Inclusive Excellence Strategic Plan
Five-Year Strategic Objectives, Measures and FY[2024-2025] Actions

Preface: Inclusive Excellence Strategic Plan: Overview, Unit Mission, Vision, and Values, Planning Process, Data and Analysis

Preface: Inclusive Excellence Strategic Plan

Overview

Selected text from President's Diversity Charge: In keeping with our Catholic, Jesuit and humanistic heritage and identity, Gonzaga University seeks to engage students, faculty, and staff in a culture of inclusive excellence that creates an exemplary learning community and fosters the holistic development of the whole person. From hiring and training of employees, to curriculum development and student activities, the work of inclusive excellence belongs to each and every one of us.

Diversity, Equity, and Inclusion Goals:

Diversity: *We are committed to maintaining an environment that supports and celebrates individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin and ability and cultural, political, religious or other affiliations).*

Equity: *We are committed to creating opportunities for historically underserved populations to have equal access to and participate in educational programs that can close the achievement gaps in student success and completion. We uphold values of equity, recognizing that all students, faculty, staff, administrators, and alumni should expect and enjoy a safe, healthy and fair learning and work environment.*

Inclusion: *We are committed to the promotion, integration, and celebration of varying individual and group/social differences that advance the value placed on the dignity of the*

human person through holistic living, learning, and working environments. We are committed to the active practice of creating a sense of belonging for all individuals with respect to each person's values and traditions, beliefs, backgrounds, and ways of being. We hold ourselves accountable, recognizing the intentional and ongoing engagement with diversity in people, in the co-curriculum and in communities to serve the common good. viii

Inclusive Excellence in the Athletic Department

Preface. A. Athletic Department Mission

This institution is committed to a philosophy of unquestioned academic and financial integrity of our athletics program and to the accountability of the Athletics Department to the values and goals befitting higher education. In keeping with the University's Mission, the Department of Athletics seeks to initiate, stimulate and improve intercollegiate athletic programs for our student-athletes and to promote educational leadership, physical fitness and recreational pursuits. As part of an equal opportunity, affirmative action university, the Gonzaga University Department of Athletics is committed to supporting equitable opportunities for all students and staff, including women and minorities.

Preface. B. Athletic Department Vision Statement

Diversified greatness. Passion for success. Student-centered Philosophy. These are the driving forces behind the pursuit to distinguish ourselves at the highest level of intercollegiate competition.

Diversified greatness
As a department, we have a responsibility to be equitable in the opportunities we provide our student-athletes and coaches because we expect greatness on multiple layers – individually, throughout each team, and throughout the department entirely. Isolated successes are not enough. In the absence of greatness at one or more of these layers, we fail in our pursuit. Society embraces a winner, and we believe achievement breeds inspiration – of the self, of peers, and of the community. Our student-athletes – our leaders – must inspire. And so they all must achieve. Without achievement, our student-athletes have less of an opportunity to impact our institution's mission and have less of an opportunity to extend greatness beyond their sport. Finally, without greatness throughout our department, there is no distinction between "us" and "them."

Passion for success
Success must not be defined simply by winning or losing games, matches, races, or contests. Instead, we believe there are many components that must coexist for success to truly be achieved. Strong academics, social consciousness, accountability, leadership, commitment to community, and diversity of greatness for all sixteen (16) of our sports comprise the foundation. It is the courage to take risks, to refuse to see limitations, and to sustainably prevail across all programs that define our success. It is the contribution of many individuals to create a deep and varied culture combined for a common goal – a broad-based, nationally-renowned athletic program.

Student-centered philosophy

The student-athlete is central to our department. Through athletic scholarship, we are affording the opportunity to a uniquely-talented student to be part of a caring, supportive, disciplined environment where they will be formed into a better individual, a better leader, who in turn impacts his or her team, our institution, and the greater community during and after their educational careers. We are educators of young people, and the teachable moments often happen in ways unrelated to the outcome of the game. It is in the process of winning or losing that our student-athletes learn discipline, work ethic, social responsibility, character, and what it means to be a teammate, a citizen, and a role model. It is through these educational experiences that we work to develop the mind, body, and spirit of each student-athlete so they can learn from failures and capitalize on successes.   As coaches, as staff, and as a university community, we encourage and expect our student-athletes to reach beyond what seems possible. It is our responsibility to ensure that each student-athlete has the resources and support to rise to that challenge.

Preface. C. Athletic Department Core Objectives (Values)

The Pursuit of Excellence on the fields, on the courts, and on the water.
- Pursuit of Excellence defined as a broad based, nationally competitive intercollegiate program that operates in a gender equitable manner with the expectation that individuals and teams will routinely compete for conference championships.

The Pursuit of Excellence within the classroom.
- Pursuit of Excellence defined by student-athlete presence on Dean's and President's Lists, national and conference academic accolades, and all athletes progressing toward and obtaining a degree.

The Pursuit of Excellence within the greater community.
- Pursuit of Excellence defined by the positive image on-campus, locally, regionally and nationally.

The Pursuit of Excellence in the coaching of student-athletes and the administration of the Athletic Department.
- Pursuit of Excellence defined by NCAA and institutional compliance, financial and academic integrity, ethical conduct and sportsmanship.

The Pursuit of Excellence in commitment to diversity.
- Pursuit of Excellence defined by a strategic commitment and tactical communication to support the University and Athletic Department diversity initiatives.

The Pursuit of Excellence in benefaction and revenue generation.
- Pursuit of Excellence defined by identifying, building and maintaining enduring relationships with Gonzaga benefactors (alumni, athletic alumni, parent, friends and corporations) that will enable Gonzaga University Athletics to annually increase/raise the funds necessary to provide the Athletic Department resources.

Planning Process

Office of Inclusive Excellence
Athletic Department

Responsible Party: Devon Thomas, Senior Associate Athletic Director for Marketing & Creative Services and DEI

Planning Lead: Devon Thomas, Senior Associate Athletic Director for Marketing & Creative services and DEI

Planning Team/Implementation Team/Working Groups

Planning Process Summary
- *process used to collect data,*
- *sources of data, (e.g. Institutional data, forums, town halls, focus groups, interviews, surveys, committee reports)*
- *process used to analyze data,*
- *idea generation activities*
- *summary of engagement activities*

Data and Analysis: Key Findings
[describe data collection process and summarize key findings]

Summary of Data
Key Findings, Themes and Recommendations

*All strategic objectives and related actions will be pursued in accordance with university policies and local, state, and federal laws.

I. Priority One: Recruit, Retain, and Foster the Success of a Diverse Community

Create a critical mass of exceptional and talented students, faculty and staff who will represent Gonzaga University's academic excellence and diversity. Create and revise protocols, policies, procedures and practices that establish a pipeline for high-caliber students, staff and faculty from underrepresented and underserved groups to join, stay and succeed at Gonzaga University.

I. A. Strategic Objectives and Measures of Success

Five-Year Objectives and Key Results: (for Priority 1)

I. B. Action Planning Table with Details and Accountability

5-Year Strategic Objective	Key Results	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*
Example: Increase the	Example:	Example:			1.2 1.4

number of applicants/hires from underrepresented groups to faculty positions in order to represent Gonzaga University's academic excellence and diversity.	Increase the number of applicants from underrepresented groups as compared to prior year by (x% or #), year over year.	• Engage in best practices in recruiting faculty from underrepresented groups. • Train all hiring committee members on equitable applicant review processes. • Review all job postings for equitable and inclusive language.			1.8 1.10

*Identify associated tactic/action from the Inclusive Excellence Strategic Plan

II. Priority Two: Nurture an Inclusive Campus Climate and Intergroup Relationships

Cultivate a community at Gonzaga University where members with diverse backgrounds, experiences, identities and perspectives enhance the pursuit of academic and inclusive excellence. Create a sustainable, inclusive community where all members are welcomed, valued and supported and have a sense of belonging.

II. A. Strategic Objectives and Measures of Success

Five-Year Objectives and Key Results: (for Priority 2)
1. *[List objective 1]*
    a. *[Identify key results for objective 1]*
2. *[List objective 2]*
    a. *[Identify key results for objective 2]*

II. B. Action Planning Table with Details and Accountabilities

5-Year Strategic Objective	Key Results	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*

*Identify associated tactic/action from the Inclusive Excellence Strategic Plan

III. Priority Three: Promote Inclusive Teaching, Scholarship, and Service

Promote faculty involvement in implementing and advancing diversity, equity, inclusion, belonging and justice in their role as teachers, scholars and colleagues, and ensure that faculty

receive recognition. Ensure that staff and students are engaged and involved in diversity, equity, inclusion and belonging service and receive recognition.

III. A. Strategic Objectives and Measures of Success

Five-Year Objectives and Key Results: (for Priority 3)
1. *[List objective 1]*
    a. *[Identify key results for objective 1]*
2. *[List objective 2]*
    a. *[Identify key results for objective 2]*

III. B. Action Planning Table with Details and Accountabilities

5-Year Strategic Objective	Key Results	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*

* Identify associated tactic/action from the Inclusive Excellence Strategic Plan

IV. Priority Four: Build Capacity through Education, Training, and Development

Gonzaga University aspires to increase all campus members' cultural fluency and practices necessary to authentically embody the university's educational mission. The university desires that community members have increased awareness, knowledge, skills and abilities to engage interculturally, and understand how to adapt attitudes and behaviors to interact more effectively with individuals with diverse identities, backgrounds and experiences.

IV. A. Strategic Objectives and Measures of Success

Five-Year Objectives and Key Results: (for Priority 4)
1. *[List objective 1]*
    a. *[Identify key results for objective 1]*
2. *[List objective 2]*
    a. *[Identify key results for objective 2]*

IV. B. Action Planning Table with Details and Accountabilities

5-Year Strategic Objective	Key Results	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*

*Identify associated tactic/action from the Inclusive Excellence Strategic Plan

V. Priority Five: Strengthen and Deepen Community Relations and Partnerships

Engage community partners and provide education, resources and opportunities to broaden the impact of diversity, equity, inclusion, belonging and social justice principles beyond the university. Leverage Gonzaga's mission, values and identity as a Catholic, Jesuit, liberal arts university to engage the community. Strengthen the links between the University and community. Foster community relationships and partnerships that improve outcomes and sense of belonging for university members in the surrounding community, and reduce disparities for historically underrepresented groups and underserved populations at Gonzaga University and in the Spokane region, Washington state, nationally and globally.

V. A. Strategic Objectives and Measures of Success

Five-Year Objectives and Key Results: (for Priority 5)
1. *[List objective 1]*
   a. *[Identify key results for objective 1]*
2. *[List objective 2]*
   a. *[Identify key results for objective 2]*

V. B. Action Planning Table with Details and Accountabilities

5-Year Strategic Objective	Key Results	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*

***Identify associated tactic/action from the Inclusive Excellence Strategic Plan

VI. Plans for Supporting, Tracking and Updating the Strategic Plan

- [Identify who will actively engage in unit-level inclusive excellence strategic planning and how often they will meet]
- [Indicate the timeline for regular review of current year progress and revision for the upcoming year]
- [Detail the process for tracking progress toward reaching 5-year strategic objectives]

VII. Glossary of Terms

Antiracism

Antiracism is the work of actively opposing racism by advocating for changes in political, economic, and social life. Because racism is structural, institutional, and systemic, being an antiracist is an active process

of identifying and opposing racism to actively change the policies, behaviors and beliefs that perpetuate racist ideas and actions.[I]

Anti-oppression
Actions that seek to provide equitable approaches and practices to mitigate the effects of oppression.

Belonging
Belonging is the feeling of being valued through positive connections with others and the ability to bring the authentic self to the educational and work environment—the development of a sense of connection where people are more engaged and able to contribute fully. A sense of belonging is the psychological feeling of belonging or connectedness to a social, cultural, professional or other type of group or a community.[II]

A feeling of belonging at work is strongly correlated to elevated levels of engagement, and an increased sense of belonging leads to collaboration, problem-solving, and better decision making. Only when people feel a sense of belonging can they share ideas, confidently speak up, and fully contribute to Gonzaga University's success. A sense of belonging is what unlocks the power and value of diversity.

Bias
An inclination or preference, especially one that interferes with impartial judgment. Biases can be negative or positive (affinity bias) and can be innate or learned. People may develop biases for or against an individual, a group, or a belief.[III]

Bias Incident
An intentional or unintentional act targeted at a person, group, or property expressing hostility based on perceived or actual gender, race, religion, ethnicity, sexual orientation, or disability. Bias incidents may consist of name-calling, epithets, slurs, degrading language, graffiti, intimidation, coercion, or harassment directed toward the targeted person or group. Acts qualify as bias acts even when delivered with humorous intent or presented as a joke or a prank.[iv]

Common Good
The sum of those conditions of social life which allow social groups and their individual members relatively thorough and ready access to their own fulfillment.[v]

Diversity
Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin and ability and cultural, political, religious, or other affiliations).[vi]

Equity
Equity is the creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that can close the achievement gaps in student success and completion.[vii] Equity recognizes that all students, faculty, staff, administrators and alumni should expect and enjoy a safe, healthy and fair learning and work environment.

Inclusion

The promotion, integration and celebration of varying individual and group/social differences that advance the value placed on the dignity of the human person through holistic living, learning and working environments. The active practice of creating a sense of belonging for all individuals with respect to each person's values and traditions, beliefs, backgrounds and ways of being. The intentional and ongoing engagement with diversity in people, in the co-curriculum and in communities to serve the common good.[viii]

Inclusive Excellence

A strategic planning process that assists an institution in efforts to embed and establish a comprehensive and coordinated set of systemic actions that focus on fostering more significant equity, diversity, inclusion and accountability at every level of the institution. It reflects an endeavoring for excellence in higher education that is more inclusive through recruitment, admissions, hiring and retention, into the curriculum and co-curriculum, and into administrative structures and practices. Equity, diversity and inclusion efforts move beyond numbers of students, faculty and staff or numbers of programs. Equity, diversity and inclusion become a multilayered process and accountability structures through which excellence is achieved in learning; teaching and research; student development; institutional functioning; local and global community engagement; and workforce development.[ix]

Intersectionality

The idea that when it comes to thinking about how inequalities persist, categories like gender, race, sexual orientation, gender identity and class are best understood as overlapping and mutually constitutive rather than isolated and distinct. Intersectionality "is a lens through which you can see where power comes and collides, where it interlocks and intersects."[x]

Marginalized Communities

Groups and communities that experience discrimination and exclusion (social, political, educational, and economic) because of unequal power relationships across economic, political, social and cultural dimensions.[xi]

Privilege

Society's formal and informal institutions accord unearned social power to all dominant group members (white privilege, male privilege). Privilege is usually invisible to those who have it because we are taught not to see it. Still nevertheless, it puts them at an advantage over those who do not have it.

Racism

Racism involves one group having the power to carry out systematic discrimination through society's institutional policies and practices and by shaping the cultural beliefs and values that support those racist policies and practices.[xii]

Restorative Justice

Restorative justice is a theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those most affected by wrongdoing. It gives equal concern to the victim, the offender, and the surrounding community. Restorative responses are meant to repair harm, heal broken relationships and address the underlying reasons for the offense. Restorative justice

emphasizes individual and collective accountability. Crime and conflict generate opportunities to build community and increase grassroots power when restorative practices are employed.[xiii]

Social Justice

The belief that all people should have equal rights and opportunities. How these rights and opportunities are made accessible and equal may not look or be the same for everyone. The differences in how equality is achieved for everyone is equity at work.[xiv]

Spousal/Partner Accommodation

Programs that support spouses and partners of faculty and staff in identifying employment opportunities on campus outside of the competitive search process and match well-qualified prospective employees with identified university needs. All participants hired under the Partner Accommodation policy must be fully qualified for the specified position. A spouse or partner accommodation program is not a guarantee of employment.[xv]

Underrepresented Group

A group that is less represented in one subset (e.g., employees in a particular sector, such as higher education or STEM) than in the general population, and this can refer to gender, race/ethnicity, physical or mental ability, females, LGBTQ+ status and many more – also referred to as minorities, underrepresented minorities or marginalized populations.[xvi]

Underrepresented Minority (URM)

An underrepresented minority (URM) is someone who self identifies as one or more of the following racial or ethnic group:

- African American / Black
- Asian: Filipino, Hmong or Vietnamese only
- Hispanic / Latinx
- Native American / Alaskan Native
- Native Hawaiian / Other Pacific Islander
- Two or more races, when one or more are from the preceding racial and ethnic categories in this list. [xvii]

White Supremacy

The idea (ideology) that White people and their opinions, thoughts, beliefs, and actions of white people are superior to People of Color and other marginalized groups, and their ideas, thoughts, beliefs, and actions. While most people associate white supremacy with extremist groups like the Ku Klux Klan and the neo-Nazis, white supremacy is ever-present in our institutional and cultural assumptions that assign value, morality, goodness, and humanity to the white group while casting people and communities of color as worthless (worth less), immoral, evil, and inhuman and "undeserving." Drawing from critical race theory, the term white supremacy also refers to a political or socioeconomic system where white people enjoy structural advantages and rights that other racial and ethnic groups do not, both at a collective and an individual level.[xviii]

VIII. References

i Kendi, I. X. (2019). How to be an antiracist. One World.

ii Hurtado & Carter. (1997)

iii www.psychologytoday.com/us/basics/bias www.mypronouns.org/what-and-why

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v The Second Vatican Council (1965), Gaudium et Spes [The Pastoral Constitution on the Church in the Modern World, §26]

vi Association of American Colleges and Universities https://www.aacu.org/making-excellence-inclusive; AAC&U (aacu.org)

vii Hurtado & Carter (1997)

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ix Clayton-Pederson, A. R., O'Neill, N., & Musil, C. T. (2017, June). Making excellence inclusive: A framework for embedding diversity and inclusion into colleges and universities' academic excellence mission. Retrieved from https://www.aacu.org/sites/default/files/files/mei/MakingExcellenceInclusive2017.pdf

x Intersectionality | Definition of Intersectionality by Merriam-Webster (Merriam-webster.com); Kimberlé Crenshaw on Intersectionality, More than Two Decades Later | Columbia Law School

xi Adapted from: Marginalized populations | National Collaborating Centre for Determinants of Health (nccdh.ca)

xii The Movement for Black Lives (M4BL), "Glossary."

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xiv https://nadohe.memberclicks.net/assets/2021/Framework/National%20Association%20of%20Diversity 20Officers%20in%20Higher%20Education%20-%20Framework%20for%20Advancing%20Ant-Racism%20on%20Campus%20-%20first%20edition.pdf

xv Office for Inclusive Excellence, Gonzaga University

xvi What is Underrepresented Groups | IGI Global (igi-global.com)

xvii Underrepresented Minority Definition | Law Insider

xviii What Is Racism?" − Dismantling Racism Works (dRworks) web workbook