#) was developed with that commitment in mind. The policy defines academic dishonesty and describes the process of investigation, adjudication, and possible sanctions through the work of the Academic Integrity Board. A PDF version of the policy is available [here](#). The [Student Code of Conduct](#) details the values that guide undergraduate students during their time at the university. The graduate catalog also references [Academic Policies](#) that shape the experience of graduate students. The codes of conduct and academic policies both inform and guide students concerning their rights and responsibilities.

Gonzaga University seeks to provide equal access for persons with disabilities, to include students, employees and the public, to all educational programs, employment, activities, events, and services which it operates, consistent with applicable federal and state laws and Gonzaga policies. The [Disability Access](#) office coordinates accommodations for students with disabilities. Disability Access recognizes disability as an aspect of diversity that is integral to society and the Gonzaga campus. Disability Access staff work with Gonzaga University students to ensure that they have equal access to Gonzaga's programs and services. The Disability Access website lists detailed information specific to Gonzaga's policies on disability resources, education, access management, and processes for students seeking disability accommodations.

Human Resources coordinates accommodations for faculty and staff through the [Access and Accommodations Policy](#).

Students have several avenues available to them if they feel they have been discriminated against or harassed or need to appeal. A bias incident is often the first line of reporting. Collecting reports on bias incidents and hate crimes, the [Bias Incident Assessment and Support](#) (BIAS) Team is committed to fostering a campus environment of safety and respect. Individuals can submit a [BIAS Incident Report](#) for themselves or others. The submission of a report initiates the following process.



Updated 08/01/19

In general, when incidents occur, Residence Life Staff, Campus Security, or Campus Advisor/Counselor are often the first to be informed. From here, reports can be referred to either to the BIAS Team or to the Resolution Center for Student Conduct and Conflict depending upon the incident.

If a student is not satisfied with the conduct process, they are able to appeal through the [Resolution Center](#).

Student Employees may contact Human Resources for situations related to employment bias.

The Faculty Handbook governs cases when a [faculty is accused](#) of harassment or discrimination. Steps in the resolution process normally occur in the following order:

- 1) Preliminary Inquiry
- 2) Informal Intervention
- 3) Formal Complaint and Hearing by the Faculty Harassment/Discrimination Committee
- 4) Appeal Process

*2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs*



*through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.*

Decisions on admission to any undergraduate or graduate school or college of the university are made after a careful review of an applicant's academic achievement, scholastic aptitude, and personal characteristics, all of which may predict success. For undergraduates, high school or college grades, course content, test scores, class rank, essays, extra-curricular activities, and recommendations from teachers, counselors, and principals play an important part in the whole admission procedure. For graduate students, college transcripts, relevant test scores, recommendations, and indicators of potential success are considered. All applicants are reviewed according to these criteria without discrimination on the basis of race, age, color, creed, national or ethnic origins, marital or financial status, disability, gender, sexual orientation or any other non-merit factor.

The [undergraduate admissions](#) website provides information on the undergraduate admissions requirements. The website contains additional information on admission to Nursing and Engineering programs. The [graduate catalog](#) details general information on graduate programs. As graduate admissions is decentralized by program, information regarding graduate admissions and placement, etc. may be found through the descriptions of each [individual degree program](#).

The [Student Code of Conduct](#), published by Student Affairs, contains many of the key policies (academic honesty, conduct and discipline, disability grievance, sexual misconduct and harassment included) that inform and guide students in matters of their rights and responsibilities. Although primarily used by undergraduate students, the Code of Conduct contains information applicable to all students: undergraduate, graduate, law, non-matriculated, conditionally admitted and auditing (so-stated in the preface to the Code). Student orientation and residence hall meetings address the Code of Conduct, which is published to the university website, and is easily accessible to all students. The entire student population receives an email message each fall that advises of the existence of the Code of Conduct, gives a short description of its contents, and provides a link to the website.

The Division of Student Affairs is responsible for the implementation and administration of the Student Code of Conduct. The [Resolution Center](#) determines which process will be utilized for the hearing and resolution of allegations of misconduct. The Center is responsible for reconciling issues of student misconduct. The university reserves the right to make any exceptions to written disciplinary procedures if deemed necessary.

A student may be suspended from the university by way of the conduct and discipline process, if that student has not sufficiently complied with the University's policies, rules, and expectations. Appropriate action may range from reprimands to loss of privileges, to probationary status, to suspension. A suspension resulting from the University judicial process effectively terminates that student's educational program. The Student Code of Conduct describes in detail conduct



and disciplinary expectations, policies and procedures. The Code of Conduct also describes an [appeals process](#) by which the student can petition the University for reconsideration of a disciplinary finding and sanction.

The Gonzaga-In-Florence program operates under the auspices of main campus policies and procedures including the Student Handbook. As a study abroad program, Gonzaga-in-Florence provides students with pre-departure information and advising describing policies and procedures specific to the program and any modifications of main campus policies. The Dean of Gonzaga-in-Florence reviews and revises specific program information each year, a process guided by and ultimately approved by the Provost.

The Academic Advising and Course Enrollment (AACE) office in the Center for Student Academic Success (CSAS) is responsible for monitoring academic standing of Gonzaga undergraduate students. At the end of each fall and spring semester, CSAS generates a list of students who fall below a 2.0 term and/or cumulative GPA. The Committee on Academic Standing (CAS) reviews the list and makes recommendations regarding the most appropriate intervention including possible academic dismissal from the University. AACE communicates the CAS decision to students and carries out the prescribed intervention. Dismissed students may appeal in writing to the Provost's office and request the CAS decision be reversed and enrollment continued without interruption.

Incoming first-year and transfer students, who require a math course for their intended major, complete an online math assessment to ensure accurate placement. The AACE office utilizes a web-based program designed with artificial intelligence to map mathematic strengths and weaknesses.

All students who major in the College of Arts & Sciences are required to demonstrate competence in a second language. Students who are continuing with a second language studied in high school must take a language placement exam to ensure placement at the appropriate level. Also, students may fulfill the language requirement by demonstrating competency at the 201 level by taking the language placement exam rather than a 201 course. The Modern Languages department administers the placement exam and evaluates scores for placement.

*2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.*

The university complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), including the Buckley Amendment, which, as stated in the catalogue, "controls access to student education records." The Office of the Registrar controls, maintains, and manages student records. Certain categories of student information are considered "open" and may be published. These categories are listed in the [Confidentiality of Records Policy](#) maintained by the Registrar's Office. The Registrar explains the term Education Record on its website, as well as the policy for

compliance with FERPA, access to student records, directory information, restricting release of directory information, procedures for filing a complaint, and the impact of FERPA on faculty. Gonzaga University is committed to effective record retention to ensure that records are adequately protected and maintained for business operations and continuity, to comply with applicable law, to preserve university history, and to ensure that university records are properly disposed of when no longer required to fulfill these commitments. The policy applies to all records without regard to form (i.e., documents in paper, electronic, microform or other media format). In addition to a confidentiality policy, the university adopted a [Records Retention Schedule](#) in May 2014 to ensure security of records.

Health and Counseling Services keeps student medical and counseling records (health records) confidential, following applicable FERPA and HIPAA regulations. Health records are maintained separately from student academic records and are retained for a period of ten years. Students may request their records through an appropriate release of information process.

The Department of Housing and Residence Life follows a well-articulated set of standards for records maintenance and management. This includes a comprehensive list of types of records, those who are authorized to release records, and under what conditions they may they be released. Additionally, the duration of record keeping, the form in which records are maintained, and the parties responsible for their management are identified. Included within the jurisdiction of Housing and Residence Life are disciplinary, student housing, office personnel, budget, and information technology products. The form for the request of the release of information (not including, for example, conduct records) is available from the Housing and Residence Life office.

Campus Security and Public Safety reporting complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Criminal activity on campus is reported and statistics for the most recent calendar year, as well as the two previous years, are provided to the university community as well as to the Department of Education, as required. This information is also available on the [Campus Security and Public Safety](#) website. The website details the requirements of disclosure and the means by which information can be reviewed.

Access to student records is available to those faculty members and staff who are considered school officials. They must be able to demonstrate a “legitimate educational interest,” in accordance with their advising function, when requesting access to student records. The information systems that house student records (including student accounts, admission information, and registration) are secure and available only to those individuals who have received appropriate training, security clearance, and have ongoing professional responsibilities relating to such information. Systems include the university’s Banner system, OnBase system, Blackboard Learn, and Zagweb.

The Office of the Registrar’s records are electronically imaged and stored through the On Base software system. Older digitized student academic records (those records considered pre-Banner prior to Fall 1996) are housed through the office “O” drive.

Admission files contain certain documents that, once a student is admitted and enrolled, are transferred to the Registrar. Documents pertinent only to the admission process do not move into the student's permanent academic file and are destroyed. Records for students who apply for admission, but who are not accepted or who are admitted, but do not enroll are kept for two years and then destroyed. All scanned materials, such as mail received by the Admission Office, are kept for the admission season and then shredded. Currently, the database for admission records is Slate by Technosolutions.

The Career Center, dedicated to helping Gonzaga students and alumni in the discovery of meaningful life work, facilitates this effort with the Handshake online career management system. Included in this system are repositories for resumes, career portfolios, and credential files. Their privacy statement can be found on the [Handshake website](#).

Financial Aid account information is only available to financial aid professionals and students. Students must use the secure area of Zagweb to access their financial aid status, and official correspondence from the Financial Aid Office is sent to students through their Gonzaga email address only. Financial Aid records, as part of the University's electronic network, are backed up every few days, are stored off-site, and are maintained, in accord with state regulations, for six years, at which time they are destroyed.

In addition, Gonzaga has instituted an [Information Technology Use Policy](#) that instructs users to only store and transmit sensitive data using university provided services such as Office 365.

## **Standard 2.D: Institutional Integrity**

*2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

Gonzaga University represents itself as an academic institution through a variety of publications, electronic and printed, and other media. The University [Catalogues](#), the [Faculty Handbook](#), and the [Student Code of Conduct](#) are the primary means of communicating the institution's information about its programs, policies, procedures, etc. Additional publications about programs, such as admission and financial aid, are also produced specifically for that purpose and disseminated on a regular and/or as-needed basis. All program requirements are clearly identified in the appropriate catalogue and can be further applied to any individual student's degree progress through the degree audit system available to students.

The Office of Institutional Research annually publishes information about Gonzaga's retention and graduation rates along with reports on job placement rates and IPEDS data. This data, shown in a variety of reports, is available under Student Outcomes section on Gonzaga's [Consumer Information](#) webpage.

Gonzaga's [Marketing and Communications Department](#) (a unit within University Administration) often assists all areas of the university in producing and disseminating promotional, informational, and program-specific information. In addition, various community fora, such as semiannual faculty conferences, annual academic convocations for students and faculty, information on particular topics, email announcements, etc., also provide opportunity to share information about all matters related to the university's life.

Gonzaga also represents itself to the public through numerous state, federal, and proprietary surveys, data submissions, and reporting requirements. Information about enrollments, retention and graduation rates, financial expenditures and assets, etc. is provided on a regular and consistent basis. Much of this material becomes the foundation for general reporting of information about the university.

*2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.*

As a Jesuit institution, and member in good standing of the Association of Jesuit Colleges and Universities, Gonzaga is committed to the highest level of ethical standards as the foundation for its academic and non-academic programs, including student and faculty development and institutional policies. Gonzaga's [Mission Statement](#) personifies the ethical foundation of the Gonzaga community. In referencing the "dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet," the mission shapes Gonzaga's self-understanding and informs our relationships with each other and the community. The [Student Code of Conduct](#), and the university [undergraduate](#) and [graduate](#) catalogues all reference Gonzaga's commitment to high ethical standards and encourage appropriate conduct among all of its students. Stating that "student-athletes share a commitment that all student athletes are held accountable to a higher standard," the [Student-Athlete Handbook](#) contains the University Code of Conduct for Student-Athletes. Gonzaga's policy on academic integrity is another example of its commitment to ethical behavior. A copy of the [Academic Integrity Policy](#) is available on the website for the Center for Student Academic Success. The [Law School Student Handbook](#) (Section IV) contains the school's policy on academic integrity and other student conduct-related matters.

Gonzaga University is also committed to fair and equitable treatment of students, faculty, administrators, staff, and other constituencies, in accord with the Jesuit educational precept of *cura personalis*: "care for the individual." A number of policies and procedures protect individuals against unfair and inequitable treatment. Gonzaga adheres to the 1966 AAUP Statement on Professional Ethics and the 1940 AAUP Statement on Academic Freedom and Tenure (See [Faculty Handbook](#), Appendices 300 A and 300 B). Further, Gonzaga informs its community members of their right and of the appropriate process to follow should they pursue

an appeal or a grievance. Gonzaga’s catalogues, the relevant student handbooks, and the Faculty Handbook (Appendix 300C: C300.00—C310.00) all provide information about the policy and the appeal/grievance process. The [Faculty Handbook](#), Section 200.10 states, “The Grievance Committee acts as a special hearing board for cases alleging violations of faculty rights. Six Committee members are elected by the Faculty Assembly to three-year terms and one member is appointed by the President. Committee members must be full-time tenured faculty.” Grievance related procedures are in Appendix 300D of the Faculty Handbook.

The [Student-Athlete Handbook](#) details grievance rights and procedures for student-athletes in addition to policies related to Title IX cases and drug testing appeals.

The Policy and Procedures Manual’s [Grievance Policy](#) describes grievance rights and procedures for employees.

Gonzaga University adheres to federal and state civil rights laws including Title IX of the Education Amendments Act of 1972 and the Civil Rights Act of 1964. Students, staff and faculty are informed of Gonzaga’s Non-Discrimination Policy through bulletin boards, the Human Resources website, the university’s Policies and Procedures Manual, and the Student Code of Conduct.

*2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.*

Gonzaga’s [Conflict of Interest Policy](#) states that “the highest standards of conduct and honesty are expected of all employees of Gonzaga University. It is the obligation of all employees to avoid involvement in activities which might conflict, or which might appear to conflict, with institutional responsibilities.” The conflict of interest policy applies to faculty, staff, and administrators. The Board of Trustees, the Board of Regents, the President’s Cabinet, and the Academic Deans adhere to a more focused [conflict of interest policy](#). Known as the Conflict of Interest Disclosure of Relationships and Related Party Transaction Policy, members of the governing board and senior administrators annually review the stipulations of the policy and sign a statement affirming that they have no conflicts of interest. Gonzaga also expects faculty engaging in sponsored research to adhere to the [Conflict of Interest Policy](#) pertaining to sponsored research. Although not expressly a conflict of interest policy, Gonzaga’s [Public Expression of Personal Views](#) seeks to balance personal statements with an employee’s affiliation with Gonzaga.

## **Standard 2.E: Financial Resources**

*2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.*

The firm Moss Adams performs an annual independent external audit of the university. The financial statement audit is completed annually no later than September 30 (for the fiscal year

ended May 31), and presented to the Audit and Risk Management Committee of the Board of Trustees for approval. The external auditors provide the Audit and Risk Management Committee with a report of their findings including any management letter recommendations, which the Audit Committee reports to the Board of Trustees. The Audit Committee monitors the administration's response to the external auditor's findings or recommendations. The external auditors also report on the prior year's findings and recommendations during their subsequent year's work. While the annual financial statement audit is not designed to certify or attest to the internal control environment, the most [recent report](#) from the auditors to those charged with governance concluded that there were no significant deficiencies or material weaknesses in internal controls identified in any of the university's recent audits.

There were also no unrecorded audit adjustments. Separately, the university receives an annual audit of federal awards where procedures do include attestation of internal controls related to the expenditure of federal awards, with no findings. The [federal audit](#) was issued in February 2021. The audited financial statements also are accompanied by an annual "CFO Letter" and accompanying financial and non-financial data for a five-year period that offer additional discussion and context for the operating results.

The fiscal year 2019-2020 financial report and the annual financial reports for prior periods are publicly available on the [Finance Office](#) website.

The university carries a credit rating for its long-term bond obligations with each Moody's Investors Services and Fitch Ratings. In September 2019, Moody's and Fitch upgraded the university's credit rating to "[A2 Stable](#)" and "[A+ Stable](#)", respectively, in conjunction with a bond offering conducted at that time. More recently, Fitch reaffirmed its previously issued rating in [September 2020](#). In conjunction with the ratings review process, and at least annually for the Finance Committee of the Board of Trustees, the university prepares financial ratios to measure and evaluate the operating performance, liquidity, and solvency of the university. For example, the University measures its [Comprehensive Financial Index](#) as an evaluative tool. Specifically, with regards to the Moody's rating, there are a number of other key financial ratios that the university measures, monitors and reports to the Finance Committee. An internally developed [Moody's Scorecard](#) expresses these ratios. Ratios addressing cash flow are among these measures.

The university's operating budget, which Standard 2.E.2 discusses below in greater detail, provides for an annual balanced budget. The combination of the operating budget as well as other sources and uses of funds, such as accumulated restricted funds, gift funds, and various contingencies function together to deliver operating performance with sufficient cash flows to fund operations.

A [Seven Year Trends](#) document shows various indicators of financial performance, including cash and short-term investment balances, endowment balances and returns, operating performance, debt levels, and capital investment.

The university also maintains external revolving lines of credit that can be drawn upon if needed and is viewed as risk mitigation tool. All other outstanding debt is fixed rate. The University has no financial covenants.

*2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.*

The university's policies, guidelines, and processes for financial planning and budget development have not changed significantly in many years. The Budget Office prepares an annual timeline of all key dates and data submissions required annually. The Budget Office also meets regularly throughout the year. The [budget planning calendar](#) for Fiscal Year 2019-20 offers an example of the budget timeline and process. The budget process is an incremental budget model where base budgets tend to carry over from year to year and areas are asked to work within those budgets.

On the expense side of the budget, each Vice President first prioritizes the resource allocation and prioritization process, which is then prioritized on an institutional level based upon available increases in budget revenue. The Office of Budget and Financial Analysis (Budget Office) supports the annual budget process in the preparation of the budget as well as all reporting of performance against budget. The Chief Financial Officer and President guide the Cabinet in administering the budget, setting objectives, and outlining what may be available to fund priorities. There are always more requests for budget resources than available funding. The Budget Office works with units to understand needs and offers strategies to consider other sources of funding, such as restricted funds.

The annual operating budget is prepared in April and posted internally via myGU (the university's intranet). The most recent budget preparation was aFY20 [pre-COVID summary budget](#). Approximately four times a year, the Budget Office prepares an actual [projection budget](#) to measure the degree of variance of revenues and expenses. This projection is shared with the University Budget Committee, President and President's Cabinet, and Finance Committee.

As a component of shared governance, there is a [University Budget Committee](#) (UBC) that meets four times a year. This group includes representatives appointed by the Faculty Senate, Staff Assembly, and the Gonzaga Student Body Association. Meetings typically involve the review of current performance as well as any updates related to the development of the subsequent year's budget. At times the committee may discuss particular topics with more depth, such as trends associated with energy consumption, how financial aid works, or the role of the endowment or use of institutional debt. Minutes to meeting are maintained and posted to the MyGU (intranet).



What is less well understood by the university community is the process of prioritizing these requests for new funding and how the proposed budget that goes before the Board of Trustees is constructed. In an effort to improve the understanding of the budget and make all members of the community appropriately responsible for the budget, the CFO is making a concerted effort to be more transparent with the university community on financial trends and priorities through more frequent electronic communication efforts and periodic meetings with the faculty and staff. Examples include visiting directly with departments or within a school meeting, as an invited guest, to discuss our financial framework. Similar sessions have been held as a guest at a [Staff Assembly Meeting](#).

Normal levels of budget variability are addressed through a conservative budget practices. The University budgets for contingencies and reserves and typically sees overall favorable revenue and expense variances.

During Fiscal Year 20-21, budget processes were altered significantly in response to COVID-19. At the beginning of the pandemic, and most notably following the initial “Stay Home, Stay Healthy” order issued in our state, the university started to limit spending. New approvals were added. Limits on things like credit cards were reduced. The Finance Office met weekly with budget and personnel officers across campus to outline and collaborate on some new temporary approval structures that quickly shifted to an “ask for permission” model.

In March 2020, the Chief Financial Officer issued a series of guiding principles to the faculty and staff community to frame the University’s fiscal response, notably:

- Promote the health and well-being of our students, faculty, and staff;
- Support the education of students through “remote and digital,” as well as “face-to-face/in-person,” modes in a timely and effective manner;
- Support our students, those nearby and far away, in the transition to this changed living and learning environment, guided by our mission values;
- Secure our physical and financial resources;
- Support adaptive enrollment, student retention, and advancement strategies; and
- Maintain fiscal capacity and nimbleness to manage, respond, and recover from the impacts of the pandemic

The university also elected to shift the approval of the annual operating budget for FY 2020/21 from April 2020 to September 2020. The reason for this shift was principally to take stock of new student enrollment, student retention, as well as other forms of revenue such as on campus housing and dining. The results of this work, a work that engaged all our divisions colleagues across campus, was finalized into a [proposed operating budget](#) for the current fiscal year, FY 2021. During the pandemic there have been opportunities for senior leadership to visit and discuss fiscal matters with various groups, such as the Faculty Senate or Staff Assembly, via online town halls.



*2.E.3 Financial resources are managed transparently and in accordance with policies approved by the institution's governing board(s) in accordance with its governance structure and state and federal and applicable state laws.*

Building on the responses included in section 2.E.1 and 2.E.2, the university notes the following:

- All regular fiscal filings, such as audit reports, compliance statements, tax returns, etc. have been prepared and timely filed in accordance with applicable regulations. Examples include the University's annual Form 990 (federal tax return), state tax filings, federal tax filings, Department of Education compliance filings, income tax filings, property tax filings, sales and use tax filings, EMMA compliance filings, annual or quarterly bank disclosures, NCAA filings, etc.
- Forms and procedures are available on the Finance website in myGU.
- Training for finance systems, notable Banner, Concur and PowerBi, are regularly offered.
- The University's audited financial statement are available for public access on the University's website. Form 990 is provided upon request.
- The annual budget and information about the University budget committee is available on myGU.
- Regular meetings (in person and via Zoom) with members of finance and budget and personnel officers to keep the community apprised of any changes and address any questions.

## **Standard 2.F: Human Resources**

*2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

Gonzaga informs employees of the conditions of employment through multiple avenues. The main resource for employees is Gonzaga's [Policies and Procedures Manual](#) (PPM). Other sources of information are employment offer letters, Gonzaga's onboarding process, new employee orientation, and safety training specific to job requirements, including first aid and CPR training. The PPM is reviewed at New Employee Orientation for all new staff and administrators. They also sign off on an acknowledgement form. Gonzaga apprises employees of their work assignments by ensuring employees have a current job description. Supervisors handle the daily assignments of tasks. Gonzaga's Policies and Procedures Manual informs employees of their rights and responsibilities. Supervisors receive training on their specific rights and responsibilities and in new employee orientation where the rights and responsibilities regarding harassment, discrimination, professional conduct, and workplace violence are introduced and discussed. Employees who meet their job expectations and fulfill their job description duties and tasks to the level supervisors have requested will maintain their employment in good standing. The annual performance review indicates whether an employee is meeting expectations. Gonzaga also provides supervisors and employees suggestions for

recognition and retention. Employees are also eligible to apply for internal job opportunity postings through the Gonzaga employment website.

Gonzaga provides criteria and procedures for termination through the Corrective Action Plan and Letter of Expectation process as outlined in Section VIII of the Policies and Procedures Manual.

The Faculty Handbook, [Section 300](#), stipulates criteria for evaluation, retention, promotion (see sections 301-304), and termination (see sections 308-309) for faculty. All faculty members are advised, at the time of initial appointment, of the substantive standards and procedures generally employed in decisions affecting renewal and tenure. Faculty are also made aware of employment policies at the New Faculty Orientation, which occurs each fall.

*2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.*

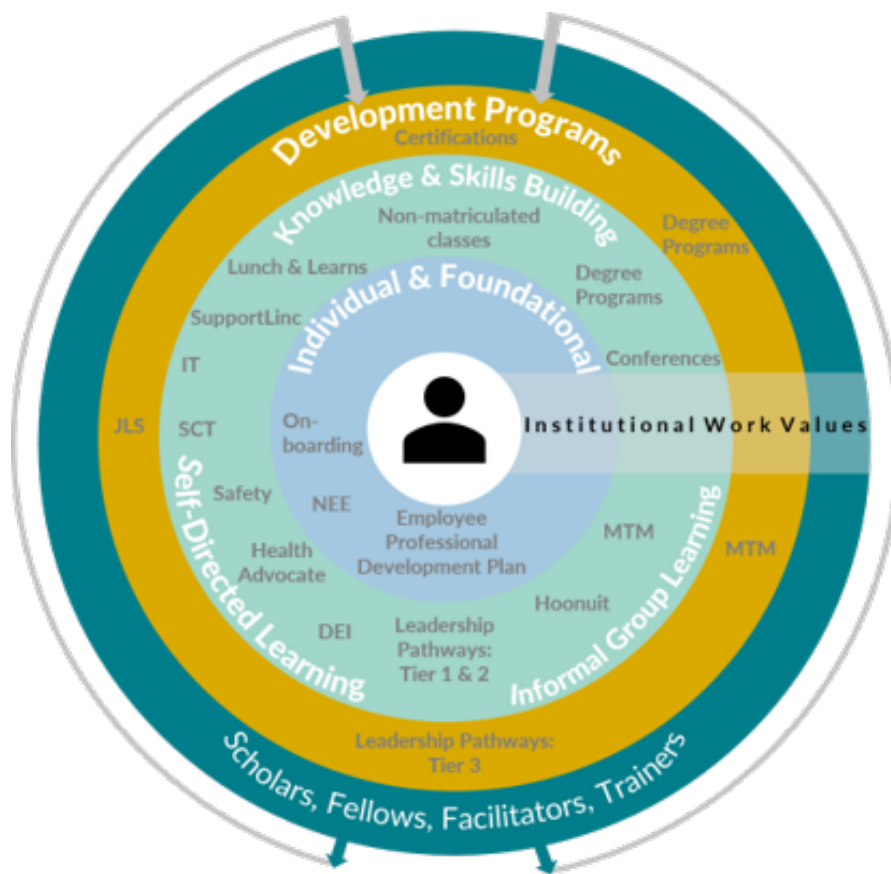
Gonzaga offers opportunities for professional growth and development for employees. Human Resources encourages employee development through its Professional Development and Performance Management process. This process contains several components. Drawing board videos provide short video sessions in areas such as managing transitions, developing trust, group development, and negotiation. The videos cluster around ways that employees can improve their professional roles on campus. Human Resources also provides training and learning resources for employee development. These resources are available for individuals, teams, and departments. They assist with employee skill development, supervisory and management skills, leadership development, and diversity awareness. Customized consultations are also available. In addition, during the course of Covid-19 restrictions, Human Resources offered virtual weekly trainings as part of a lunch and learn series. Topics included taking leave, stress management, and mental health. For the Spring semester 2021, Human Resources expanded its training and development offerings to support more fully both professional and personal growth. January sessions were devoted to:

- Preventing Burnout
- Search Committee Training
- Virtual Tools & Engagement
- Management Through Mission: Essentials of Supervision
- Management Through Mission: Leading in a Jesuit University
- Managing Your Gonzaga Retirement Plans Through COVID-19

As a further dimension of professional development, Human Resources recently added an [Organizational Development](#) office to assist in the improvement of performance for individuals and systems. The Director of Organizational Development (OD) conducted a thorough assessment to understand what needs existed across the university that Organizational Development could support. In addition to diverse internal consulting needs, a need for development, coordination and collaboration for professional development for the university's

faculty and staff was identified. While many programs and opportunities exist across the university, they are not promoted, organized, designed or coordinated to be a comprehensive development program for faculty and staff. The director of OD proposed the creation of an education workgroup to bring together all the partners within the university who are responsible for program development and creation. The proposal was approved, and the director recruited individuals to be in the inaugural workgroup.

With membership from across the university, the education workgroup’s purpose is to oversee and support staff and faculty development at Gonzaga University. The group’s task it to ascertain concrete deliverables such as needs assessment, program development, training requirements, mentoring of trainers, and the development and implementation of a Gonzaga-wide learning plan for staff and, as appropriate, faculty. Since its initial meeting, the workgroup has created norms and goals as well as created priorities for work during its first year. The workgroup’s current efforts focus on developing a comprehensive assessment and inventory of the professional development opportunities offered to faculty and staff. While OD leads and supports the workgroup, all members have equal voice and opportunity for leadership within the workgroup. The graphic below offers an overview of the framework for training and learning at Gonzaga.



In addition to direct Human Resources trainings, a variety of departments conduct internal training and development opportunities for staff, faculty and administrators across campus. A sampling of departments providing free opportunities for development include:

- Office of Title IX
- Office of Diversity, Equity & Inclusion
- Lincoln LGBTQ Resource Center
- Unity Multicultural Education Center
- Risk Management

Other areas across the university also provide training and development opportunities. The office of Campus Safety and Security and Risk Management have partnered to offer a variety of risk management, environmental safety, workplace safety and security, and emergency preparedness training opportunities. The Environmental Health & Safety Office provides occupational, and environmental health and safety resources and guidance. Information Technology Services (ITS) offers in-house training courses in university supported software applications such as Blackboard, Banner, Web Editing and more. In addition, ITS offers online, on-demand courses through Gonzaga's Hoonuit courseware system with training for over 122 different software applications for both PC & Mac. Plant Services oversees its own operational training. Records are kept for all employees for equipment and general trainings they attend.

The Office of [Mission and Ministry](#) offers a wide-ranging option of programs for faculty and staff. These include:

- First Spiritual Exercises- open to all faculty and staff
- Ignatian Colleagues Formation Program- for faculty in their first 5 years
- Arrupe Faculty Formation Seminar- open to all faculty with demonstrated experience in Jesuit higher ed or upon completion of the Ignatian Colleagues Formation Program
- Faber Seminars
  - Faber Seminars for Teacher Scholars- open to faculty upon completion of Arrupe Faculty Formation Seminar
  - Faber Seminar for Ignatian Colleagues- open to faculty and staff

The School of Leadership Studies offers certificates, webinars, conferences, and other development programs. Scholarships and/or discounts are available for Gonzaga employees to attend many of these programs. Many staff have benefitted from their departments funding the cost for attendance and participation in these programs.

New Employee Experience (NEE) is offered monthly for all staff and administrator new to the university and is mandatory. The NEE consists of three half-day sessions featuring speakers from a variety of offices across campus. NEE was structured with a foundation of sharing the Gonzaga mission with new employees, and each day begins with a mission segment. Resident experts cover other subjects including diversity, campus safety and security, payroll and timecards, IT systems and usage, benefits/leaves/accommodations, employee relations and assistance, harassment & discrimination prevention, and a policy review.

Many departments provide opportunities for employees to attend external conferences, professional development, and pay for memberships in professional associations. Gonzaga sponsored employees and students in at least 450 organizations for a cost of \$1,298,650 during the 2018-19 year. Gonzaga sponsored employees and students in at least 425 organizations for a cost of \$1,307,409 during the 2019-20 year. FY20's spending was reduced due to COVID travel restrictions that limited professional development opportunities during the last couple months of the fiscal year.

The Student Affairs Division supports staff training and professional development at the divisional and departmental level for its employees. Staff members whose positions require some type of professional accreditation (e.g. health and counseling staff, Title IX investigators) are supported to obtain or maintain those certifications. Divisionally, Student Affairs provides on-going professional development through the leadership of a Professional Development Committee. This committee structures division-meetings and continued education opportunities for all divisional employees. Examples of this ongoing work include book groups; taking and debriefing the Intercultural Development Inventory (IDI); social-identity based accountability or support groups (e.g. colleagues of color); and monthly workshop-style trainings and meetings. At the departmental or individual level, Student Affairs supports attendance at local, regional, and national conferences. Primary partnerships include work with area-specific organizations such as the National Association of Student Personnel Administrators, the Association of College & University Housing Officers – International, and the Association of Higher Education Parent/Family Program Professionals.

Gonzaga University expects faculty to pursue professional development throughout their career and supports it with resources. The university seeks to ensure that Gonzaga's emphasis on the primacy of teaching is appropriately enhanced and is aligned with professional development expectations within each academic area. From this expectation, the university supports faculty professional development through multiple avenues. Sabbaticals represent the most significant level of support. Section 310.00 of the Faculty Handbook, [Sabbatical Leave](#), outlines the sabbatical process. Sabbatical leaves, for one or both semesters in a given academic year, make possible study, research, writing, or other activities designed to assist faculty as teachers and scholars. Full-year sabbaticals are supported by 75% of annual salary; one-semester sabbaticals receive full compensation. College and school budget set asides for travel and research needs comprise another source of support for faculty professional development. For example, the College of Arts and Sciences has set aside funds for two projects. First, the Dean's Discretionary Fund supports department or faculty initiatives that (1) that the home department cannot fully fund by, and (2) fall outside the criteria for funding from other sources made available by the Dean's Office. Second, the Dean's Faculty Development Fund promotes faculty research/scholarship/creative activity or teaching development initiatives beyond the scope of work covered by the AY 2020-2021 College's professional development funds.

In another level of support, the Provost and Senior Vice President makes funding available to award mini-grants to faculty who wish to enhance civic learning and social justice-related

outcomes for students through engagement in community engagement activities relating to issues of pressing social concern. Faculty members may apply for grants up to \$500 to support community engaged (CE) teaching, research, and practice. These grants provide resources for Gonzaga University faculty to engage in activities that accomplish one or more of the following goals:

- Innovate Community Engaged Learning projects and programs;
- Promote student development in civic learning and social justice;
- Advance faculty development and Engaged Scholarship in the field of community engagement;
- Support new Community Engaged Learning instructors in underrepresented areas;
- Enhance or create interdisciplinary courses covering topics of civic engagement;
- Engage in community-based research or problem-based community engaged learning.

The [Center for Teaching and Advising](#) (CTA), a support resource for the two most important activities related to faculty day-to-day contact with students, comprises another avenue for faculty growth and professional development. From one-time lunch and learn events on various aspects of teaching, to workshop series on a specific theme, to faculty learning communities, the CTA offers wide-ranging array of options for faculty development. For example, the Advising Academy is a year-long program that assists faculty in developing the knowledge and skills for their work as advisors. The Faculty Fellows program enlists faculty to work with the CTA director to oversee one of the main programs the CTA offers. The Center for Teaching and Advising also offers a year-long New Faculty Orientation program that eases the transition for new faculty to Gonzaga, promotes the development of a cohort among the new faculty members, and provides information and guidance for faculty during their first year. Consisting of a two-day session in the two weeks before classes start, followed by three meetings each semester over the academic year that covers topics such as: the university's curricula and where new faculty members' courses fit in; the reappointment, promotion, and tenure process; pedagogical approaches and particular teaching challenges; and exploration of the university's Jesuit mission and what it means for faculty, and more, the New Faculty Orientation lays the foundation for new faculty to engage with the Gonzaga community. The Advising Academy, another year-long CTA program for new academic advisors, provides support for faculty as they move into advising during their second year. A new CTA initiative will develop leadership training for department chairs.

With the advent of Covid-19 and the restrictions placed on institutions, staff, students, and faculty, Gonzaga, like other universities, had to respond quickly and effectively to the needs of faculty and students to maintain the educational continuity of the classroom. Much of the response in the shift to remote learning fell upon the office of [Instructional Design and Delivery](#) (IDD). Faculty development and training in remote pedagogy took on heightened urgency. For the spring and fall semesters of 2020, IDD developed a Blackboard course resource site for faculty. The course gave faculty information on course planning, assessments, using technology, and teaching remotely. The course also provided additional resources for faculty in the areas of trauma informed pedagogy, diversity, and inclusion. IDD held open training sessions and greatly

expanded office and support hours to assist faculty. IDD and the Center for Teaching and Advising collaborated to offer workshops for faculty related to remote teaching.

Instructional Design and Delivery has offered a faculty professional development course since 2015 that is delivered fully online, as a hybrid course, and as a live 3-day workshop. In the spring of 2020, material was adapted from this course to support all Gonzaga faculty in the rapid transition to online teaching caused by the COVID-19 pandemic. Live Zoom workshops and one-on-one and small group training sessions accompanied the all faculty course. During the summer of 2020 the all faculty course was further revised, with the assistance of Gonzaga faculty and staff, to include a more targeted approach to supporting faculty in the fall of 2020 in fully remote, hybrid or in-person instruction. Live one-on-one and small group training sessions for the revised course were available to faculty. The following video provides a walkthrough of the current Faculty Support course in which all Gonzaga faculty are enrolled.

[https://mymedia.gonzaga.edu/media/Faculty+Support+Course+Walkthrough/1\\_f7a8kk4a](https://mymedia.gonzaga.edu/media/Faculty+Support+Course+Walkthrough/1_f7a8kk4a)

Across the university, many departments provide opportunities for employees to attend external conferences, professional development, and pay for memberships in professional associations. Gonzaga sponsored employees and students in at least 450 organizations for a cost of \$1,298,650 during the 2018-19 year. Gonzaga sponsored employees and students in at least 425 organizations for a cost of \$1,307,409 during the 2019-20 year.

FY20's spending was reduced due to COVID travel restrictions that limited professional development opportunities in the last couple months of the fiscal year. Additional years of support are shown here:

FY	Total Cost	Organizations
FY17	1,222,662	425+
FY18	1,307,031	450+
FY19	1,298,650	450+
FY20	1,307,409	425+

*2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.*

In all its hiring practices, Gonzaga University does not discriminate against any person on the basis of race, color, religion, national origin, sex, marital status, sexual orientation, gender identity, age, disability, veteran status, or any other non-merit factor in employment, educational program, or activities that it operates. These values guide Gonzaga's efforts in



employing administrators, faculty, and staff. All postings for job openings at Gonzaga University clearly identify criteria and qualifications.

The following tables show faculty and staff head count and faculty numbers by rank and tenure. These figures indicate a sufficient number of faculty and staff to carry out Gonzaga’s educational mission.

**Faculty and Staff Headcount 2015-2020**

<b>Year</b>	<b>Faculty</b>	<b>Staff</b>
2015	436	818
2016	446	853
2017	452	862
2018	465	854
2019	467	887
2020	455	853

**Faculty and Staff Headcount Fall 2020**

Full-time Faculty	455
Executive Staff	11
Administrative Staff	185
Professional Staff	251
Regular Staff	406
<b>TOTAL EMPLOYEES</b>	<b>1308</b>

**Faculty Rank and Tenure All Faculty Fall 2020**

<b>Rank</b>	<b>Number</b>
<b>Lecturer/Instructor/Other</b>	<b>82</b>
Non-tenure tract/contract	82
<b>Assistant Professor</b>	<b>109</b>
Tenured	3
On tenure track	100
Non-tenure track/Contract	6
<b>Associate Professor</b>	<b>131</b>
Tenured	97
On tenure track	25
Non-tenure track/Contract	9
<b>Professor</b>	<b>133</b>
Tenured	125
On tenure track	1
Non-tenure track/Contract	7
<b>Total</b>	<b>455</b>



Ranked in the top 5% for best undergraduate teaching among national universities in the 2020 U.S. News & World Report, Gonzaga's faculty is dedicated to the teaching profession. With approximately 83% of the faculty holding terminal degrees in their discipline, the faculty have the appropriate qualifications to ensure that Gonzaga's academic programs meet the standards and rigor of disciplines in higher education. Part-time faculty are required to have the minimally accepted level of credentials demanded in their academic areas. The Academic Council, the body advisory to the Provost and Senior Vice President in matters of curriculum, academic policies, and procedures consists of faculty, administrators and students. As a collaborative body, the council works to ensure the integrity of Gonzaga's academic programs. There are multiple standing and ad-hoc committees with significant roles in the governance of the institution. Faculty members serve on these committees as appropriate. Faculty, through the formal processes of the Faculty Assembly and the Faculty Senate, elect the vast majority of faculty members to these committees. To name a few examples: The Rank and Tenure Committee consists of ten voting faculty members elected by faculty members in the professional schools and in the major sections of Arts and Sciences. The Provost and Senior Vice President (non-voting) and one of the committee's faculty members co-chair the Rank and Tenure Committee. The Committee on Academic Freedom and Tenure consists of fourteen faculty members elected by the faculty. Four of the thirteen members of the University Budget Committee are faculty, as are four of the seven members of the Publications Board.

The faculty hiring process also undergirds efforts to recruit and retain qualified faculty. Under the direction and approval of the Provost and Senior Vice President, the college and schools conduct their own searches and select new faculty consistent with educational need, Jesuit educational philosophy, mission, professional qualifications, and diversity initiatives. The university's current [Faculty Recruitment Guidelines](#) provide search chairs and committees with detailed guidance on position approval, advertisements, postings, recruiting sources, developing diversity recruitment plans, and evaluating candidates' mission compatibility. The guidelines also offer information on candidate evaluation criteria, non-discriminatory employment practices, interviews, and final selection procedures. Candidates are then recommended to their respective dean who consults with the Provost and Senior Vice President before making any offer. This process allows departments to select qualified candidates who meet a department's teaching needs and expectations for scholarship, service, and advising. Human Resources assists hiring departments with placing website advertisements and conducting prospective hire background checks. A [search rubric](#) for tenure track faculty is also available to search committees to aid in their review of faculty candidates. In light of Gonzaga's deepening commitment to diversity, equity, and inclusion, and flowing from Gonzaga's identity as a Jesuit, Catholic, and Humanistic university, new faculty recruiting guidelines are being developed. The guidelines will honor this commitment and lay the foundation for recruiting a broad pool of qualified and diverse candidates.

The staff employment process guides the employment of qualified staff. Gonzaga's recruiting policies and procedures are consistent with our mission, diversity objectives and equal

employment opportunity. Gonzaga's website and off-campus venues publicize staff openings. Applications are collected on-line. There are three application types for the University: faculty, senior leadership, staff. For some searches, the services of an external search firm are contracted. Athletic head coaches are hired with an employment contract. These positions are filled through the same on-line hiring process as other staff positions. Some University Ministry positions may call for a religious affiliation. Gonzaga's emphasis on mission-centered hiring practices shows forth through relevant interview questions at the departmental and supervisory level.

The position requisition process initiates the steps for approval to hire. If the need for new personnel arises, typically a manager and department head, dean or area administrative head examines personnel needs of a function or department within the scope of planning and resources to determine if additional personnel, replacement, or other steps are necessary. Therefore, the position requisition process relies on reviewing headcount, personnel needs, available/requested funding, short and long-term needs, and appropriate hiring timing. In collaboration with Human Resources, hiring managers create their specific recruitment strategy to source, interview and hire the best employee for their vacant position. Strategies may include position posting options, interviewing guidelines, and the review of applications. A [review scoring sheet](#) is available to assist search committees in reviewing candidates. These resources and efforts assist Gonzaga in hiring qualified staff.

To further refine the ability to recruit, hire, and retain qualified staff, Human Resources, starting in 2019, initiated a two-year university-wide analysis of position titles and position descriptions. The purpose of the study was to regularize position titles for staff with similar duties and to create a greater consistency of position descriptions across the university. Job descriptions were completely revamped and updated between October 2019 and September 2020. A new format was created to capture more accurately scope and essential functions for all job descriptions. Template language was provided for hours of work, minimum qualifications, and physical/environmental qualifications resulting in the development of a [Position Description Questionnaire](#) (PDQ). To coordinate efforts across the university, the PDQ became the guiding structure for revising position descriptions. This PDQ format also identified other factors that have not historically been in part of job descriptions, including authority and responsibility levels. Multiple meetings took place to explain the process, answer questions, and to gather input from staff.

In August and September 2019, open workshops were hosted to prepare staff and supervisors for the work of updating job descriptions and completing the PDQ. Throughout the rest of fall 2019 and into 2020, HR staff hosted open lab sessions and dedicated workshops to assist managers and departments in updating job descriptions. The overall goal of the process was to have employees' job descriptions reflect current essential functions of the position and the larger factors in which they carry out those essential functions. From these conversations, HR created a Position Description Questionnaire that formed the basis for implementing the move to a university-wide job description update process. Working to avoid a confusing and frustrating collection of positions and duties, HR developed definitions of related [job families](#)

and position description templates to assist in crafting relevant position descriptions. Supervisors then met with staff in their areas to discuss staff perspectives on updates to the job descriptions.

To formalize and frame a consistent approach for supervisors, Human Resources developed a comprehensive, in-depth [Position Description Questionnaire Guidebook](#) giving supervisors a step-by-step plan to complete the PDQ and facilitate meetings with staff. The guidebook follows the order of the Position Description Questionnaire enabling individuals easily to find section instructions while completing the PDQ for their position(s). Beyond regularizing titles and descriptions, compensation equity adjustments for staff occurred, where necessary, to move staff into the appropriate salary range related to their new position descriptions and titles. In 2021, Human Resources will develop procedures for maintaining salary ranges current with new, incoming salary survey data. This effort will document and improve compensation procedures for clarity and transparency, and give more information to help managers and leaders with processes for employees and recruiting.

Standard 2.A.2 examines administrative hires at Gonzaga. From upper administration through the deans' offices, sufficient numbers exist to ensure the viability of Gonzaga's academic programs.

In the university-wide context of employment, the Human Resources website includes information on [equity and inclusion](#) along with [equal opportunity](#) and [Title IX](#). Gonzaga's Policy and Procedures Manual contains the following commitment to human diversity:

Diversity affirms our faith-inspired commitment to an inclusive community where human differences thrive within a campus community of equality, solidarity, and common human nature. We seek to nourish difference in an environment characterized by mutual respect and the sustainable creation of a campus climate that attracts and retains community members from diverse backgrounds. In this context, age, gender, ethnicity, disability, social class, religion, culture, sexual orientation, language and other human differences all contribute to the richness of our academic community life. These differences grace us individually as human beings and collectively as a Jesuit, Catholic and humanistic university striving to fulfill our Mission.

We aspire to create a university environment that is welcoming and accessible to all students, regardless of gender, race, ethnicity, religion, disability or sexual orientation.

Given this commitment, the emphasis on diversity, equity, and inclusion has moved to the forefront of recruiting and hiring efforts. In 2018, Gonzaga moved to eliminate the question regarding criminal history and convictions from job applications, placing the university ahead of state regulations and local ordinances. Since May 2018, it has been mandatory for staff, administrators, and faculty to complete search committee training before serving on a search

committee. This two-hour training emphasizes the prevention of bias and discrimination in searches, as well as best practices in reviewing applications and interviewing processes. Training must be refreshed every two years.

Gonzaga engaged the services of HERC (Higher Education Recruiting Consortium) to expand job postings to more diverse websites and job listing services. Hiring managers coordinate with employment staff to identify a tailored recruiting and posting approach for the vacant positions with a specific focus on diverse recruiting sources for the position. The technological ability now exists to track the diversity of the candidate pool from application through final offer. Our employment team is establishing processes to check with the hiring manager on the diversity status of the applicant pool at regular intervals to adjust the recruitment efforts and evaluate whether the posting needs to be extended. The system will also enable reporting at an aggregate level or position vacancy level to evaluate the effectiveness of various recruiting sources.

In September 2020, the Office of Diversity, Equity, and Inclusion undertook a study of [faculty diversity](#) across the university. The study examined race/ethnicity and gender by faculty rank and by tenure status. Across all divisions, the Underrepresented Minorities (URM) are at 15% with the White category at 85%. Of those faculty on tenure track, URM men are 13% and URM women are 26%. For tenured faculty URM men are 11% and URM women are 12%. For the Professor rank URM men are 13% and URM women are 15%; for Associate Professor, URM men are 11% and URM women are 15%; for Assistant Professor, URM men are 18% and URM women are 25%; for other ranks, URM men are 20% and URM women are 11%.

Recruiting numbers for veterans shows a measurable increase from 2013-2020.

**Veteran recruiting numbers (as reported each fall):**

Year	2021	2020	2019	2018	2017	2016	2015	2014	2013
<b>Annual Vets 4212 Federal Report</b>		6.2%	5.9%	4.2%	5.9%	4.3%	3.8%	2.7%	1.9%

Although not at levels Gonzaga wishes, the overall work force numbers show an increase in racial and ethnic diversity.

**Race/Ethnicity numbers (annual)**

Year	Total Workforce	Racial / Ethnic %
2019	1348	13.35%
2018	1318	11.60%
2017	1430	11.4%

Year	Total Workforce	Racial / Ethnic %
2016	1441	11.9%
2015	1325	10.3%
2014	1314	10.2%
2013	1296	10.3%
2012	unavailable	unavailable
2011	1143	9.1%
2010	1165	9.5%
2009	1169	9.0%
2008	1132	9.4%
2007	1040	9.4%
2006	1135	8.7%
2005	979	8.7%
2004	1027	9.0%
2003	963	8.9%

Gonzaga has had a mission-centered faculty hiring policy since 1999, when it was approved by the Board of Trustees: “Mission orientation will be considered as an important hiring preference criterion along with curriculum needs, the potential for good teaching, scholarship, and academic citizenship.” The stated rationale for this policy is that: “Gonzaga seeks to preserve and develop its Jesuit, Catholic, and humanistic tradition in an academic environment of free intellectual inquiry. Further, since we are fundamentally a teaching, student-centered institution, hiring committees should seek candidates who can and want to support Gonzaga’s mission and to support the development in our students of a dynamic faith and enlightened dedication to the ideals of justice, peace, and service to others.” All faculty position announcements must include the following statement: “Gonzaga University is a Jesuit, Catholic, humanistic institution, and is therefore interested in candidates who will contribute to its distinctive mission.” They may also include: “Gonzaga University seeks to attract an active, culturally and academically diverse faculty of the highest caliber, with the demonstrated commitment and passion for teaching at the undergraduate (or graduate) level.” The Vice President for Mission website addresses this policy in relation to all employees: “employees are hired because of what they can contribute to our mission. The Office of Mission’s commitment to each employee is to offer ongoing educational opportunities surrounding that mission.”

While the long-standing focus on mission-centered hiring has served the university well, there has been a renewed effort to examine more deliberately and fully the relationship between mission-centered hiring and the desire to develop a more diverse and inclusive workforce. Consequently, work is underway to make this connection more explicit. The goal will be to recruit, hire and retain diverse, qualified colleagues with a commitment to advancing our

distinctive mission, rooted in our Catholic and Jesuit identity. Thus, Gonzaga will commit itself to creating concrete steps to hire and retain a diverse workforce, a workforce committed to the principles of diversity, inclusion, and equity for historically under-represented and un-recognized persons and communities that animate its mission.

*2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.*

Evaluations for faculty in tenure-track positions occur every year as part of the reappointment process until the submission of the tenure application. Evaluations for tenured and fixed-term faculty occur on a three-year cycle. The Faculty Handbook lists the [evaluation criteria](#) and procedures for promotion, reappointment and tenure. All faculty address the major categories of evaluation: teaching, professional development, advising, and academic citizenship. The reappointment process offers faculty direct feedback on the categories of evaluation at the department and dean level. In providing opportunities for improvement, the reappointment process guides faculty toward tenure. Evaluations of [tenured faculty](#) occur every three years post-tenure unless a department has more frequent evaluations.

Since managers and supervisors must effectively manage resources, they must successfully supervise their most important resource: their staff. At Gonzaga, this effort begins with designing jobs in determining the duties attached to positions, identifying the qualifications needed to fulfill those duties, and specifying the level of performance essential to meet the departmental mission. Performance management continues with filling positions with the best candidates, training of new hires, continued coaching to clarify expectations, and providing performance feedback. All supervisors must participate in performance management in accordance with Gonzaga's employee relations process for addressing performance and/or behavior concerns in the workplace. This process relies on performance notices, exemplary performance recognition, corrective action plans/letter of expectations, and, if necessary, appropriate disciplinary action.

Gonzaga provides criteria and procedures for most evaluations during the annual performance review process. Staff participate in yearly performance reviews to support maintaining existing positions or redefining them as needed for the betterment of the department or the institution. Framed within a [professional development cycle](#), evaluations encompass an effort to better represent Gonzaga's mission and focus on cura personalis (care for the whole person) within an individual's professional career. The professional development cycle more accurately reflects the full picture of developing employees as individual and team contributors, as well as providing guidance and resources for meeting and maintaining the expectations and standards of the university. Performance reviews are a source of positive reinforcement and allow supervisors and employees to jointly set goals, identify deficiencies, and establish training

needs. Supervisors are expected to meet the requirements of Gonzaga's Performance Management program.

Traversing three phases, the cycle allows supervisors and staff to collaborate on job expectations and performance reviews. Occurring in the fall, Phase 1 sets individual employee plan for the year. The plan includes position specific standards, project goals, and training/development goals for the upcoming year. The supervisor initiates the employee plan and the employee acknowledges it. Phase 2 guides a mid-year check-in with employees, in January or February, to ensure they are on track and have the resources they need. Phase 2 allows for an interim review of the employee's performance plan and established goals in the professional development program to ensure ongoing communication and feedback. Phase 3, between May and August, completes the annual review process through an employee self-review and a supervisor review. The next level supervisor acts as a reviewing officer who approves the supervisor review. At this point, the immediate supervisor meets with the employee to discuss the review. The employee then acknowledges the review. To assist the review process, Human Resources has developed a [performance cycle reference](#) to assist in the evaluation process. The reference sheet summarizes the evaluation process in a step-by-step structure.

Evaluation of academic deans occurs through an on-going process of conversation and assessment with the Provost and Senior Vice President. The deans' annual reports are one element of this conversation. Another element is the [deans' evaluation survey](#) given to faculty and staff within each dean's area. The Provost and Senior Vice President utilizes the survey results to further the conversation with the deans.

## **Standard 2.G: Student Support Resources**

*2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.*

At Gonzaga University, the quality of the student experience is seen as everyone's responsibility and is an outcome of collaboration among all areas of the university, from academics to finance, from admissions to university ministry, and from those responsible for infrastructure to the division of Student Affairs.

If the function of the university is the education of its students then the classroom assumes a pivotal role in creating and sustaining effective learning environments. Building on its commitment to teaching excellence, each academic program has developed student learning outcomes that are assessed yearly on a rotating cycle. Faculty design or employ various methods of assessment to measure their students' ability to meet the learning outcomes. Student success in achieving the outcomes then becomes an indicator of an effective learning environment. Many faculty and programs have rubrics in place to assist in the work of



promoting student learning. This process, however, is not without support for the faculty. This report's response to Standard 2.F.2 describes the support available to faculty from the Center for Teaching and Advising and Instructional Design and Delivery. Through activities such as workshops, presentations, website resources, individual sessions, and online tutorials faculty are able to take advantage of an array of resources. The support for faculty became even more critical with the Covid-19 forced shift to remote learning. For many faculty, the classroom environment and teaching practices needed to be revised and adjusted to meet the new reality of remote learning. The faculty support structures for [remote learning](#) helped to make this transition possible.

An additional component of creating effective learning environments lies in the collaboration between the Office of Diversity, Equity, and Inclusion, the Institute for Hate Studies, the Center for Teaching and Advising, and the Productive Discomfort Faculty Affinity Group. These areas have combined to start a strategic conversation for the Spring 2021 semester addressing diversity, equity, and inclusion faculty needs and interests. This work will align with efforts to address student concerns as they pertain to academics and their classroom experience. One specific effort is the Inclusive Classroom Initiative. While still under construction, one component of the initiative is the creation of a series of video vignettes of classroom interactions pertaining to matters of diversity, equity, and inclusion. The vignettes will form the basis of further action and conversation.

Beyond the classroom, other areas in the university assist in the creation of effective learning environments.

The [Learning Strategies Management](#) (LSM) office, under the Center for Student Academic Success (CSAS), provides learning support and resources to all Gonzaga students in the form of one-on-one meetings to assess and fine-tune a student's academic strategies for success. Professional Learning Specialists work in collaboration with students to develop learning plans. Professional staff facilitate workshops and events on topics such as organization, planning and prioritization, combating procrastination, goal setting, study and test strategies and preparation for midterm and final exams and projects. Meetings and workshops also include information on identifying achievement gaps and how to address equity gaps.

The LSM office manages a peer tutorial program housed in The Learning Studio in Foley Library. Peer tutors engage in robust and on-going training to maintain tutorial program certification through the College Reading and Language Association (CRLA). Students may register for a tutoring session using the scheduling and data collection and reporting software MyWOnline. Tutors provide post-tutoring session notes via a Qualtrics survey. MyWOnline and Qualtrics reports provide opportunities for tracking trends, program efficacy and help identify student at-risk behaviors.

The LSM office collaborates with [Unity Multicultural Education Center](#) (UMEC) to ensure access to peer tutoring, encourage diverse and underrepresented students to seek assistance from peer tutors, and increase the diversity of the peer tutoring staff. Specific efforts have included



joint recruiting and marketing campaigns, expanded tutor training to include diversity, equity, and inclusivity modules, and placing a peer tutor into the physical UMEC space for more convenient access.

Academic departments also provide group and drop-in tutoring sessions and resources for students.

The Office of Instructional Design and Delivery (IDD), while careful not to prescribe content, media or methodologies for teaching, guides faculty in best practices for inclusive strategies in course design and development including issues of equity and accessibility as referenced in the Americans with Disabilities Act (ADA). Faculty training includes ADA standards and best practices, diversity, equity and inclusivity training, and information on trauma-informed pedagogy.

IDD, in collaboration with the Office of Diversity, Equity and Inclusivity, is working to conduct a curriculum mapping process of the entire university catalogue which would illustrate the coverage and gaps of DEI in course content and assessments.

In addition to the above, multiple other office on campus contribute to the formation of effective learning environments and the promotion of student success. These include:

The [Office of Diversity, Inclusion, Community, and Equity](#) (DICE)

The [Lincoln LGBTQ+ Resource Center](#)

[Transfer, Veteran, and Returning Adult Student Services](#)

[Health & Counseling Services](#)

[Career & Professional Development](#)

The [Center for Community Engagement](#)

The [Writing Center](#)

*2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.*

Gonzaga publishes an online catalog for [undergraduate](#) and [graduate](#) students providing students and other stakeholders access to current information regarding programs, degree requirements, services for students, and a wide range of other information. [Archived catalogs](#), dating back to 2003, are also available. Both catalogs prominently feature Gonzaga's [mission statement](#). The undergraduate catalog delineates [admissions requirements](#) for prospective

students. Since Gonzaga has a decentralized admissions process for graduate students, each program specific website links to its own [graduate admissions requirements](#) through the graduate catalog graduate program lists. The same decentralized process exists for graduate degree and program completion requirements. Undergraduate degree requirements arise in two areas. First, the [university wide](#) requirements applicable to all undergraduate students and, second, [degree specific](#) requirements for each major or program. Selecting a major or program will show its requirements. Faculty list student learning outcomes on their course syllabi.

Students have access to [grading policies and procedures](#) through the Registrar's Office. [Faculty listings](#) contain information on degrees and conferring institutions for faculty and deans. The [Provost and Senior Vice President](#) website contains information on degrees and conferring institutions for the Provost Office staff. Falling under the auspices of academic citizenship, catalogs detail rules and regulations for conduct, rights, and responsibilities for both [undergraduate](#) and [graduate](#) students. Tuition, fees, and other costs are also described for [undergraduate](#) and [graduate](#) students. [Student Accounts](#) provides information for students who withdraw from enrollment or the university. Catalogs note financial aid opportunities and requirements for [undergraduate](#) and [graduate](#) students.

Three areas supply the context for academic calendars

1. The [general academic calendar](#) that applies to most students
2. The [School of Law](#) academic calendar
3. [Online graduate programs](#) have program specific dates

*2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.*

*Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.*

A [licensure disclosure](#) website has been created to assist students in obtaining accurate information to confirm if programs meet the requirements for professional licensure or certification outside the state of Washington. The website allows students to select a Gonzaga program and corresponding state. The selection also includes a link to the state's licensing board.

*2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

Each year the institutional financial aid budget is established after carefully reviewing enrollment goals for incoming students and the needs of returning students. Decisions about how much to spend are determined in concert with Gonzaga's mission, student needs, and institutional resources. The Dean of Student Financial Services works carefully with the

President, the Associate Provost for Enrollment Management, and the Vice President for Finance to craft a strategy each year that will lead to an enrollment of an appropriate number of students at the appropriate discount rate. Enrollment efforts have been effective, as evidenced by a strong first to second year retention and four-year graduation rates. In past years, Gonzaga typically exceeded enrollment goals while staying very close to the target discount rate. However, the Covid 19 pandemic has, as with most institutions, precipitated a decline in first-year enrollment in Fall 2020.

Each year, the Financial Aid Office publishes detailed information regarding the financial assistance programs Gonzaga offers. The information is available through the University Catalogue, the Financial Aid Office website, and in materials sent to first-year students with their award letters. The information on the categories of financial assistance can be found at the [Financial Aid website](#).

The Financial Aid Office has a Net Price Calculator on its website that can help prospective students estimate the amount of institutional aid that they may receive.

*2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.*

Students who borrow through the Federal Direct Loan program must complete federal entrance counseling prior to borrowing any funds. When the students leave, they also undergo exit counseling to ensure that they are clearly aware of their repayment obligations. In addition, the Financial Aid Office provides information with students' award letters that describes the type of aid awarded and the terms and conditions of that aid.

Each year, the university downloads the Cohort Default Rate (CDR) from the U.S. Department of Education's website and reviews it carefully to note changes and trends. The Financial Aid Office has built a [Cohort Default Rate](#) webpage to provide additional information. Since the CDR is calculated on three years of repayments since graduation/separation, the website covers the years 2015-2017. The most recent institutional data shows a default rate of 1.3% for 2017.

Each month, the Financial Aid Office pulls a list of delinquent borrowers from the National Student Loan Data System and sends an informational email to the borrowers (former GU students) to help with repayment challenges that the borrower may be experiencing.

*2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.*

Gonzaga supports student development and success, in part, through a multi-faceted academic advising network designed to assist not only students, but also the faculty and staff. This network consists of several key institutional structures including the office of [Academic Advising and Course Enrollment](#) (AACE) within the Center for Student Academic Success (CSAS), the [Center for Teaching and Advising](#) (CTA) and its [Advising Academy](#), and school and program-specific advising initiatives. Marking advising as one of the four criteria that must be considered in faculty reappointment, promotion, and tenure decisions shows Gonzaga's commitment to advising. The wide range of advising definitions, assumptions, and expectations across academe means that multiple models of advising must exist to accommodate the needs of students ranging from 18-year-olds just entering college to seniors requiring career advising, from undecided sophomores to specialized majors, from students interested in interdisciplinary work to on-line and law students, etc. At Gonzaga, this range of students and their advising needs is reflected in a mix of faculty and professional staff advising. Full-time faculty carry the bulk of academic advising.

Since advising is one of the four evaluated criteria for reappointment, promotion, and tenure decisions, faculty must exhibit evidence of advising, such as the number of advisees with whom they work, and examples of evidence, including letters from advisees about their experiences. To increase advisors' knowledge base and preparation for being successful advisors, Gonzaga's Center for Teaching and Advising (CTA) provides a year-long Advising Academy for new academic advisors. Typically, these are tenure-track faculty in their second year at Gonzaga, as first-year and non-tenure-stream faculty are not asked to serve as advisors. The Advising Academy program begins with an introductory session at the start of the academic year (preparing faculty for their first contact with advisees) and continues with nine additional ninety-minute sessions throughout the academic year. It is designed to help faculty understand their roles, develop their skills, and acquire the knowledge necessary for their work as academic advisors. The Advising Academy prepares faculty for the work of advising by providing: 1) information and resources to answer any advising questions and to guide students in their educational process and plan; and 2) insights and advice regarding the relational and mentoring element of advising. The CTA also provides resources on its website and in the new Advisor Handbook on a variety of topics for academic advisors of all levels of experience.

A range of programs and resources to promote academic success for first-year students includes but not limited to: freshman registration and advisor assignments, registration and advising for new College of Arts & Sciences transfer students and undecided students, transitional advising, student and parent information sessions on academic planning and advising, website resources, academic standing including academic probation and academic recovery programs. Professional advisors in the School of Engineering and Applied Sciences and School of Nursing for first- and second-year students; organized group advising sessions facilitated by Human Physiology faculty for majors; Gonzaga student athletes; and pre-health science majors provide additional layers and enhancements to advising.

In late August each year, new students are introduced to their advisors and to the academic requirements of a Gonzaga degree via the [Academic Advising & Assistance](#) website. This site is a

resource for both students and faculty advisors. The [On-Campus Resources](#) page, a comprehensive listing of offices, provides additional resources for advisors.

Advising assistance is widely publicized:

- On the public [Gonzaga website](#) landing page there is a tab at the top for Academics. Opening this tab provides visitors a link to Academic Calendar & Resources. This page offers links to academic resources such as the Academic Advising & Assistance page.
- Documents related to advising in individual departments and programs—such as degree checklists and worksheets, course listings and descriptions—are available online.
- Additional documents regarding advising are posted to department websites. There are some documents not available on the web, but within departments and only for students majoring in a particular program, e.g., the B.S.N. Handbook is only available to Nursing students through the department. For the School of Nursing & Human Physiology, the B.S.N. Handbook is the only special document with regard to advising in undergraduate programs. Individual schools also have websites related to specific advising procedures in their areas, e.g., the School of Education.
- In the School of Leadership Studies undergraduate and graduate programs, specialized aspects of advising, such as enrollment advising, program advising, and thesis/dissertation advising are required. Contact information for the enrollment assistants and program coordinators is available online. For online programs, advising is done by email, by phone, and via blogs (in some departments) and regular connections with students in the programs are pursued in a variety of ways.
- Gonzaga's Academic Advising and Course Enrollment office (AACE) supports various aspects of advising at Gonzaga for both students and faculty advisors through specific programs and resource offerings including, but not limited to, freshman registration and advisor assignment, registration for new College of Arts & Sciences transfer students, transitional advising, student and parent info sessions on academic planning and advising, website resources, and academic probation
- AACE registers (through individualized advising and course assignment) all new students coming to us directly from high school, working closely with dean and department chairs in the process. New students are sent an Academic Interest Survey that, in combination with course placement exam scores in Mathematics and Foreign Language, helps place these students in their first semester courses. Incoming students are provided with printed materials and directed to various webpages with information on Gonzaga University core requirements, majors, programs, and the undergraduate catalogue.
- Each August, AACE works with the academic deans to assign appropriate academic advisors to incoming students. Advisors are provided relevant information for their first meeting with their new advisees on the Monday before classes begin, including an alert to the advising office website.
- As of Summer 2011, AACE has carried out the initial advising and registration of all new incoming transfer students with the exception of School of Education students with sophomore standing or higher and business majors. Advisors in the respective schools serve students in these two categories. Survey information provided by new transfer students allows the AACE advisor to match students with appropriate programs through first semester registration and to

discuss, in a personal meeting on campus, their individual academic plan leading to graduation. Transfer students are assigned to a faculty advisor in the same way as first-year students.

- AACE provides transitional advising to at-risk students, students between majors, some students on academic probation, and advising for students who for various reasons, either cannot find an advisor in their area of interest or have trouble finding one they are compatible with, in terms of personality and other dimensions of the advisor/advisee relationship. The office provides transitional advising to approximately 1200 students each semester.
- AACE works closely with Unity Multicultural Education Center (UMEC) to support underrepresented students. Specifically, AACE and UMEC collaborate when working with BRIDGE and Act Six students. AACE provides professional advising throughout the first year for these students during which time information on progress, performance and engagement is collected from student's professors. UMEC program coordinators provide general and personal support to the students. Through this holistic approach GU's vulnerable students are both challenged and supported in pursuit of student success.
- AACE makes presentations on its services during Fall Family Weekend, New Student Orientation, and GEL (Gonzaga Experience Live), and conducts academic planning sessions for groups, clubs and faculty instructors on topics such as: advisor assignment, grading, important dates and deadlines, registration procedures, academic planning, and degree requirements.
- The Director of the Center for Student Academic Success chairs the Committee on Academic Standing, which makes academic probation and dismissal recommendations to the Associate Provost for Educational Effectiveness. AACE also follows up with probationary students to support their efforts to become academically successful.

*2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

A solid set of institutional procedures is already in place to verify student identities and prevent fraud. Specifically, Gonzaga students are not issued a login, password, or any email account until they are accepted into the program. Access is granted only once the student has completed and provided all necessary components of the application package. Students are required to authenticate themselves during their course enrollments as well through Blackboard, Zagweb, and Zagmail, as relevant and appropriate. In addition, photo IDs of online students are taken and stored electronically when students come to campus for the required residencies.

A new process, developed in Fall 2010, monitors student participation/virtual attendance, which is intended to serve as yet another way to identify 'phantom' students who should be researched further.

The following steps are taken regularly as online students enter the admission process:

1. Focused discussions about the program

2. Focused discussions about the required “statement of purpose” as a piece that provides information about the applicant
3. Application fee through GU's online pay site
4. Letters of recommendation that verify who the student is. If there is any question around the credibility of the letter, the recommenders are contacted to verify their authenticity
5. Social security numbers are collected and entered into the Banner system
6. All correspondence, once students are accepted, is through GU's Zagmail system
7. Login information is received from GU's IT system in a secure format. Students receive their login information via email, to the email address that was submitted on their application

Graduate nursing programs have additional verification steps.

1. Verify that students have active and unencumbered RN licensure on Nursys.com site when they apply to admission to the program
2. Students are required to submit a copy of their driver’s license to authenticate photos used for GU IDs
3. Assignments are submitted via Blackboard, requiring the student to use their authenticated log-in
4. 1:1 student/clinical faculty clinical visits, most often the same clinical faculty, semester to semester
5. If using Zoom for immersions, students are required to appear on camera; they can be compared to their picture on record in Zagweb
6. When immersions occur on-campus, students have their identity verified at the start of each day via a course roster with pictures; this is done prior to any graded activity

## **Standard 2.H: Library and Information Resources**

*2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution’s mission, programs, and services.*

### **Library Resources and Services**

Gonzaga University’s [Foley Center Library](#) is centrally located on the Gonzaga campus in the Ralph E. and Helen Higgins Foley Center. The building houses the Foley Center Library, as well as staff and services for instructional design and information technology. Additional integrated services in the building for students and faculty include: Academic Technology Applications Support (ATAS), Academic Advising and Course Enrollment (AACE), the Academic Testing Center, the Center for Student Academic Success (CSAS), Disability Access, Information Technology Support Center (ITS), Instructional Design and Delivery (IDD), Learning Strategies Management (LSM), the Learning Studio, and the Writing Center.



The Foley Center Library averages 26,500 yearly visits and consists of a total of 68,415 square feet of public space on four floors. Open Sunday-Thursday until 2 a.m., Friday 10 a.m. - 6 p.m., and Saturday 10 a.m. to 6 p.m., the building has wireless access; multi-function printers, copiers, and scanners; and 11 group study rooms. With 253 individual study carrels and 85 tables available for groups of four or six, the library also has many options for seating and studying independently and in groups.

The library supports two instructional classrooms/labs devoted to providing information literacy instruction to students. The west computer lab offers 31 networked all-in-one PC computers. The east end lab has four large screens for instructors, the room accommodates one large class or can be divided for two medium classes, tables in the room are modular and offer outlets for laptop connection. Five laptops are kept in the lab for class use, and students are encouraged to utilize personal devices.

The library itself has: 5 PCs equipped with graphics editing software, 3 PCs devoted to consultations with librarians, 40 think client terminals, 12 iMac terminals, 31 lab PCs (mentioned above), for a total of 95 networked computer terminals. Finally, the library provides 12 circulating PC laptops and 8 circulating Mac laptops for a total of 20 laptops that students can check out.

## **Collections**

The library's physical collection includes 285,000 volumes, 50,000 periodicals, and 15,000 audio/visual titles. Additionally, the library provides access to 395 databases, 60,000 electronic full-text periodicals, as well as 248,995 eBooks, audiobooks, and streaming video titles.

A proxy server authentication system allows students, faculty, and staff to access the library's online subscription-based resources remotely. Access to these resources is of particular importance to distance learners and off-campus programs as well as having been vital during the 2020 Covid-19 pandemic.

The library's collection development policy offers guidelines for selecting print and electronic resources that support the curricular and research needs of the university. Additionally, library faculty work closely with campus faculty to ensure that all aspects of the curriculum are supported. The library relies on a department liaison model for collection development, in which each academic department is assigned a librarian as their library liaison. In collaboration with the academic departments, the library liaison selects materials in all formats based on requests from classroom faculty, identified curricular or research needs, and budget availability. The library is responsive to faculty requests for new materials. The funding for new curricular programs that require library resources is normally initiated by the Provost as a program requirement. The library dean makes budget decisions in consultation with the provost. Inflationary increases are regularly added for serials, standing orders, and electronic resources. Periodical and standing order title selections are made during regularly scheduled reviews

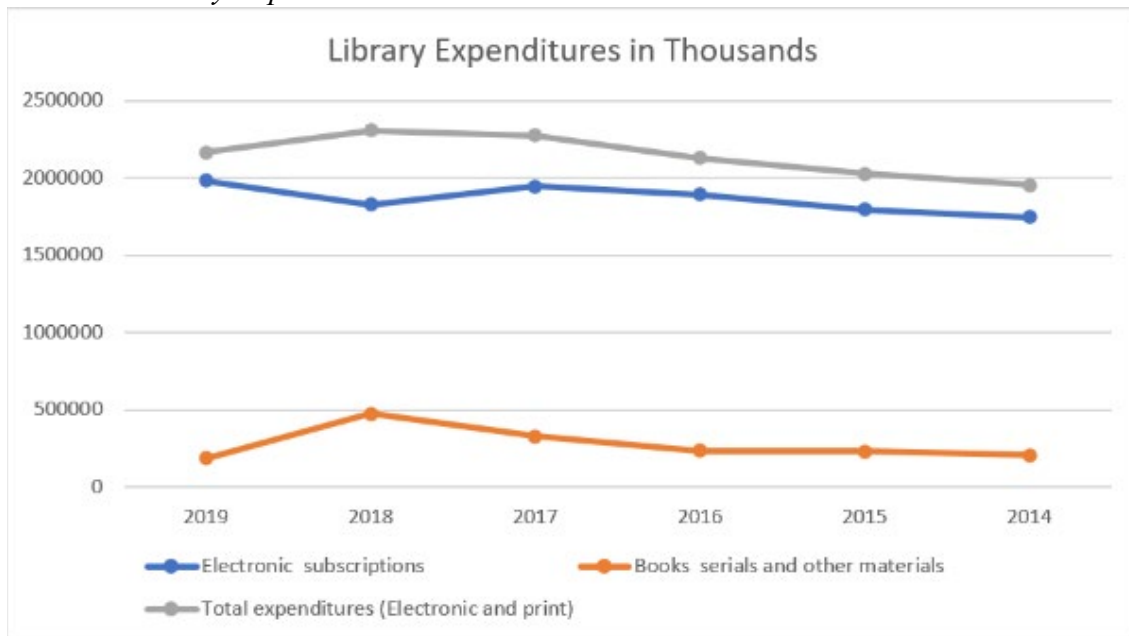
when the library faculty and the classroom faculty re-evaluate titles that fit each department’s curriculum.

Guided by a collection development policy, the library conducts a periodic review of the collection. This review identifies gaps in the collection in relation to the curricular and scholarly needs of the campus.

Additionally, monthly database and electronic journal usage statistics are compiled and reviewed annually to evaluate usage and cost per use. Periodical holdings and standing orders are reviewed as part of a five-year cycle for each academic department to determine whether the collection is aligned with meeting the needs of students and faculty.

On average the library spends \$1,868,408 annually for electronic resources and \$2,777,737 for print resources. Table 1 pictured below depicts these patterns. Additionally, the library frequently draws on other budget lines to support the immediate curricular and research needs of students and faculty. For example, from 2016 to 2020, the library moved approximately \$30,000 from other budget lines to support the growing demand for health sciences resources.

*Table 1 - Library Expenditures*

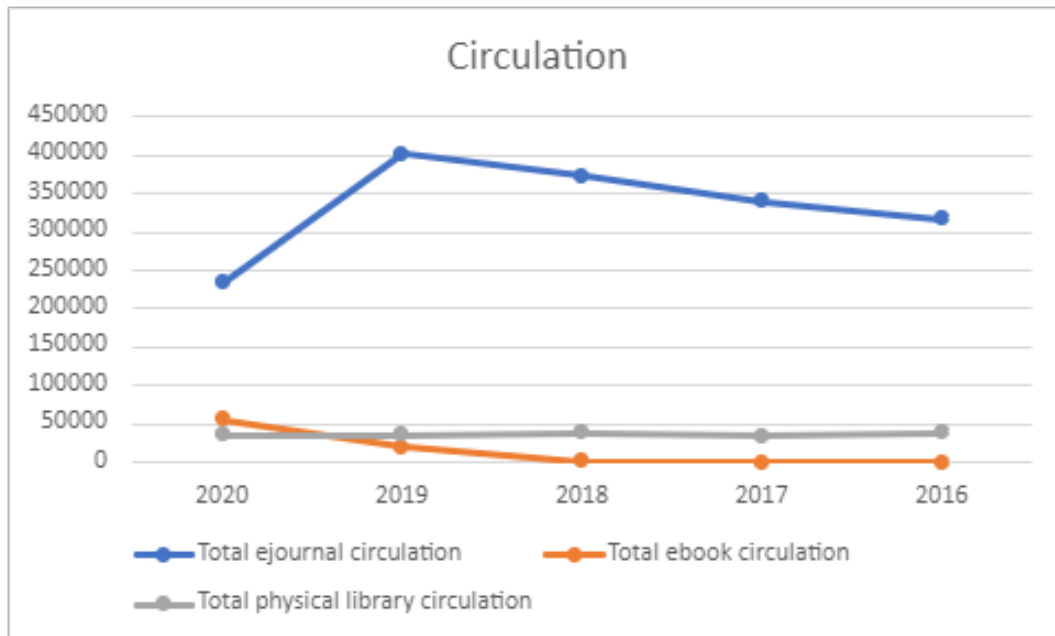
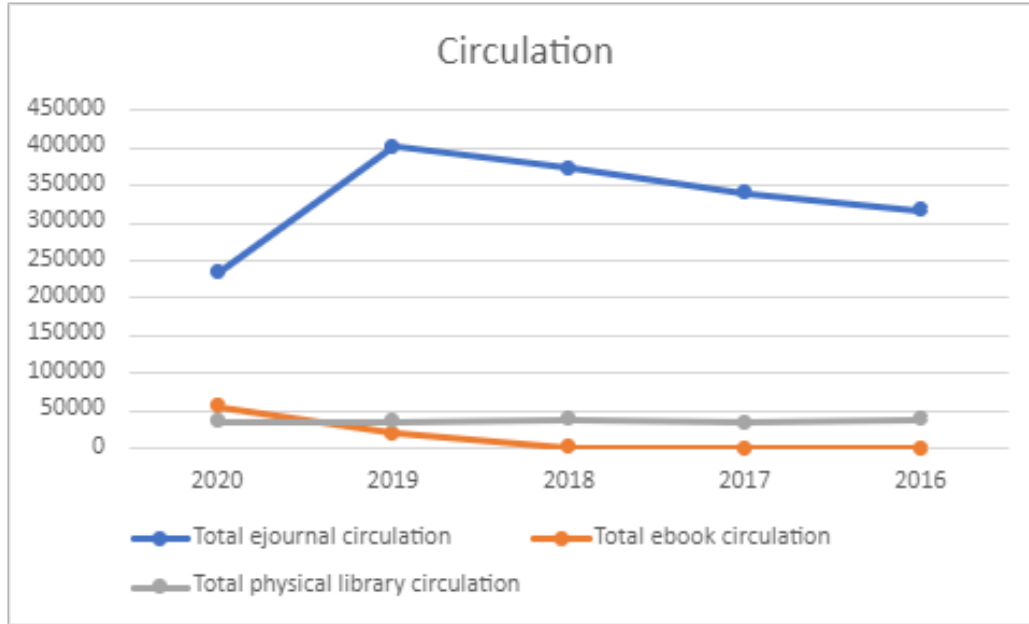


### Resource Usage

The library monitors resource usage and collects use statistics in various areas. For example, the library receives over 26,000 annual visits from students, faculty, staff, and the local community. These patrons borrow 36,000 physical items each year.

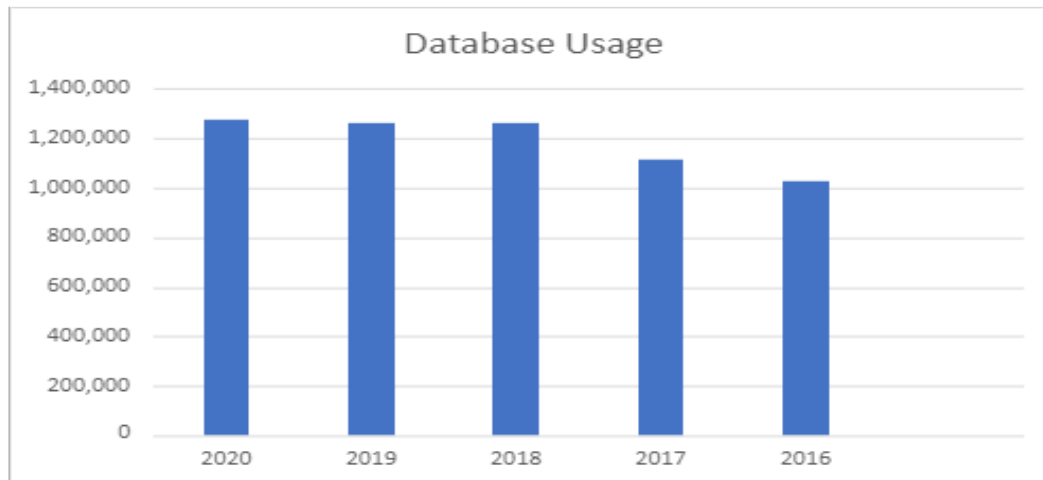
Additionally, for electronic resources, the library uses utilizes COUNTER reports from publishers and vendors to ensure normalized usage statistics. Usage of electronic journals has steadily increased over the past five years with an exception for the 2020 Coronavirus-19 pandemic. Usage of electronic journals from 2015 through 2019 averaged over 360,000 uses per year. Finally, eBook usage has steadily increased since 2018. Table 2 depicts these trends.

Table 2 – Circulation



The library subscribes to [395 databases](#) selected based on the curricular and research needs of students and faculty. Library databases receive an average of 1,200,000 uses each year. Database usage is depicted in Table 3, below.

*Table 3 – Database Use*



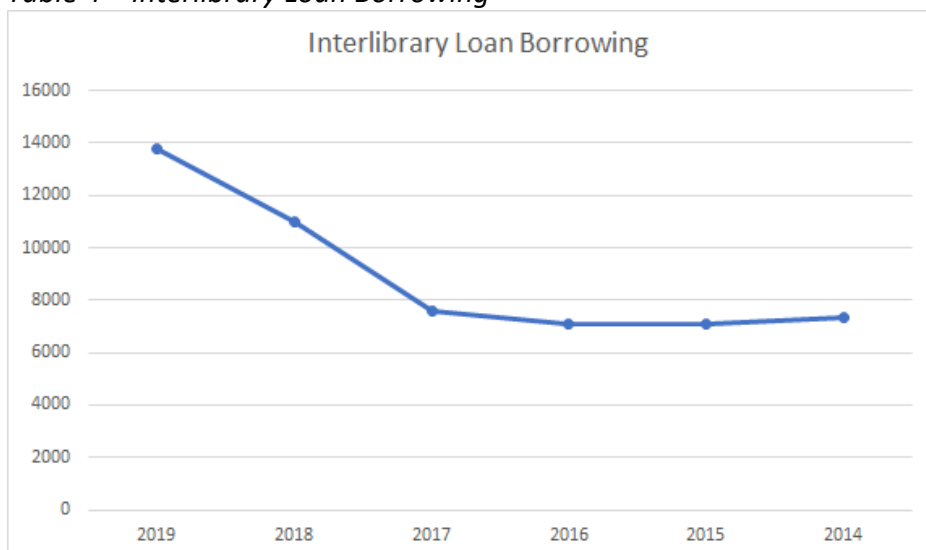
### **Cooperative Arrangements and Interlibrary Loan**

The Foley Center Library has cooperative arrangements with several local, regional, and national organizations. Through the Interlibrary Loan department, the Library enjoys no-fee reciprocal loan privileges with several hundred libraries in the United States, including the 28 members of Association of Jesuit Colleges & Universities (AJCU) and the 16 academic libraries that are part of the Washington Idaho Network (WIN) in Eastern Washington, Oregon, and Idaho. As a member of OCLC, and RAPID ILL, the library provides speedy access to other libraries for borrowing materials through Interlibrary Loan.

Book chapters, reference materials, and journal articles from the library’s collection are digitized for distant learners and books are mailed when requested by online students. Journal articles and reference materials are digitized for off-campus students and made available via our electronic document delivery service.

Table 4 below reflects the continued demand for interlibrary loan services to support the research needs of students and faculty. This service averages 8,000 borrowing requests annually and requests have almost doubled since 2017.

Table 4 – Interlibrary Loan Borrowing



Finally, the library is exploring additional regional and national cooperative arrangements that will provide more access to materials that support the curricular and research needs of students and faculty.

### Branch Library Services

The [Chastek Law Library](#), housed in the School of Law, contains 78,806 books, 1,065 audio/visual materials, 36,485 print serials, 6,289 online periodicals and 31 databases. Library resources, selected by the law librarians, are primarily used by law students, but are also available for all Gonzaga students, faculty, and staff. Additionally, a half-time librarian in Florence Italy offers library services to students in the Florence program.

### Gonzaga Library Publishing

[Gonzaga Library Publishing](#) is an open access publishing service of the Foley Center Library. Through Gonzaga Library Publishing, the library publishes scholarly journals that are edited or sponsored by Gonzaga University faculty, staff, students, departments, or centers. Current publications include the *Journal of Hate Studies*, *The Review*, and *Indigenous Business & Public Administration*.

## University Archives and Special Collections

As part of the Foley Center Library, the [University Archives](#) is the depository for the permanent record of Gonzaga University. Spanning the entire history of the University from 1887-present, the University Archives document both the daily administration of Gonzaga University and special events throughout the years. The archives make available to researchers thousands of primary source historical materials, digital collections, and exhibits that are specific to Gonzaga University and the Pacific Northwest.

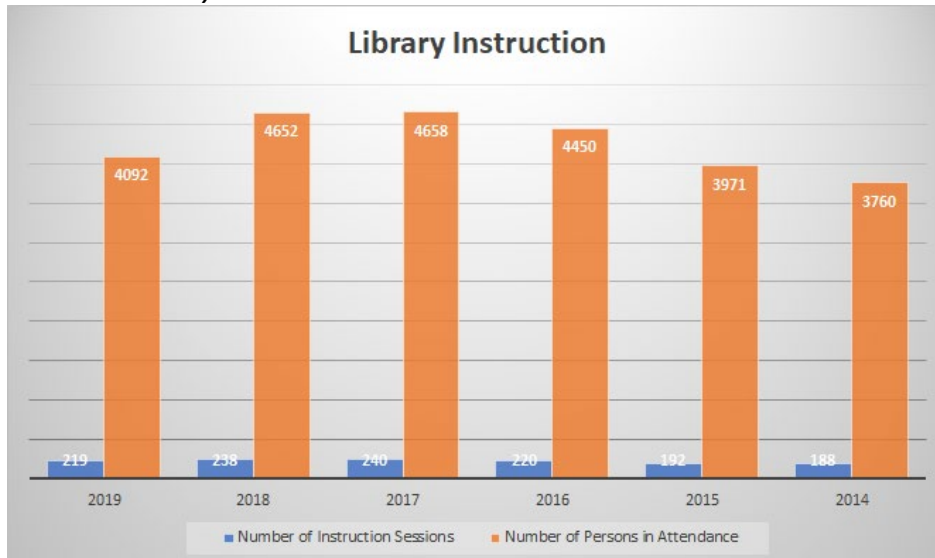
## Instruction and Research

In order to facilitate independent use, library faculty have created 156 online library research guides to assist patrons utilizing the library's collection and online resources. In addition, web-based tutorials and research guides serve as self-help measures to increase the support of distance learners.

Library faculty are actively involved in the library's instruction program, which provides course-integrated information literacy instruction and training sessions for students and faculty, as well as web-based instructional tools such as research guides, tutorials, and research primers. Instruction is offered in several modalities including online synchronous via Zoom, online asynchronous via such tools like videos and tutorials, hybrid instruction which combines asynchronous learning with a traditional lecture format, as well as traditional hands-on classroom lectures.

Library faculty give an average of 216 lectures that reach over 4,000 students annually. Table 5 pictured below reflects this, as well as depicting a healthy instruction program that is consistently in demand by students and faculty.

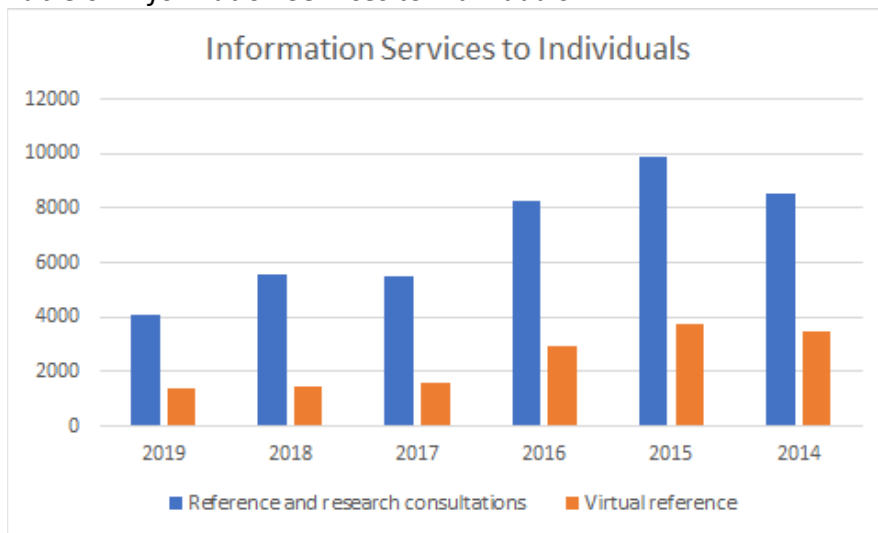
*Table 5 - Library Instruction*



In addition to library instruction, the library offers a broad array of services that support students and faculty in the use of library resources. Stationed at two service desks in the building, library paraprofessionals, adjuncts, graduate assistants, and well-trained student employees provide direct help to patrons in person, on the phone, and via chat messaging. Reference help via chat messaging is available 24 hours a day, 7 days a week and library faculty are also available for in person and remote research consultations.

On average the library provides reference and research services to over 6,000 patrons each year. Additionally, the yearly average for the library’s virtual reference service is 2,400 patrons served. Table 6 below depicts these trends.

*Table 6 - Information Services to Individuals*



### **Leadership and Planning**

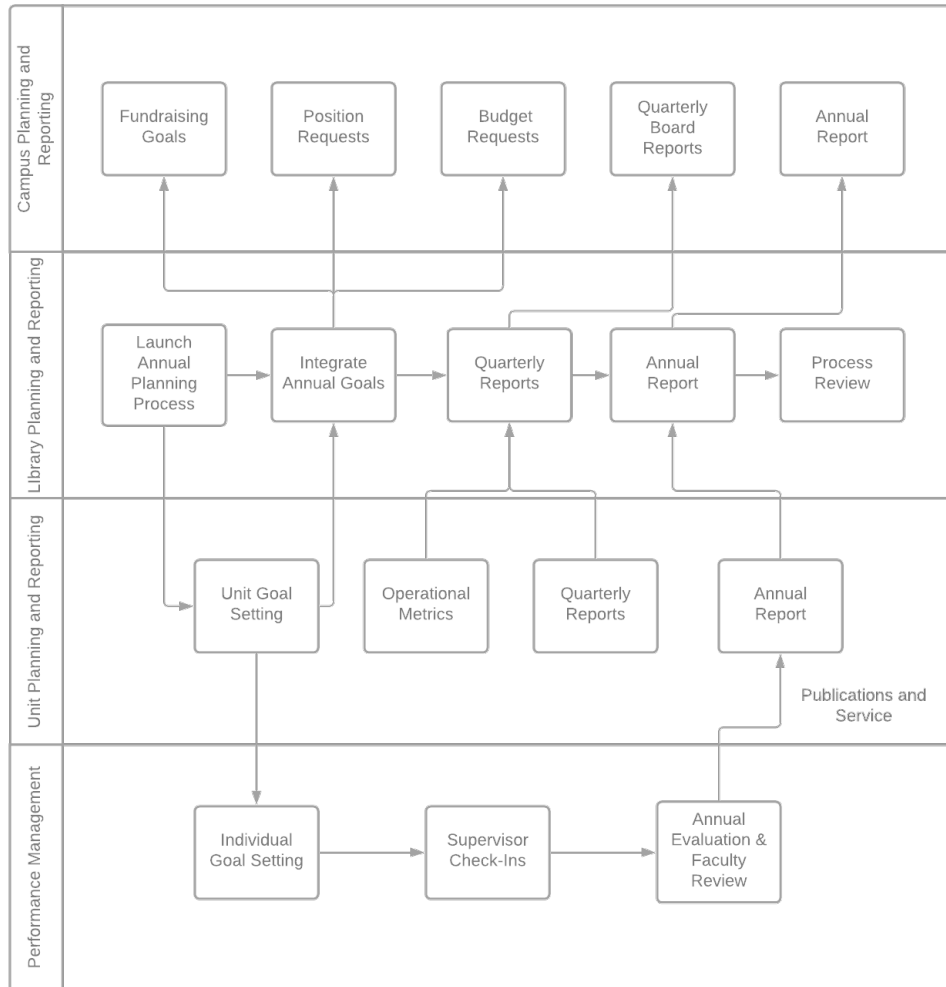
The Foley Library has undergone a reorganization in recent years to provide a more inclusive model of decision making and better align library resources with university priorities. This has included shifts in operational departments, the consolidation of standing committees to be more strategically focused, and the development of a new leadership structure. The Library Cabinet includes representation from all areas of the library and provides a collaborative forum for guiding library planning, discussing major strategic issues and making library-wide decisions. The library’s strategic plan, developed in 2018 and 2019 and which has set strategic priorities for the library in alignment with the Gonzaga Strategic Plan, guides the work of the Library Cabinet. The Foley Library also has two library advisory committees, representing students and faculty, that allow for the incorporation of a broader campus perspective in planning.

The Foley Library has also developed a new annual planning process, centered around the library strategic plan, that integrates planning and assessment across the library’s many levels, as well as with campus processes. This is documented in Figure 1, below. The new process also



involves defining documentable outcomes for all goals, which are assessed and addressed in future planning cycles.

Figure 1 – Annual Planning Process



Each year the library reports its operating data to the Integrated Post-Secondary Data System (IPEDS), to the Association for College and Research Libraries (ACRL) Academic Library and Trends Statistics Survey, and to the Associate of Jesuit Colleges and Universities (AJCU) Annual Conference of Library Directors. Reported data includes library characteristics, collections, expenditures, and services. Participation in these activities grants us access to various data collection systems which allow us to conduct peer comparisons of our library operations. These peer metrics are considered when making decisions about resources, services, and other strategic decisions.

## **Assessment**

The library participates in the university's assessment process, regularly reviews program level goals, and develops specific methods for the assessment of student learning outcomes based on the library's strategic plan. Each academic year, librarians create and utilize evaluation rubrics for the assessment of student learning in several disciplines, including courses at the entry level, courses at the entry to the major, and capstone courses at the end of disciplinary majors.

Additionally, in 2015, a comprehensive external review by consultants from the Association of College and Research Libraries (ACRL) was completed on all aspects of the library. Another comprehensive assessment is planned for 2021.

## **External Program Reviews**

The library is frequently called upon to support external program reviews. In the past five years, programs in business, education, engineering, music, and nursing have all been through an external program accreditation review that included reviews of library resources and services. In all these examples, external reviewers expressed no concerns regarding library resources or services.

## **Standard 2.I: Physical and Technology Infrastructure**

*2.I.1 Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.*

### **Physical Infrastructure**

Gonzaga views its infrastructure through the same lens of mission as do other areas of the university. The development and maintenance of the physical plant has a direct relationship to how students, faculty, staff, and visitors experience the campus. In this context, Gonzaga's values come into play. The status of the physical and technological infrastructure directly and indirectly affects the ability to teach, learn, engage in scholarship, and create community. None of these activities can be successfully attained without the interdependence and reliance on the others. They ultimately exist in the space and the structures in which we do our work of educating students in Catholic, Jesuit, humanistic traditions.

Gonzaga University owns or operates 105 buildings, encompassing 3,045,579 square feet, on its 139- acre campus. Over 500,000 sq.ft. of new space has been built (or acquired and renovated) over the past few years. This includes the Hemmingson University Center, the Volkar Center for Athletic Achievement, the Hall of Honor (dedicated to recognizing outstanding alums, faculty, staff, athletes, and benefactors), the Myrtle Woldson Performing Arts Center, and the new

Della Strada Jesuit Residence. Renovated and repurposed facilities include a new home for the College of Arts and Sciences Dean's office, as well as space for Honors, Women and Gender Studies, English, and Religious Studies offices. The Music Department welcomed additional practice and rehearsal space. New space was also created for Nursing and Human Physiology programs. A new Integrated Science and Engineering building is currently under construction and is scheduled to open in Summer 2021. A new home for the Regional Health Partnership, a collaboration between Gonzaga University and University of Washington medical programs, is in design. This leased space will open in 2022 and will allow expansion for Gonzaga's Human Physiology programs.

Life safety systems are routinely installed and periodically upgraded. All residence halls are equipped with sprinkler systems and other fire suppression equipment. All other residential facilities have some level of fire detection, alarm, or suppression system. The university's office of Campus Public Safety and Security operates a 24-hour dispatch center equipped with a state of the art, 400-camera surveillance system. Residence halls are locked 24/7 with access only to residents and guests. Seventeen residence halls have card-based keyless entry hardware for exterior doors, as well as one apartment complex, completing all eligible residential facilities.

All newer facilities meet current ADA requirements. Older facilities are continually reviewed and modifications made, as deemed appropriate. All residence halls are disability-accessible for social activities and scholastic interaction. Fully accessible apartments and residence hall rooms are available in most of the newer facilities. Classrooms containing tablet-arm chairs or desks are also equipped with tables and adjustable chairs for use as needed. More and more restrooms are being fitted with automatic door operation to minimize ingress and egress difficulties.

In general, with the assistance of Sightlines, a consulting company, Gonzaga aims toward a multi-year integrated facilities plan based on a building-by-building inventory of facilities essential to meet the needs of current and future students. Working with Sightlines, Gonzaga University maintains records of and plans for the renewal and replacement of equipment and systems across Campus, as the need arises. Currently, the University's deferred maintenance backlog is a little over \$14 million. This number is expected to grow some due to reduced funding associated with COVID, which postponed some planned projects for this past Summer and may again affect funding for projects coming due this coming Summer. The most recent [Sightlines Report](#) shows that the university has grown by 74% since 2004 while reducing energy consumption by 38% over that same time period. The annual Return on Physical Assets report uses gathered Plant Services data to update the effectiveness of the planned maintenance effort, as well as grounds, custodial, and other maintenance efforts. These results are compared to "peer" institutions to determine the effectiveness of these efforts. The annual Integrated Facilities Plan (IFP) uses gathered expenditure data and project completion data to amend the compiled data base and to upgrade facilities and portfolio aggregate scores. These are then compared to prior years' scores to reflect changes in Net Asset Value scores and, thus, the effectiveness of expenditures. Using project scores from the IFP, and based on available

funding, decisions are made regarding which projects to implement. Projects with higher urgency ratings are considered first tempered by other factors.

These efforts are all part of the work that goes into the continuously revised [Campus Master Plan](#) through which, in collaboration with Gonzaga's neighbors and the Spokane community, Gonzaga University seeks to meet its own high goals and support the health and progress of the local community.

## **Technology Infrastructure**

Over the past decade, Gonzaga University has established a robust and dedicated division of [Information Technology Services](#) (ITS). The university relies on network infrastructure, computers and software, enterprise applications, teaching and learning technologies, physical technology facilities, and support services to deliver technology services. The university serves a diverse population of students, faculty, staff, alumni, guests, parents, and other visitors and provides appropriate technology-related resources to support those populations. Information Technology Services has identified a portfolio of strategic technology services and is developing these services in coordination with a [multi-year plan](#) to ensure those services meet the emerging needs of the campus community. The university has instituted an [Information Technology Use Policy](#) that allows users to maintain compliance with appropriate laws and regulations.

To lessen the dependency on on-premise infrastructure, most critical enterprise systems have been moved to the cloud. ITS performs multiple disaster recovery exercises each year to confirm that all systems are redundant and fail over appropriately in case of an outage. ITS has performed a business impact analysis to determine critical functions and is currently working with key departments, such as Payroll and Procurement, to ensure the continuation of operations in the event of a longer-term outage.

## **Conclusion**

The conclusion to Gonzaga's 2014 Year Seven self-evaluation noted that "Gonzaga's mission statement begins with the claim that we are "an exemplary learning community that educates students for lives of leadership and service for the common good." As a present reality and aspirational hope, this assertion, and its assumption that the mission defines the life of the university, also illuminates this report. If Gonzaga's Jesuit, Catholic, and humanistic heritage bequeaths the context for our educational endeavor, then the daily work of the faculty, staff, and administration honors this gift in supporting and sustaining our students. This work unfolds as Gonzaga has become a more complex institution in order to meet the challenges and demands confronting higher education and to live its mission into the future. New initiatives and structures provide a mechanism by which Gonzaga's mission can continue to guide the way forward. These include:

- The reorganization of academics and student life into academic affairs and student affairs under the Provost and Senior Vice President.

- The hiring of new deans.
- The development of a university wide strategic plan.
- The creation of the Office of Diversity, Equity, and Inclusion and the expansion of DEI efforts across the university.
- An increasing culture of assessment that influences both academics, through the assessment of student learning outcomes, and co-curricular activities, through the assessment of program and project goals.
- The full implementation of the University Core Curriculum.
- New building construction to meet the needs and expectations of current and prospective students.
- The medical education/health partnership with the University of Washington School of Medicine.
- Although not unique to the pandemic, the clear recognition, across all levels of the university, of the importance of community and belonging.

The effort to meet the revised NWCCU standards has revealed the importance of making data-based decisions grounded in relevant assessment to support student learning, success, and achievement. This self-study has also reinforced the university's awareness of how equity gaps impact the lives of students, faculty, and staff. Closing equity gaps, and the concomitant efforts to address the work of diversity, equity, and inclusion, has taken on heightened significance throughout the university. Although Gonzaga has been adept at moving to close gaps in some areas such as student recruiting, there is more work to be done. The new Office of Diversity, Equity, and Inclusion (ODEI) can offer resources to assist in this work. While the university Strategic Plan references DEI efforts in its goals, the ODEI Strategic Plan, when completed later in 2021, will guide the university's efforts in this area. The College, the Schools, and Student Affairs, in creating their own DEI goals, will partner with the Office of Diversity, Equity, and Inclusion. To fulfill the promise of closing equity gaps, the university needs to collect and employ data in a more holistic manner as a foundation for more deliberative reflection leading to actions to close equity gaps. Questions remain. Are we collecting the right data? Are our goals relevant? Does assessment tell us what we want to know? Seeking the answers opens a continuing conversation that shapes Gonzaga's future.

There is no question that meeting the challenges of this past Covid-19 Spring and Fall semesters strained our resources, tested our resolve, and exposed our frustrations. Not everything went as planned; decisions and policies seemed, for a while at least, to change on a daily basis. Gonzaga University's planned response to the pandemic, however, enlisted the support of a large cross-section of the campus community through the appointment of a large [Pandemic Response Task Force](#). In typical Gonzaga fashion, these colleagues and many others were able to develop plans that allowed the university to resume campus operations and keep the focus of our effort where it ultimately needs to be: on our students. This, in turn, has allowed us to be successful and to focus our energies on the next chapter, the post-pandemic recovery phase.