Inclusive Excellence Strategic Plan
Five-Year Strategic Objectives, Measures and FY24 Actions

Preface: Inclusive Excellence Strategic Plan: Overview, Unit Mission, Vision, and Values, Planning Process, and Prior Action

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 Provost Area

Preface.

The Provost Area Inclusive Excellence Strategic Plan highlights current and future work in units grouped under the Provost area that don't have their own separate Inclusive Excellence Strategic Plan to promote inclusivity, equity, and appreciation of diversity. Inspired by the University's Mission Statement and Inclusive Excellence Strategic Plan, our plan focuses on its areas of influence and responsibility, and in support of Gonzaga University's collective efforts to build a culture of inclusive excellence that creates an exemplary learning community and fosters the holistic development of the whole person.

Planning Process

Mia Bertagnolli & Kathleen Jeffs, Responsible Parties and Planning Leads

Planning Team/Implementation Team/Working Groups: Provost Team

Planning Process Summary

- process used to collect data – over the course of more than a year of team meetings, we created a spreadsheet to document actions and goals from the University Strategic Plan and Provost area initiates to develop sources of data, (e.g. Institutional data, town halls, surveys, committee reports)
- process used to analyze data – generating a dashboard to submit to the Trustees for their review and look forward to their ideas and bringing these back to our community in the fall for further analysis and engagement.

Data and Analysis: Key Findings

Our data and and analysis are provided as an appendix to this document, please see pdf.

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 Associated Measures of Success: (for Priority 1)
1. Attract, support, and retain a richly diverse faculty and staff.
    a. See measures of success linked to OIE tactic 1.2, 1.8, 1.10, 2.1, 2.5, 3.4, 3.5, 4.2
2. Full-time faculty pursue scholarly, artistic, professional activities
    a. See measures of success linked to OIE tactic 1.3, 1.6, 3.1, 3.2, 3.3
3. Foster Community, Trust, Confidence Through Shared Governance
    a. See measures of success linked to OIE tactic 1.5, 1.9, 2.10, 4.3
4. Making College Accessible
    a. See measures of success linked to OIE tactic 1.1
5. Enhance student success, retention, graduation
    a. See measures of success linked to OIE tactic 1.1 and 1.4
6. Maintain enrollments thru program options, enrollment planning
    a. See measures of success linked to OIE tactic 1.1

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)*
Attract, support, and retain a richly diverse faculty and staff.	To increase the pool of applicants from diverse cultures, backgrounds, and experiences each year by 2% until the university reaches 30% of the workforce from diverse populations.	1.Each year offers faculty diversity recruitment workshop. 2. Audit annually the faculty recruitment guidelines. 3. Collaborate with OIE to ensure that Search Advocates are utilized for both faculty and staff searches.	Provost Office, Deans, Chairs, faculty, and staff		1.2 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

Provost Area

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 Associated Measures of Success: (for Priority 2)
1. *See those objectives above that connect to Priority 2, plus:*
2. Systems/Strategies that enable faculty/staff contribution to mission
     a. See measures of success linked to OIE tactic 2.2, 2.3, 2.4, 2.10, 3.11, 4.3, 4.9
3. Create and maintain welcoming and inclusive spaces
     a. See measures of success linked to OIE tactic 2.7, 2.8, 2.9, 4.8
4. Steward and grow benefaction
     a. See measures of success linked to OIE tactic 2.6

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 Associated Measures of Success: (for Priority 3)
See those objectives above that connect to Priority 3, plus:

1. All students afforded structured opportunities for mission education
   a. See measures of success linked to OIE tactic 3.6, 3.1
2. Develop mission identity into all aspects of University life
   a. See measures of success linked to OIE tactic 3.4, 3.5
3. Foster rich, evolving core curriculum
   a. See measures of success linked to OIE tactic 3.6
4. Student experiences to deepen understanding of cultures
   a. See measures of success linked to OIE tactic 3.3, 3.7, 4.4
5. Undergraduate Students gain skills through experiential learning
   a. See measures of success linked to OIE tactic 3.9, 4.4, 5.7
6. Adopt high-impact practices in our pedagogies
   a. See measures of success linked to OIE tactic 3.7, 3.8, 3.10
7. Foster student leadership through exploration and service
   a. See measures of success linked to OIE tactic 3.11
8. Continually manage operating revenues
   a. See measures of success linked to OIE tactic 3.10, 3.11
9. Elevate Gonzaga's market position
   a. See measures of success linked to OIE tactic 3.10, 3.11. 4.5
10. Effective technology to enhance student/faculty/staff engagement
    a. See measures of success linked to OIE tactic 3.1, 4.4, 4.5

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 Associated Measures of Success: (for Priority 4)
  See those objectives above that connect to Priority 4, plus:

1. Develop Academic Programs of Distinction
   a. See measures of success linked to OIE tactic 4.5, 4.6
2. Foster a Richly Diverse Student Body
   b. See measures of success linked to OIE tactic 4.1
b. Develop resiliency, well-being, healthy living, community, flourishing
   a. See measures of success linked to OIE tactic 4.1
c. Develop partnerships that support regional needs, service learning
   a. See measures of success linked to OIE tactic 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10, 5.11

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 Associated Measures of Success: (for Priority 5)
See those objectives above that connect to Priority 5, plus:

1. Incorporating the Call of Laudato Sí
   a. See measures of success linked to OIE tactic 5.8
2. Infuse Our Work with Commitments of the UAPs
   a. See measures of success linked to OIE tactic 5.6, 5.8, 5.9
3. Partnership Initiatives with Spokane Diocese and Apostolic Partners
   a. See measures of success linked to OIE tactic 5.6, 5.11
4. Student transition to educational, professional, vocational journey
   a. See measures of success linked to OIE tactic 5.9

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

Units within the Provost Area that are tracking and updating their own Inclusive Excellence strategic plans will continue to do so on the timelines established by those units. The units included within this umbrella report meet on the regular cadence of the Provost Team. We will update the report on an annual basis, normally in preparation for Trustees' meetings. We collaborate with Dr. Max Kwenda on the preparation of our Strategic Plan dashboards, within which our progress on the Inclusive Excellence Strategic Plan for this area is also tracked and updated.

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

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)

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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

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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