

**Inclusive Excellence Strategic Plan**  
**Five-Year Strategic Objectives, Measures and FY 25 Actions**

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

- I. Priority 2: Nurture an Inclusive Campus Climate and Intergroup Relationships
- II. Priority 3: Promote Inclusive Teaching, Scholarship, and Service
- III. Glossary of Terms
- IV. References

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

The School of Business Administration is deeply committed to a culture of belonging created through diversity and inclusion.

- **Diversity** means representation.
- **Equity** means all who are represented here have access to all the SBA has to offer.
- **Inclusion** means opportunities are available for engagement that respect and appreciate differences.
- **Belonging** means students, faculty, and staff feel safe and valued as part of the SBA.

Some other words associated with belonging include affection, affinity, attachment, community, constancy, devotion, faithfulness, fondness, kinship, loyalty, and love.

**Inclusive Excellence in The School of Business Administration**

**Mission**

The Diversity, Equity, Inclusion, and Belonging committee will achieve its vision by conducting a pulse survey of students' belongingness each academic year, examining the curriculum in business classes, creating more inclusive spaces in the SBA, and working with each committee and discipline in the SBA to improve inclusiveness.

**Vision**

In 10 years, the SBA will be an inclusive academic unit with equal access and opportunity for all stakeholders. Students, staff, faculty, alumni, and community partners will report high levels of

belonging, the curriculum will reflect diverse viewpoints, and the physical plant will be an inclusive space. Constant attention will be given to opportunities to create and maintain inclusivity.

### **Planning Process**

*Responsible Party: Molly Pepper*

*Planning Lead(s): Maureen Duclos*

*Planning Team/Implementation Team/Working Groups: Diversity, Equity, Inclusion, and Belonging Committee*

#### **Committee Purpose**

The Diversity, Equity, Inclusion, and Belonging committee provides leadership on SBA and university-level efforts to create an inclusive and equitable school with high levels of belonging. The committee is co-chaired by one staff and one faculty member. The main focus of the committee is student experience, but faculty and staff matters will be considered as well.

#### *Planning Process Summary*

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

### **Data and Analysis: Key Findings**

**[describe data collection process and summarize key findings]**

*Summary of Data*

*Key Findings, Themes and Recommendations*

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

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

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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

1. Conduct pulse survey of SBA students each academic year. Report results on Mondays at Noon and other formats.
  - a. Measures of Success:
2. Compile report each academic year regarding belonging activities in each discipline.
  - a. Measures of Success:
3. Propose redesign of a classroom to be more inclusive each academic year.
  - a. Measures of Success:

### 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)*
Conduct pulse survey of SBA students each academic year. Report results on Mondays at Noon and other formats		.			
Compile report each academic year regarding belonging activities in each discipline.					
Propose redesign of a classroom to be more inclusive each academic year.					

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\*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**

1. With help of SBA Continuous Improvement Committee, map where belonging content is captured in the classroom. Examine curriculum and make recommendation for (or against) adding a diversity requirement to the SBA curriculum.
  - a. Measures of Success:
2. With help of SBA Teaching Methods committee, ensure equitable access to technology resources and build collaborative relationships across disciplines for curricula best practices.
  - a. Measures of Success:
3. With the help of the Inspirational Paradigm committee, create opportunities to embed the paradigm the fabric of the school.
  - a. Measures of Success:
4. With help of SBA Research and Development committee, provide programming to support the development of DEIB content in the curriculum and provide content and programming to learn inclusive experiential teaching methods to create inclusive and welcoming classrooms.
  - a. Measures of Success:
5. With help of SBA Curriculum committee, develop opportunities for student research in social justice.
  - a. Measures of Success:
6. With help of SBA Globalization committee, broaden access to global experiences and curricula content.
  - a. Measures of Success
7. With the help of the Discipline leads, incorporate feedback from each discipline on improving belonging in the school and ensuring diversity in adjunct pool.
  - a. Measures of Success:

#### **III. B. Action Planning Table with Details and Accountabilities**

5-Year Strategic	Key Results	Detailed Actions	Group/	Resources needed (if	Associated
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Objective		Planned (measurable, specific)	persons accountable	applicable)	IE Tactic(s)/ Action(s)*
With help of SBA Continuous Improvement Committee, map where belonging content is captured in the classroom. Examine curriculum and make recommendation for (or against) adding a diversity requirement to the SBA curriculum.			SBA Continuous Improvement Committee		
With help of SBA Teaching Methods committee, ensure equitable access to technology resources and build collaborative relationships across disciplines for curricula best practices			SBA Teaching Methods committee		
With the help of the Inspirational Paradigm committee, create opportunities to embed the paradigm the fabric of the school			Inspirational Paradigm committee		
With help of SBA Research and Development committee,			Research and Development committee		

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provide programming to support the development of DEIB content in the curriculum and provide content and programming to learn inclusive experiential teaching methods to create inclusive and welcoming classrooms					
With help of SBA Curriculum committee, develop opportunities for student research in social justice.			Curriculum committee		
With help of SBA Globalization committee, broaden access to global experiences and curricula content.			SBA Globalization committee		
With the help of the Discipline leads, incorporate feedback from each discipline on improving belonging in the school and ensuring diversity in adjunct pool.					

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

## **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.<sup>i</sup>

### **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.<sup>ii</sup>

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.<sup>iii</sup>

### **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.<sup>iv</sup>

### **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.<sup>v</sup>

### **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).<sup>vi</sup>

### **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.<sup>vii</sup> 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.<sup>viii</sup>

### **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.<sup>ix</sup>

### **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."<sup>x</sup>

### **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.<sup>xi</sup>

### **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.<sup>xii</sup>



### **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.<sup>xiii</sup>

### **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.<sup>xiv</sup>

### **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.<sup>xv</sup>

### **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.<sup>xvi</sup>

### **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. <sup>xvii</sup>

### **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.<sup>xviii</sup>

### VIII. References

- i** Kendi, I. X. (2019). How to be an antiracist. One World.
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- iii** [www.psychologytoday.com/us/basics/bias](http://www.psychologytoday.com/us/basics/bias) [www.mypronouns.org/what-and-why](http://www.mypronouns.org/what-and-why)
- iv** [www.psychologytoday.com/us/basics/bias](http://www.psychologytoday.com/us/basics/bias) [www.mypronouns.org/what-and-why](http://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]
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- ix** Clayton-Pederson, A. R., O'Neill, N., & Musil, C. T. (2017, June). Making excellence inclusive: A framework for embedding diversity and inclusion into colleges and universities' academic excellence mission. Retrieved from <https://www.aacu.org/sites/default/files/files/mei/MakingExcellenceInclusive2017.pdf>
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- 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