

Inclusive Excellence Strategic Plan

Five-Year Strategic Objectives, Measures and FY[] Actions

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

- I. Priority 1: Recruit, Retain, and Foster the Success of a Diverse Community
- II. Priority 2: Nurture an Inclusive Campus Climate and Intergroup Relationships
- III. Priority 3: Promote Inclusive Teaching, Scholarship, and Service
- IV. Priority 4: Build Capacity through Education, Training, and Development
- V. Priority 5: Strengthen and Deepen Community Relations and Partnerships
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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).*

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 Human Resources, Risk Management, and CSPS

Preface. A. Human Resources Mission

Provide policies and programs within a legal, safe, and fiscally responsible context to create and sustain a highly qualified workforce and work life quality that supports Gonzaga University's mission.

We do this through our recruitment, professional development, compensation and benefits, health management, and safety programs to retain diverse talent.

We model the mission values by conducting ourselves with professionalism, integrity, confidentiality, objectivity, and respect.

Preface. B. Human Resources Vision

To be a trusted resource to the Gonzaga community by assisting its members in accomplishing their strategic goals and objectives.

Preface. C. Human Resources Values

The Human Resources department follows the University's Institutional Work Values.

Planning Process

Responsible Party: Ray Kliewer

Planning Lead(s): Madison Marlow

Planning Team/Implementation Team/Working Groups:

- *Human Resources Operations Team*
- *Human Resources Employee Experience Team*
- *Risk Management*
- *CSPS*

Planning Process Summary

- *Each team in the Human Resources reviewed their objectives and determined their key result with the actions steps based on refining activities we currently have in place and/or including long term goal activities.*

Data and Analysis: Key Findings

Utilizing our internal HRIS team we pull a variety of reports weekly, monthly, and yearly to compare numbers of our various processes. These reports are primarily out of Banner, PeopleAdmin, PowerBI, and GU Analytics (till EOY 2024). Launching in 2025 we will be utilizing PageUp, the replacement for PeopleAdmin.

- *For Employment team related reports, we pull data reports from PeopleAdmin, PowerBI and/or GU Analytics (till EOY 2024)*
 - *EEO reports are pulled directly from PeopleAdmin based on candidates voluntarily providing EEO answers.*
- *For Learn & Development team related reports we pull data from surveys conducted after trainings. These are both in person survey documents, or online surveys using systems like Qualtrics.*
- *For Benefits team related reports utilizing marketing calendars to track outgoing marketing. Receive utilization reports to determine marketing participation and use data to optimize outreach. Additionally, quarterly focus groups feedback on how accessible our medical and mental health programs and support are, including feedback on ways to improve.*

**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)

1. *Increase the number of hires from underrepresented groups to staff positions in order to represent Gonzaga University’s advancing a culture of inclusiveness.*
 - a. *Increase the number of hires from underrepresented groups as compared to prior year by 2% year over year.*
2. *Create inclusive and supportive workplace policies so that all employees feel valued and respected, enhancing overall job satisfaction and retention for staff to join, stay and succeed at Gonzaga University.*
 - a. *Review the Policies and Procedure Manual (PPM) annually to ensure clarity, accuracy, and compliance with current federal and state laws.*

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)*
Increase the number of hires	Increase the number of hires	<ul style="list-style-type: none"> • Adhere to Affirmative Action guidelines for all 	Employee Experience	N/A	1.2 1.4

<p>from underrepresented groups to staff positions in order to represent Gonzaga University’s advancing a culture of inclusiveness.</p>	<p>from underrepresented groups as compared to prior year by 2% year over year.</p>	<p>postings and promotion opportunities, which includes posting open positions, and/or promotion opportunities, for competition to ensure equal opportunity.</p> <ul style="list-style-type: none"> • Review and adjust educational requirements to open positions, or promotions opportunities, to allow for applicants with related experience, but without traditional educational degrees. • Update job postings and job descriptions to include inclusive language and remove pronouns when possible. • Continue to improve and update Search Committee Training to remind and coach on diversity and biases. • Build relationships with local organizations to further outreach to underrepresented group through events and partnerships. 	<p>team – Specifically the Employment Team</p>		<p>1.8 1.10</p>
<p>Create inclusive and supportive workplace policies so that all employees feel valued and respected, enhancing overall job satisfaction and retention for staff to join, stay and succeed at Gonzaga University.</p>	<p>Review the Policies and Procedure Manual (PPM) annually to ensure clarity, accuracy, and compliance with current federal and state laws.</p>	<ul style="list-style-type: none"> • Create an annual review group for each area of the PPM to review and submit adjustments based on clarity, accuracy, and compliance. • Update to include inclusive language and remove pronouns when possible. • Maintain subscriptions and memberships to SHRM, INSHRM, CUPA, Archbright, and InsideHigherEd.com to be notified of upcoming Federal and State law changes or addition. 	<p>Employee Experience team – Specifically the Colleague Relations Team</p> <p>Operations Team</p>	<p>Ongoing budget allocations to maintain subscriptions and memberships</p>	<p>1.2 1.4</p>

*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. *Foster an inclusive culture by promoting benefits that support work-life balance and mental health in order to enhance overall employee wellbeing and retention.*
 - a. *Increase the amount of marketing around wellness options available to employees year over year.*
2. *Continue to remove financial and physical barriers around health services in order to affirm a commitment to human dignity.*
 - a. *Ensure that medical and mental health programs and support are accessible and evaluate annually.*

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)*
Foster an inclusive culture by promoting benefits that support work-life balance and mental health in order to enhance overall employee wellbeing and retention.	Increase the amount of marketing around wellness options available to employees year over year.	<ul style="list-style-type: none"> • Increase marketing around mental health and supporting individuals from a variety of different backgrounds. • Bring awareness to current wellness programs using more communication channels, such as a new HR Morning Mail (launching end of 2024). • Design and update marketing templates to easily adjust to various wellness activities and promotions. 	Operations Team – Specifically Benefits team	N/A	2.7 2.9
Continue removing financial and physical barriers around health services to affirm a commitment to human dignity.	Ensure that medical and mental health programs and support are accessible and evaluate annually.	<ul style="list-style-type: none"> • Increase accessibility with onsite events from current vendors. • Bring vendors and support to more events, such as the Benefits Fair or the Total Rewards Fair. • Continue to search for vendors that remove financial and physical barriers around health services, such as Hinge Health and Kinwell. 	Operations Team – Specifically Benefits team	N/A	2.7 2.9

*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. *Offer leadership training on inclusive management practices to ensure supervisors are equipped to create and sustain an inclusive workplace and authentically embody the Gonzaga University mission.*
 - a. *Increase the percentage of supervisors reporting intercultural competence skills by 10% as outlined in the Supervisor Competency Framework.*

2. *Create a diverse and inclusive training content library so that all employees have access to a wide range of resources and learning materials to promote excellence in academic and professional endeavors.*
 - a. *Ensure the Learning and Development department's training contents are ADA accessible by increasing the current 80% content to 95% content.*

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)*
Offer leadership training on inclusive management practices to ensure supervisors are equipped to create and sustain an inclusive workplace and authentically embody the Gonzaga University mission.	Increase the percentage of supervisors reporting intercultural competence skills by 10% as outlined in the Supervisor Competency Framework.	<ul style="list-style-type: none"> • Continuously improve upon DEIB skills into the Supervisor Competency Framework • Including DEIB topics into Essentials for Supervision Series sessions (distinct topics or discussion points within supervisor topics in relation to intercultural competence) • Partner with various campus partners. 	Employee Experience team – Specifically the Learning and Development Team	Campus Partnerships	4.5 4.6 4.7 4.9

Create a diverse and inclusive training content library so that all employees have access to a wide range of resources and learning materials to promote excellence in academic and professional endeavors.	Ensure Learning and Development departments training content are ADA accessible and inclusive by increasing the current 80% content to 95% content.	<ul style="list-style-type: none"> Consider accessibility in smaller aspects of interaction: room layout, live transcript option in zoom, etc. In person sessions - room and seating availability is accessible and inclusive to all participants. Offer flexible formats so materials can be made available in preferred forms, such as remote or on demand. Ensure that training language and acronyms are understandable or easily explained to achieve universal comprehension. 	Employee Experience team – Specifically the Learning and Development Team	N/A	4.5 4.7
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*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. *Build relationships with local organizations to further outreach to underrepresented group through events and partnerships in order to represent Gonzaga University’s advancing a culture of inclusiveness.*
 - a. *Increase attendance to local career/event programs by attending 5% more year over year.*

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)*
Build relationships with local organizations to further	Increase attendance to local career/event programs by attending 5% more year over year.	<ul style="list-style-type: none"> Compile and regularly update a list of Spokane organizations that help underrepresented groups find employment. 	Employee Experience team – Specifically the Employment	N/A	5.2 5.3 5.4 5.10

outreach to underrepresented groups through events and partnerships in order to represent Gonzaga University's advancing a culture of inclusiveness.		<ul style="list-style-type: none"> • Develop and maintain relationships with these organizations. This includes establishing the minimum requirements needed to participate in their career/event programs. • Create and refine an annual schedule of events/career fairs, marketing participation when possible and using data to optimize outreach. • Continue to have HR representation at the Unity in the Community annual event. 	Team		
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*Identify associated tactic/action from the Inclusive Excellence Strategic Plan

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

- Each Human Resources, Risk Management, and CSPS department will choose 1-2 representatives to participate in the inclusive excellence strategic planning. These representatives will participate for 1 year to provide information on their respective teams objective(s) and how their detailed actions plans are progressing. They will meet with the rest of their department to determine how the objectives are progressing and what support is needed.
- The planning team will meet once a quarter to address how their respective teams are meeting their objective(s). The time will be used to collaborate across the department to provide support, feedback, and assistance for each other.
- At the end of each year the planning team will meet to determine if their areas objectives need to be adjusted based on new processes, procedures, or system changes. Additionally, based on metrics for the goals, adjustments if we are not meeting the goal set out for ourselves.

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.¹

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

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

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)

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

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.”

xiii The Movement for Black Lives (M4BL), “Glossary.”

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