

Inclusive Excellence Strategic Plan

Five-Year Strategic Objectives, Measures and FY25 Actions

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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).*

Foley Library

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 Foley Library

Preface. A. Foley Library Mission

The Foley Center Library is an integral partner in the transformative educational experiences emerging from Gonzaga's Jesuit, Catholic, humanistic mission. We provide and curate scholarly information resources that spark imaginations and facilitate engagement with knowledge, wisdom, and cultural heritage. We create physical and virtual learning environments for collaboration, study, discovery, and reflection. We prepare students for lives of leadership and service for the common good by cultivating their abilities to locate, evaluate, synthesize, and create information in digital and physical formats and partner with our faculty and staff in their teaching, creative and scholarly pursuits.

Preface. B. Foley Library Vision

Foley Library, as a unit within Gonzaga University, is an organization that intentionally and mindfully implements practices to foster a culture where individuals of all identities and backgrounds can thrive. As such, it is a library that not only draws but retains diverse talent to continue developing and growing its connection and impact for the campus.

Preface. C. Foley Library Values

Stewardship and Sustainability

We demonstrate our commitment to stewardship and sustainability by:

- Cultivating and preserving our physical, digital, and ecological resources.
- Spearheading the preservation and conservation of materials that represent the cultural heritages of the communities we serve.
- Creating a sustainable work culture by fostering a healthy work-life balance among library staff.

Social Justice

We demonstrate our commitment to social justice by:

- Valuing divergent points of view and providing materials that represent a wide range of perspectives that reflect both the Gonzaga and larger global communities.
- Championing intellectual freedom and the right of the library to acquire materials that challenge our users.
- Confronting personal and organizational biases in order to transform attitudes and practices, advancing diversity, equity, and inclusion.

Collaboration

We demonstrate our commitment to collaboration by:

- Partnering with colleagues across campus to deliver interdisciplinary scholarship and instruction.
- Sharing and combining resources with other libraries for the benefit of patrons in our community, region, and around the world.
- Utilizing open, respectful, and effective communication with internal and external stakeholders.

User Experience

We demonstrate our commitment to user experience by:

- Utilizing principles of universal design in library instruction, services, spaces, and resources, ensuring access for patrons of all abilities.
- Employing effective assessment tools to understand user needs and make meaningful improvements to services and spaces.
- Maintaining consistency in the quality of our interactions with all patron groups without regard to status.

Ingenuity

We demonstrate our commitment to ingenuity by:

- Leveraging reliable and appropriate technology in the creation of rich, collaborative library spaces.
- Pursuing technological solutions for the preservation and promotion of scholarly communication.
- Keeping an awareness of current trends in the library and the higher education world by accessing resources for continuing education and professional development.

Preface. D. Foley Library Inclusive Excellence Efforts Over Time

Foley Library has a long EDI activism tradition in the actions of Library outreach, instruction, and education endeavors, as we maintain a strong commitment to the American Libraries Association's *Code of Ethics** which include the values of:

1. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
5. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
9. We affirm the inherent dignity and rights of every person. We work to recognize and dismantle systemic and individual biases; to confront inequity and oppression; to enhance diversity and inclusion; and to advance racial and social justice in our libraries, communities, profession, and associations through awareness, advocacy, education, collaboration, services, and allocation of resources and spaces.

* <https://www.ala.org/tools/ethics>

In the 2020-2021 academic year, former Foley Library Dean Paul Bracke formally convened an interdepartmental committee tasked with exploring Equity, Diversity, and Inclusion efforts for Foley Library. The EDI Committee was chaired by then Associate Dean Heather James and included 4-5 faculty and staff colleagues from across the library and the office of Sponsored Research & Programs.

Foley Library Associate Dean Brad Matthies, as well as other members of the Foley Library have individually engaged with the Opportunity Northeast efforts including immersions, volunteer opportunities, and a collective effort at the Logan Block Party.

In Fall of 2021, newly hired Nursing liaison librarian, Candise Branum, co-led a grant-funded program to develop health literacy and information programs in Spokane Public Schools. This program was in partnership with then School of Nursing and Human Physiology faculty, Jenn Towers, and was funded by the Washington State Library's American Relief Program Act.

In Fall of 2021, Foley Library was selected as a sub-grantee on the IMLS-funded project from Hampton University, *Leading the Charge*, focused on retention and recruitment of BIPOC workers in libraries. The Foley Library project, coordinated by then Associate Dean Heather James, has focused on building organizational culture in order to foster retention of employees and scaffold work toward meaningful reflections on equity and inclusion for all people. This work is concluding in Summer 2024.

In Fall 2022, Foley Library hosted the touring exhibit of Americans and the Holocaust, sponsored by American Library Association and the United States Holocaust Memorial Museum and coordinated by Associate Dean Brad Matthies. This exhibit involved programming with guest speaker events, tours from Spokane Public Schools high schools, and access to the public.

In Fall 2023, Digital Collections Librarian Liz Wawrzyniak – extending from her work on the IESP local implementation working group – organized an Inclusive Excellence Reading Group in Foley Library to bring people together around shared readings on topics of equity, inclusion, and diversity in the library profession.

In Summer 2024, Catalog & Metadata Librarian Shenae M. Hennagir Barkas reconvened the Foley Library’s EDI Committee (renamed Foley Inclusive Excellence Committee), restructuring its focus and recruiting members of the Foley IESP local implementation working group to begin coordinating efforts to implement the Inclusive Excellence Strategic Plan and other initiatives.

IESP Planning Process

Responsible Party:

Heather James

Planning Lead(s):

Shenae Hennagir Barkas

Planning Team/Implementation Team/Working Groups

Candise Branum

Hannah Engel

Laura Hutton

Lisa Tuinenga

Elizabeth Wawrzyniak

Data and Analysis: Key Findings

To create Foley's Inclusive Excellence Strategic Plan, we convened a working group of demonstrated EDI-focused colleagues who met semi-monthly to discuss, draft, and strategize our goals and desired outcomes. As many of our endeavors in this plan are in their beginning stages, we anticipate that targeted data collection and analysis processes will be unique to each action and established after proper research.

As such, the key findings curated from the working group thus far were qualitative and reflective in nature since we primarily quantified what fundamental and structural changes ought to occur in Foley's operation to enhance both ourselves as employees and our patron and community programming, services, and activities. Broadly, our working group articulated themes of unequal access to work training and development, feelings of disempowerment, questions of autonomy, and uncertainty around engaging with colleagues in different departments (given their differing expectations and roles) thus creating barriers to collaborative activities, sharing information, and ultimately in support. At scale, these issues overwhelmingly contribute to employee morale, retention, and recruitment, all of which inhibits creating a culture of equity, diversity, inclusion, and belonging. It was therefore our recommendation that our Inclusive Excellence Strategic Plan focus on correcting these barriers.

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

Plans for Supporting, Tracking and Updating the Strategic Plan

1. On June 1, 2024, Foley's IESP Working Group formally reconvened as Foley's Inclusive Excellence Committee (IEC), which will meet semi-monthly. Membership remains the same; however, to strengthen the diversity of input, we envision a flexible committee arrangement where we include both those who wish to directly serve and those whose work forms beneficial partnerships.
2. Regular review of current year progress will occur at each meeting, with formal reporting to the Dean at least twice a year. We are seeking to align reporting with the Office of Inclusive Excellence's reporting cycles.
3. Tracking and project planning feedback will be undertaken specifically in a Committee MS Teams site by the Planning Lead, Shenae M. Hennagir Barkas, who will also Chair this year's upcoming IE Committee. The Dean of Foley Library will then track the Planning Lead's leadership at semi-annual intervals.

Foley Library

Priority 1: Intentionally cultivate the Foley Library to be inclusive, equitable, and diverse, creating a supportive place in the Gonzaga University community.

5-Year Strategic Goal: Create and Implement a Foley Library Employee Onboarding Plan

Objective 1: Develop and implement a comprehensive onboarding program for new library employees so to seamlessly integrate new employees into the library's mission, culture, and services, thus fostering a sense of belonging and empowerment that leads to enhanced research support, innovative student engagement, and a thriving academic community.

Measure of Success 1A: Foley Library employees experience standardized onboarding through access to supplemental information and resources via the Foley Onboarding Toolkit.

Detailed Actions Planned:

- Create centralized toolkit to ensure consistent introduction to coworkers and Foley spaces.
- Create employee and department directories, describing in plain language the employee/department roles, job descriptions, and areas of responsibility.
- Provide easy access to their department specific resources.
- Provide easy access to Foley-wide resources.
- Provide easy access to GU-wide resources (to supplement campus-wide onboarding).
- Day-to-day operational logistics.

Group/Persons Accountable: Inclusive Excellence Committee and Administration

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 1.2

Measure of Success 1B: New employees are integrated into Foley Library workflows to observe and participate with colleagues across departments during the onboarding timeframe.

Detailed Actions Planned:

- Promote consistent opportunities for growth, professional exploration, and institutional workflow knowledge by providing opportunities for job shadowing library colleagues.
- Facilitate opportunities for job shadowing through one-on-one or group format to promote employee skill-building
- Establish procedures so that new employees are invited to visit department meetings outside of their own job duties during their onboarding period.

Foley Library

- Appoint team to explore development of an “ambassador” program to assist with new employee onboarding, ensuring a smooth integration during onboarding timeframe.

Group/Persons Accountable: Inclusive Excellence Committee and Department Heads

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 1.2, 1.5

Objective 2: Foley Library will research and develop a library-based program for the mentoring and professional development of early career professionals to improve employee development and retention.

Measure of Success 2A: By the end of 2024, Foley EDI committee will have researched best practices for implementing official and unofficial mentorship programs in academic libraries.

Detailed Actions Planned:

- Research and document best practices from academic journals.
- Identify and interview participants at other academic institutions with similar programs or opportunities.

Group/Persons Accountable: Inclusive Excellence Committee

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 1.2, 1.5

Measure of Success 2B: Early professional employees and supervisors are informed of tools to direct their professional development through a centralized LibGuide.

Detailed Action Planned:

- Work with Organizational Development and campus partners to establish a framework of learning toward professional development.
- Flesh out centralized LibGuide with professional development tools, options, trainings, etc.

Group/Persons Accountable: Inclusive Excellence Committee

Resources Needed: LibGuide software

Associated IE Tactics/Actions Associated: 1.2, 1.5

Foley Library

Measure of Success 2C: Early career professionals at Foley Library will demonstrate increased participation in mentorship program and/or professional development options.

Detailed Action Planned:

- Establishment of formal or informal mentorship partnerships within the Foley Library.
- Employees access professional development opportunities in a self-directed manner.
- Explore assessment of usage metrics for the centralized LibGuide.

Group/Persons Accountable: Library Leadership and Inclusive Excellence Committee

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 1.5

5-Year Strategic Goal: Create a Culture of Growth for Foley Library Student Employees

Objective 3: Expand our student employment structures and training opportunities to enhance options for vertical and lateral movement within and across library departments, building work skills and knowledge that transfer beyond a college context.

Measure of Success 3A: Re-evaluation of hiring and employment pathways through library, restructured to provide more access to more students.

Detailed Action Planned 3A:

- Form a committee to develop library-wide/cross-department training initiatives supported by the EDI Committee.
- Research best practices and survey Orbis Cascade partners for student employee development and training.
- Begin compiling a centralized hiring and training best practice toolkit to inform library hiring.

Group/Persons Accountable: Inclusive Excellence Committee, Student Employee Experience Group, Student Supervisors

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 1.2, 1.5

Measure of Success 3B: Provide leadership opportunities for student employees by developing a mentorship/buddy program to welcome and support newer student employees.

Detailed Action Planned:

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- Partner new employees with seasoned employees to model behavioral soft skills in customer service, library, and communication, in addition to the structured library-led trainings.

Group/Persons Accountable: Inclusive Excellence Committee and Student Supervisors

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 1.2, 1.5, 1.6

Measure of Success 3C: Standardize benchmarks of student employee experience, including student employee appreciation and procedures for the end of employment.

Detailed Action Planned:

- Streamline student employee work reference requests through a library-wide formalized system.
- Establish budget and standardize student employee appreciation to celebrate their contributions.

Group/Persons Accountable: Inclusive Excellence Committee and Student Supervisors

Resources Needed: Budget funding for appreciation activities

Associated IE Tactics/Actions Associated: 1.2, 1.5

Priority 2: Develop Intentional Relationships and Collaborations within the Gonzaga University Community.

5-Year Strategic Goal: Nurture purpose-driven relationships with campus organizations and communities, including student-led groups

Objective 1: Cultivate robust cross-campus partnerships with student organizations to amplify diverse voices, foster a more equitable and vibrant learning environment, and empower students to engage meaningfully with the library community.

Measure of Success 1A: Implement programming opportunities and develop displays co-developed by student organizations and campus partners.

Detailed Actions Planned:

- Collaborate on rotating educational thematic book and resource exhibits prominently featured in the library.
- Create inter-disciplinary training opportunities for project-based digital scholarship.

Group/Persons Accountable: Inclusive Excellence Committee and Foley User Services Department

Resources Needed: Budget funding for materials and activities

Associated IE Tactics/Actions Associated: 2.4, 2.7

Objective 2: Support cross-campus EDI programming by collaborating with program organizers to provide support and resources for facilitation.

Measure of Success 2A: Provide resource support to campus groups, such as the OIE's "Washington State Rising" book discussion or the Center for Community Engagement's "Community Engaged Learning" (CEL) book club through acquisition and access.

Detailed Actions Planned:

- Acquire resources and establish access available for campus-wide use.
- Solicit feedback for future opportunities.

Group/Persons Accountable: Inclusive Excellence Committee, Library Leadership, Faculty Liaison Librarian

Resources Needed: Budget funding for materials

Associated IE Tactics/Actions Associated: 2.7

Foley Library

Objective 3: Educate Foley front-line employees on campus and community resources, empowering them to connect patrons with non-library services where appropriate.

Measure of success 3A: Front-line service point employees (students and staff) identify patron needs outside of traditional borrowing and research services, directing them to appropriate resources with fewer supervisor interjections.

Detailed Actions Planned:

- Survey campus to determine what resources GU and/or Spokane offers.
- Compile resources and produce guide for frequent patron requests or expressed needs.
- Train student employees on referring patrons to resources.
- Utilize Canvas quizzes to periodically evaluate front-line employee knowledge.

Group/Persons Accountable: Inclusive Excellence Committee and Foley User Services Department

Resources Needed: Training from Inclusive Excellence and Disability Access campus units.

Associated IE Tactics/Actions Associated: 2.4, 2.9

Priority 3: Promote Inclusive Teaching, Scholarship, and Services.

5-Year Strategic Goal: Promote Foley Library Initiatives Supporting Inclusive Instruction

Objective 1: In conjunction with the Foley Library EDI Committee, utilize the Faculty Librarians' "Learning Outcomes for Library Instruction" framework document to derive instruction literacy metrics and assessments for EDI considerations.

Measure of Success 1A: Establish and derive metrics for term goals in library instruction.

Detailed Actions Planned:

- Bring EDI Committee to Faculty Librarian working group to facilitate discussion planning.
- Research and identify operable metrics for measuring success.
- Create documentation method for tracking metrics and identify individuals charged with analysis.

Group/Persons Accountable: Faculty Librarian Chair, Foley Faculty Department, and Inclusive Excellence Committee

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 3.1, 3.2, 3.7, 3.10

Measure of Success 1B: Assessment of current EDI instruction principles and methods in library instruction.

Detailed Actions Planned:

- Survey Faculty Librarians on EDI instruction principles used in their instruction practices.
- Perform qualitative analysis on responses.
- EDI committee provides feedback and recommendations for future directions in Faculty Librarian Liaison Academy learning opportunities.

Group/Persons Accountable: Faculty Librarian Chair, Foley Faculty Department, and Inclusive Excellence Committee

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 3.4, 3.7

Objective 2: Develop Instruction Librarian-focused resources on teaching and using inclusive pedagogy and practices by the end of Summer 2026.

Measure of Success 2A: A LibGuide or similar public-facing documents will be created and published online to promote Foley Library EDI resources, lesson plans or best practices, accessibility tools, and learning opportunities.

Detailed Actions Planned:

- Dedicated planned Liaison Academy sessions for discussion and investigation.
- Explore partnership opportunities with the Center for Teaching and Advising.

Group/Persons Accountable: Inclusive Excellence Committee and Foley Faculty Department

Resources Needed: LibGuide platform

Associated IE Tactics/Actions Associated: 3.1, 3.10

Objective 3: Foley Library will create resources to empower course development and inclusion of EDI-informed instruction methods and resources in the classroom, prioritizing non-tenure track and early-career faculty.

Measure of Success 3A: Faculty Librarians, with support of the EDI Committee, will research support services for Gonzaga University non-tenure track and early-career faculty regarding course support, Foley Library, and Foley building partner resources (Instruction Design & Delivery, Center for Teaching and Advising).

Detailed Actions Planned:

- Identify relevant building partners for collaboration.
- Form focus groups and questionnaires from targeted populations to collect information on their challenges and support needs, including their interest in partnering with the Foley Library to explore EDI-informed solutions.
- Review responses and formulate course of action, e.g. OERs, Course Reserves, instruction, research reference support for faculty.

Group/Persons Accountable: Foley Library Faculty, Inclusive Excellence Committee

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 3.1, 3.7, 3.10

Measure of Success 3B: Promote the creation and adoption of Open Access (OA) course support materials to address issues of educational affordability.

Detailed Actions Planned:

- Provide guidance on the use and/or development of Open Educational Resources (OERs).
- Investigate and identify external funding opportunities for the development of OERs.
- Create a public-facing compendium of resources.

Foley Library

- Work with Faculty Librarians to identify opportunities for regular sharing and communication support options.

Group/Persons Accountable: Inclusive Excellence Committee, Foley Library Faculty, Library Leadership

Resources Needed: Budget for training; possible budget for OER publishing platform

Associated IE Tactics/Actions Associated: 3.7, 3.10

Measure of Success 3C: Explore possibilities for reducing costs to students by identifying and purchasing or licensing digital course support materials (articles, books, etc.).

Detailed Actions Planned:

- Partner with Zag Shop to create dataset of costs for course materials required for purchase by students.
- Create use case profiles of 1-5 Gonzaga student experiences (ex: engineering student, health sciences student, philosophy student, education student, etc.) to understand total costs of student career at Gonzaga.
- Identify high-use, high-impact course materials that could be purchased and made available to students through Foley Library catalog.

Group/Persons Accountable: Associate Dean Scholarly Resources

Resources Needed: Funds for collection development

Associated IE Tactics/Actions Associated: 3.1, 3.7, 3.10

Foley Library

Priority 4: Create Practices and Accountability Measures that Empower Employees to Engage in Education, Training, and Development.

5-Year Strategic Goal: Establish Administrative Foundational Practices and Implement into Employee-level Workflows

Objective 1: Foley Library leadership develops and implements an “EDI Every Day” framework into the everyday workflows of Foley Library.

Measure of Success 1A: Develop an “EDI Every Day” framework specific to the context of Foley Library and its mission.

Detailed Actions Planned:

- Determine, with Foley EDI Committee, internal priorities for creating an “EDI Every Day” framework.
- Create framework document or materials to share with Foley Library employees.

Group/Persons Accountable: Library Leadership and Inclusive Excellence Committee

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 4.1, 4.5, 4.9

Measure of Success 1B: Use “EDI Every Day” principles in daily work, e.g. in monthly staff meetings and discussions, work assessments, and goal setting.

Detailed Actions Planned:

- Provide guidance on how this will be incorporated to supervisors for individual department training.
- Establish Foley Library Community Agreement as well as standards for communication expectations.
- Communicate “EDI Every Day” expectations to all employees in department and/or all-staff settings.

Group/Persons Accountable: Library Leadership and Department Heads

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 4.1, 4.5, 4.9

Measure of Success 1C: Incorporate an annual Inclusive Excellence review as part of employee yearly review cycle.

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Detailed Actions Planned:

- Library Administration in collaboration with Foley EDI Committee develops baseline standards for department chairs and employee supervisors to be provided at Library Leadership meetings.
- Develop a reporting and feedback method tied to annual review cycle for supervisors to discuss with their employees.
- Supervisors guide employees toward pathways for development of EDI-related skills.

Group/Persons Accountable: Library Leadership, Inclusive Excellence Committee, Department Heads

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 4.1, 4.3

Measure of Success 1D: Create a system of documenting employee development and training on EDI topics.

Detailed Actions Planned:

- Determine a method for employees to self-record and track development and training opportunities across the year.
- Create a system for employees to track personal development and training.
- Supervisors will collect self-reported data from employees at regular intervals to use in discussions regarding professional development.

Group/Persons Accountable: Library Leadership, Department Heads, and Inclusive Excellence Committee

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 4.5, 4.6, 4.9

5-Year Strategic Goal 2: Utilize social justice principles to empower Foley Library employees in professional development, formal feedback, and group volunteer opportunities.

Objective 2: Foley Library employees utilize “EDI Every Day” principles established by library administrators in their everyday workflows.

Measure of Success 2A: As a part of the yearly review process, employees will perform an Inclusive Excellence reflection that provides each employee with the opportunity to examine their work for engagement points to incorporate principles and practices in line with diversity, inclusion, and excellence priorities, as well as allow them to share the ways that they have participated in campus and community initiatives and work outside of their normal workflow

Detailed Actions Planned:

Foley Library

- Using the collection method established by administration and the EDI committee, employees document activities.
- With the library administration’s guidance, supervisors will schedule a meeting aligned with the annual review cycle for each employee to reflect together on the past year’s activities and help select focus areas for upcoming cycle.

Group/Persons Accountable: Library Leadership, Department Heads or Supervisors

Resources Needed: Materials created in Objective 4.1

Associated IE Tactics/Actions Associated: 4.1, 4.3, 4.7, 4.9

Objective 3: Research opportunities to establish and expand robust community internship and partnership programs at Foley Library to enhance engagement, provide enriching learning experiences, and contribute to local needs.

Measure of Success 3A: Partner with Kootenai County Task Force on Human Relations to develop a one-year fellowship focused on processing and organizing recently-acquired Hate Studies archival collections, funded by 2024 KCTFHR gift.

Detailed Actions Planned:

- Outline goals and priorities for this fellowship in consultation with Kootenai County Task Force on Human Relations.
- Identify and hire individual, prioritizing applicants from historically marginalized communities, for one-year fellowship.
- Explore opportunities to renew fellowship for future years, including identifying grants and other sources of funding.
- Build awareness of collection and Gonzaga University Archives and Special Collections as research center for Hate Studies.

Group/Persons Accountable: Associate Dean Scholarly Resources, Foley University Archives & Special Collections Department

Resources Needed: 2024 KCTFHR funds

Associated IE Tactics/Actions Associated: 1.3, 4.1, 4.2, 4.9

Measure of Success 3B: Generalize process of Measure of Success 3A to investigate creating additional internship/fellowship/funded learning positions at Foley.

Detailed Actions Planned:

- Library EDI committee and (as-yet-unnamed) task force will research community outreach and internship programs in institutions or libraries of similar size and scope.

Foley Library

- Partner with local community outreach and education organizations to discuss opportunities and needs.
- If action is feasible, outline draft of proposal to Foley Library administration and potential partners for formal review.

Group/Persons Accountable: Inclusive Excellence Committee and Library Leadership

Resources Needed: Internal or external funding

Associated IE Tactics/Actions Associated: 1.3, 4.1, 4.2, 4.9

Objective 4: Ensure the ability for Foley Library employees to create protected time away from regular work-duties to attend development opportunities.

Measure of Success 4A: Create equity in time autonomy by facilitating a front-facing skills training program, ensuring that full-time Foley Library employees will be able to staff the service desk successfully.

Detailed Actions Planned:

- Identify baseline front-facing skills for supervising at the service desk.
- Review and refine content contained within Supervisor Resource Manual at service desk.
- Schedule training for library departments or small groups.
- Routinely schedule library employees to supervise the service desk one hour per month.
- Renew skills on an annual basis.

Group/Persons Accountable: Library Leadership and Department Heads

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 4.1, 4.5, 4.6

Measure of Success 4B: Dedicate time throughout the year for collaborative or large-group employee development opportunities, prioritizing periods of off-peak library use.

Detailed Actions Planned:

- Library administration will schedule trainings or identify opportunities during major break periods (e.g. Winter, Summer, Spring Break).

Group/Persons Accountable: Library Leadership, Department Heads, and Inclusive Excellence Committee

Resources Needed: Possible funding for training materials, speakers, etc.

Associated IE Tactics/Actions Associated: 4.1, 4.5, 4.9

Priority 5: Create and Strengthen Community Relationships and Partnerships through Foley Library Outreach Practices.

5-Year Strategic Goal: Partner with on- and off-campus groups to leverage Foley Library’s resources to amplify the voices of individuals and community groups in advocacy, education, and preservation initiatives that align with Foley Library’s mission and values.

Objective 1: Collaborate with local community to identify and (co-)host an event or project focused on education in diverse topics and community advocacy by end of 2028.

Measure of Success 1A: By December 2025, identify growth-focused partnerships with local community groups to connect Gonzaga to the community, exploring potential collaboration opportunities such as events, outreach activities, and community-driven collections and projects.

By 2028, develop and sustain at least two community partnerships by collaborating to orchestrate projects or events.

Detailed Actions Planned:

- Explore collaboration options with on-campus groups.
- Explore collaboration options with off-campus groups.
- Investigate and document opportunities for grant funding, or secure funding from Gonzaga and partners.
- Prioritize the leadership of historically marginalized voices in planning and development, emphasizing the library’s role as a supporter in these efforts.

Group/Persons Accountable: Library Leadership and Inclusive Excellence Committee

Resources Needed: TBD

Associated IE Tactics/Actions Associated: 5.2, 5.8

Measure of Success 1B: Host the National Library of Medicine History of Medicine Exhibit, *Promising Future, Complex Past: Artificial Intelligence and the Legacy of Physiognomy* (November 2024).

Detailed Actions Planned:

- Develop contextual materials around the event and topic.
- Coordinate with event team to support exhibit.
- Promote event to Gonzaga campus and community.
- Collaborate with Marketing & Communications to promote exhibit to local educational and cultural institutions and the public.
- Provide guidance for faculty on ways to incorporate topic material into classroom pedagogy.

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Group/Persons Accountable: Library Leadership and Foley Faculty Liaison

Resources Needed: Exhibition fees and support/marketing costs

Associated IE Tactics/Actions Associated: 5.1, 5.2, 5.3

Foley Library

Priority 6: Create Intentional Data Collection, Assessment, and Reporting Practices Appropriate to the Work of Foley Library Areas.

5-Year Strategic Goal: Build a culture of accountability and meaningful assessment with transparent reporting throughout the library.

Objective 1: The Library Dean will empower designated leaders in alignment with positional authority as well as informal leaders with expertise to steward the implementation of the Foley IESP.

- Foley Library will maintain an Inclusive Excellence Committee (IEC) going forward (formally the EDI Committee), led initially by the members of the IESP Local Implementation Working Group. This group will replace members as necessary through selective review of interested Foley employees.
- For each of the plan priorities, there will be a designated lead of one or more individuals with positional power in the relevant area(s) of the library to ensure implementation and assessment of objectives and measures scaffolded over time. In general, these leads will be area supervisors or administrators.

Group/Persons Accountable: Library Dean and Inclusive Excellence Committee

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 6.1, 6.2, 6.3, 6.4

Objective 2: Develop practice of reviewing strategic plans for necessary revision based on contextual changes.

- The IEC of Foley Library will review progress in actions and outputs of each objective twice each year, approximately during the winter and summer breaks in the academic year, for needs to revise objectives or measures of success.

Group/Persons Accountable: Library Leadership and Inclusive Excellence Committee

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 6.1, 6.2, 6.4 6.6, 6.8

Objective 3: Maintain useful and meaningful data collection for long-term analysis and review with guidance from relevant experts.

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- For all priorities in the plan, the area supervisor and IEC will determine appropriate data tracking platforms to be implemented based on the objective and related measure of success metric with guidance from relevant experts if necessary.
- Foley Library's IEC will track progress in the plan in the form of actions, outputs, and impacts through a shared MS Team Task Board.
- The Library Dean will prepare an annual report addressing efforts and impact across all priorities of the Foley Library local IESP.
- In addition to the annual report, the dean of library and IEC will transparently communicate to the library and also the campus regarding actions and outcomes related to the implementation of the plan.

Group/Persons Accountable: Inclusive Excellence Committee, Department Heads, Inclusive Excellence Committee Chair, Library Dean

Resources Needed: N/A

Associated IE Tactics/Actions Associated: 6.1, 6.2, 6.3,

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

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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

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

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