

Student Affairs Inclusive Excellence Strategic Plan
Five-Year Strategic Objectives, Measures, and FY2024-2029 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 4: Build Capacity through Education, Training, and Development
- IV. Priority 5: Strengthen and Deepen Community Relations and Partnerships
- V. Plans for Supporting, Tracking and Updating the Strategic Plan
- VI. Glossary of Terms
- VII. References

Preface. A. Mission

Student Affairs creates intentional, diverse, experiential, and educational opportunities for students, enhancing their success and fostering a healthy inclusive community. Together, we unite students' formal education with other aspects of their life.

Preface. B. Vision

We envision a future in which we: 1) restore the elements of human connection within the Gonzaga community that have served students well over time, 2) evolve aspects of the educational experience at Gonzaga that are marginalizing to BIPOC and other underrepresented/underserved students, and 3) transform student lives by focusing on practices that advance diversity, equity and inclusion; promote wellbeing and flourishing, and enhance student learning and development through integration of experiences and experiential activities.

Inclusive Excellence Strategic Plan

Division of Student Affairs

Preface. C. Values

Organized around three pillars – **Diversity, Equity, and Inclusion (DEI)**; **Integrated Learning and Development (ILD)**; and **Wellbeing and Flourishing (WBF)** – the following student learning outcomes are the principles that guide our collective work:

1. **Identity:** Engage in lifelong learning to understand their personal context, develop and articulate the values that inform their identity, and align their behaviors to reflect those values.
2. **Relationships:** Form, navigate, and sustain healthy and dynamic relationships and collaborations that respect the dignity of all persons.
3. **Belonging in Community:** Participate in communities of mutual care, from which they derive a sense of belonging and in which they feel authentically seen and valued.
4. **Shared Responsibility:** Leverage their strengths within their spheres of influence to find fulfillment and purpose in the betterment of their communities.
5. **Social Advocacy:** Embrace difference and apply their unique perspectives and personal values to the creation of a more equitable world.

Planning Process + Data Analysis: Key Findings

Responsible Party: Kent Porterfield, Vice Provost for Student Affairs

Planning Lead: Joan Iva C. Fawcett, Dean for Social Justice Leadership and Community Empowerment

Planning Team:

1. Charmayne Adams – Assistant Dean, Student Health, Counseling, and Wellness
2. Odalys Sanchez Cedillo – Undergraduate Student, Gonzaga Student Body Association (GSBA)
3. Joan Iva C. Fawcett – Dean, Social Justice Leadership and Community Empowerment
4. Dave Gilbert – Director, Center for Student Involvement (CSI)
5. Aneshia Jerrals – Assistant Dean for Residential Experience, Housing and Residence Life (HRL)
6. Sarah Marr – Assistant Director of Community Engagement Learning, Center for Community Engagement (CCE)
7. Danielle Teague – Associate Director of Student Experience Research and Assessment, Office of the Provost

Inclusive Excellence Strategic Plan

Division of Student Affairs

8. Jason Varnado – Director of Disability Access
9. Katrina Wagner – Graduate Student, Residence Hall Association (RHA)

Work Groups:

- Priority 1: Recruit, Retain, and Foster the Success of a Diverse Community – Dave Gilbert and Odalys Sanchez Cedillo
- Priority 2: Nurture an Inclusive Campus Climate and Intergroup Relationships – Aneshia Jerrals and Jason Varnado
- Priority 3: Promote Inclusive Teaching, Scholarship, and Service – Charmayne Adams and Katrina Wagner
- Priority 4: Build Capacity through Education, Training, and Development – Danielle Teague and Joan Iva C. Fawcett
- Priority 5: Strengthen and Deepen Community Relations and Partnerships – Sarah Marr and Joan Iva C. Fawcett

Planning Process and Key Findings:

Student Affairs (SA) convened a planning team of nine people, including representatives from all three SA pillars, two student leaders from GSBA and RHA respectively, and the Associate Director of Student Experience Research and Assessment. The planning team met regularly from December 2023 through May 2024. In January 2024, they presented Gonzaga University's Inclusive Excellence Strategic Plan at the SA Annual Colloquium. Through that process, ideas were generated for strategic objectives that support each of the five priorities within the plan from all 100+ SA staff in attendance. The planning team then categorized the ideas collected into themes and discussed the key objectives that rose to the top, considering student and staff greatest needs as well as SA's sphere of control and influence. Work groups collected data to fill in any gaps and met with stakeholders/campus partners to turn those ideas into SMART goals.

Except for Priority III, the SA Inclusive Excellence Strategic Plan includes two key objectives per priority, at least one of which is division-wide while the other may be more department(s)-specific. The Planning Team presented their recommendations to SA Directors and above in late March and early April 2024, using a design clinic format and post-survey to solicit questions and feedback. Tentatively, the SA Division Meeting scheduled for October 2024 will be dedicated to presenting the five division-wide key objectives to gather more input and create a sense of shared ownership. This strategic plan will be an iterative process of revision, socialization, and implementation.

Inclusive Excellence Strategic Plan

Division of Student Affairs

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

5-Year Strategic Objective	Key Results	Detailed Actions Planned	Group / Persons Accountable	Resources Needed	IE Tactic(s) / Action(s)
Increase the number of applicants / hires from under-represented groups to SA staff positions to represent Gonzaga University's academic excellence and diversity.	<p>At least 20% of applicants within each hiring pool will be from underrepresented populations.</p> <p>Open positions will consistently be posted to career platforms geared toward inclusive hiring.</p> <p>Hiring managers will know how to navigate the SA Sharepoint to find guidance and written expectations on conducting an inclusive search process.</p> <p>Retention metrics will be developed and capture the reason for staff departures.</p>	<p>Update SA SharePoint regarding hiring practices. (August 1, 2024)</p> <p>Market site to the SA Division and train to its use. (Early fall 2024)</p> <p>Add section to SharePoint site on staff retention resources/ best practices. (December 1, 2024)</p> <p>Discuss with Human Resource how to receive EEO data about applicant pool while the pool is still open.</p>	<p>SA point person: Jenn Crowder, SA Administration and Operations Office + work group that includes:</p> <p>Human Resources: Madison Marlow, HR Partner</p> <p>Student Employment: Sara Groat, Associate Director</p>	<p>Access to the SA SharePoint.</p> <p>Access to diversity job sites and associated membership fees (e.g. \$3,700 for 10 diversity focused job postings via Inside Higher Ed).</p>	<p>1.2</p> <p>1.5</p> <p>1.8</p> <p>1.10</p>
Foster the success of Transfer / Veteran /	Increased sense of belonging at Gonzaga University for TVRAS	Implement training for academic advisors on how to	SA point persons:	Guidelines / agenda for	<p>1.1</p> <p>1.2</p>

Inclusive Excellence Strategic Plan

Division of Student Affairs

<p>Returning Adult students to represent Gonzaga University's commitment to academic excellence, diversity, and belonging.</p>	<p>students based on the Senior Survey</p> <p>75% (based on 90% goal in Objective 5) of students create and review degree plans with their advisor to reflect intention to complete degree at Gonzaga.</p> <p>TVRAS students will receive a full degree progression plan, including courses that fulfill university core, specific area of study core, and other requirements relevant to their specific area of concentration.</p>	<p>support/work with TVRAS students.</p> <p>Create informational surveys to understand student background / knowledge of higher education.</p> <p>Create a list of resources for TVRAS students to be reviewed along with their academic advisor, including but not limited to registration, transfer of credits, class locations, disability access, etc.</p> <p>Continue tracking student relations through Salesforce.</p>	<p>Dave Gilbert, Director of CSI, and Brandi Foster, Director of Integrated Academic Advising</p> <p>TVRAS+FG: Chelsea Collins, Program Coordinator</p> <p>Undergraduate Admissions: Lindsey Spencer, Transfer Counselor, and Audrey Minton, Senior Admission Operations Specialist</p> <p>Center for Teaching and Advising: Nichole Barta, Director Registrar: Ryan Forim, VA</p>	<p>advising meetings.</p> <p>Resource document containing helpful information regarding registration, transfer of credits, class locations, disability access, etc.</p> <p>\$1,000 for advisor training</p>	<p>1.5 1.6</p>
--	---	---	--	---	--------------------

Inclusive Excellence Strategic Plan

Division of Student Affairs

			School Certifying Official		
--	--	--	-------------------------------	--	--

Inclusive Excellence Strategic Plan

Division of Student Affairs

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.

5-Year Strategic Objective	Key Results	Detailed Actions Planned	Group/persons accountable	Resources needed	IE Tactic(s) / Action(s)
Create and facilitate a diversity, equity, inclusion, belonging, and social justice (DEIBSJ) training and onboarding curriculum for staff and students	Increase cultural fluency and belonging for all staff and students (measured via Intercultural Development Inventory as well as performance and program reviews).	<p>Create a detailed DEIBSJ training, onboarding, and orientation plan, including restorative practices and dialogue-based skills.</p> <p>Seek feedback from SA supervisors on the training and onboarding curriculum.</p> <p>Make the training and onboarding curriculum available to all supervisors.</p> <p>Require all new hires and student leaders to participate in training and onboarding.</p>	SA point person: Joan Iva C. Fawcett, Dean for Social Justice Leadership & Community Empowerment SA Professional Development Committee SA Supervisors	No additional resources currently needed.	2.4 2.5

Inclusive Excellence Strategic Plan

Division of Student Affairs

<p>Identify partners in adaptive outdoor recreation to implement and improve accessible options for students with disabilities at Gonzaga Outdoors.</p>	<p>Increase accessible options for students with disabilities.</p>	<p>Create an inventory of adaptive/assistance items that GU owns. (End of Summer 2024)</p> <p>Collaborate with Disability Access to identify ways to further partner and determine need.</p> <p>Identify an external partner to work with to rent/purchase equipment for students.</p> <p>Consider other underrepresented groups. CCE volunteers will increase their understanding of the importance of accessible youth programs (measured via pre- and post-survey).</p>	<p>SA point persons: Tasha Block, Director of Gonzaga Outdoors, and Jason Varnado, Director of Disability Access Spokane City: Parks and Recreation</p>	<p>No additional resources initially but may need to secure funding in the future for training and gear depending on scale. Funding for marketing.</p>	<p>2.7 2.8</p>
---	--	--	---	--	--------------------

Inclusive Excellence Strategic Plan

Division of Student Affairs

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.

5-Year Strategic Objective	Key Results	Detailed Actions Planned	Group/persons accountable	Resources needed	IE Tactic(s)/ Action(s)*
To reduce barriers to engage in diversity, equity, inclusion, belonging, and social justice (DEIBSJ) professional development (PD), each Dean will earmark 15% of their PD funding for their respective offices, specifically for DEIBSJ.	Increase student and staff opportunities to engage in DEIBSJ PD by reducing the financial barrier.	SA Deans will request department PD plans from their respective department heads. (July 2024) SA Budget Manager will confirm total PD allocation from centralized SA funds. SA Deans will divide the total in an equitable way across the three pillars. SA Divisional Budget Officer and Deans will track DEIBSJ PD spending via the PD Closing Report form and an activity code.	SA point persons: Randa Cadena, Divisional Budget Officer SA Deans Joan Iva Fawcett, Jennifer Fountain, and Matt Lamsma	None – PD funding already exists; this initiative would just protect a portion of it specifically for DEIBSJ service.	3.4 3.5 3.9

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

Inclusive Excellence Strategic Plan

Division of Student Affairs

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.

5-Year Strategic Objective	Key Results	Detailed Actions Planned	Group / persons accountable	Resources needed	IE Tactic(s)/ Action(s)*
Enroll all SA staff in the DEIBSJ Incentives Program to increase cultural fluency across the division. This will incentivize and/or require further research backed professional development (PD) to ensure DEIBSJ are integral priorities and central at all levels.	100% participation at baseline + 30% above baseline (15% at bronze level, 10% at silver level, and 5% at gold level) with equitable participation across all departments and Communities of Practice	<p>Create and maintain an inventory of all DEIBSJ PD opportunities that SA/GU already offers.</p> <p>Develop a DEIBSJ Incentives Program with multiple levels, including baseline requirements and beyond with different incentives offered at each level.</p> <p>Build a Canvas course to onboard new SA staff on DEI baseline expectations, including online, asynchronous,</p>	<p>SA point persons: Joan Iva Fawcett, Dean for Social Justice Leadership & Community Empowerment + Danielle Teague, Associate Director of Student Experience, Research, and Assessment SA DEIBSJ PD Expectations, Guidelines, & Incentives Development Workgroup (a spinoff from SA PD Committee including a few PD members and other SA staff): SR Ross, SA PD Committee Chair</p>	<p>Funding for incentives – We first need to determine what types of incentives would be motivational in the division.</p> <p>Non-monetary incentives include flex time, career progression opportunities, additional PD opportunities, etc.</p>	<p>4.1 4.5 4.6</p>

Inclusive Excellence Strategic Plan

Division of Student Affairs

		<p>independent work and in-person group work.</p> <p>Track DEIBSJ PD participation via a PowerBI dashboard.</p> <p>Establish SA Guidelines regarding DEIBSJ PD expectations, flex time, and supervisory support.</p> <p>Embed DEIBSJ expectations into every job description, interview process, and performance review.</p>	<p>Personnel DEIBSJ Checklist and Follow-up: Jenn Crowder, SA Administration & Operations Officer Implementation and Follow-Through: SA Deans and Supervisors</p>		
<p>To stay current on the lived experiences of underrepresented groups, health care providers at Gonzaga will complete DEIBSJ specific training that counts towards approximately 20% of their licensure</p>	<p>3-4 hours/year for counselors (out of 18 hours/year; 36 hours required over 2 years) 1.5-2 hours/ year for nurses (out of 8 hours/ year required) 10 hours for</p>	<p>Create internal policy on DEIBSJ PD minimum requirements within Health and Counseling. Start tracking PD content and not just completion via PowerBI dashboard. Incentivize existing student survey (started in October 2023) and push out via</p>	<p>SA point persons: Charmayne Adams – Assistant Dean, Student Health, Counseling, and Wellness Sharon Young – Director, Student Health Clinic Fernando Ortiz – Director, Counseling Services</p>	<p>No additional resources needed; already covered in departments’ current budgets.</p>	<p>4.1 4.5</p>

Inclusive Excellence Strategic Plan

Division of Student Affairs

requirements each academic year.	physicians (50 hours/year; 200 hours required over 4 years) Administrative staff – comparable to SA division (tbd)	Medicat. Compare data from 2023-2024 academic year to future survey data starting fall 2025.			
----------------------------------	---	---	--	--	--

Inclusive Excellence Strategic Plan

Division of Student Affairs

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.

5-Year Strategic Objective	Key Results	Detailed Actions Planned	Group / persons accountable	Resources needed	IE Tactic(s) / Action(s)*
Develop and maintain an accessible, robust, and living document for purchasing from neighborhood and/or local minority-owned businesses to foster partnerships that align with the Division of Student Affairs’ DEI and sustainability commitments.	<p>Determine current state (dollar outcome/percentage of all spending).</p> <p>Improvement in divisional purchasing practices.</p> <p>Develop an evaluation plan, e.g. survey change in individual personal purchasing practices.</p>	<p>Create an online GU Business Directory. (Spring 2024)</p> <p>Through Opportunity Northeast, develop strategies to partner with local/minority-owned businesses and organizations. (Spring 2024)</p> <p>Form a workgroup to develop divisional purchasing guidelines, including incentives. (Summer 2024)</p> <p>Create SA dashboard to track and benchmark with</p>	<p>SA point persons: Molly Ayers, Assistant Dean of CCE + Jim Simon, Director of Sustainability</p> <p>Controller’s Office: Doug Vandenoorn, Director of Strategic Sourcing and Procure to Pay, + Heather Shilley, Associate Director of Budget and Financial Analysis</p> <p>SA Budget Managers: Randi Cadena, Marjan</p>	<p>www.omwbe.wa.gov</p> <p>Student staff support (STARS, CCE, and OoS)</p> <p>Small budget for department incentives (~\$2,500)*</p> <p><i>*Need to explore what incentives would be appealing</i></p>	5.10

Inclusive Excellence Strategic Plan

Division of Student Affairs

	Support of local/minority-owned businesses.	institutional purchasing. (2023-2024) Set goals informed by dashboard data. (Summer 2025) Share annual findings and best practices, internally and externally.	Dehkordi, Tammie Maple, Rudy Morrow, Phoebe Oosterhuis, and Michelle Singeo Auxiliary Enterprises: Suzie Mize, Associate Vice President; Wayne Shadd, Director of Finance and Business; and Pat Clelland, Resident District Manager of Sodexo		
Build an educational pathway program for local K-14 students from historically underrepresented groups to increase the diversity of Gonzaga’s student body and enrich academic excellence.	Increase the number of local (Spokane County) admitted students from underrepresented groups as compared to prior year by 1%, year over year.	Map out everything that currently exists around local recruitment and transfer students between Undergraduate (UG) Admission and CCE, including future opportunities (e.g. Lewis & Clark Multicultural Fair, Unity Scholars, etc.). Collaborate on having a systematic and unified data	SA point person: Bailey Wootton, Director of Strategic Partnerships, CCE Undergraduate (UG) Admissions: Carie Weeks, Associate Director of Admission, + Lindsey Spencer and Audrey Minton (transfer recruitment)	UG Admissions operating within current capacity; no additional resources needed CCE – Bailey, Molly, and Youth Programs Managers AAA – Brandi Foster and Academic Advisors	5.2 5.8

Inclusive Excellence Strategic Plan

Division of Student Affairs

		<p>collection/storage of student contact information between CCE and UG Admission.</p> <p>Support UG Admission's Spokane Community Colleges – GU dual enrollment proposal.</p> <p>Propose benchmarks within the educational pathway (e.g. program, course, GPA requirements, etc.).</p> <p>Identify existing and future scholarship opportunities to market to local students.</p>	Spokane Community Colleges administration		
--	--	--	---	--	--

Inclusive Excellence Strategic Plan

Division of Student Affairs

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

Identify who will actively engage in unit-level inclusive excellence strategic planning and how often they will meet:

SA point persons and key campus partners have been named per strategic objective. Work groups have or will soon be formed for some of the strategic objectives; they will meet at least monthly. For all other strategic objectives without its own dedicated work group, the SA Planning Lead will check in with SA point person(s) on a monthly basis during the academic year. To recap, the strategic objectives per priority and respective SA point person(s) are as follows:

Division-wide Objectives

Priority 1: Recruiting for Inclusive Excellence – Increase the number of applicants/hires from underrepresented groups to SA staff positions to represent Gonzaga University’s academic excellence and diversity. (SA point person: Jenn Crowder, SA Administration & Operations Officer)

Priority 2: Baseline DEI Training – Create and facilitate a diversity, equity, inclusion, belonging, and social justice (DEIBSJ) training and onboarding curriculum for staff and students. (SA point person: Joan Iva C. Fawcett, Dean for Social Justice Leadership & Community Empowerment)

Priority 3: Professional Development Funding – To reduce barriers to engage in DEIBSJ professional development (PD), each Dean will earmark 15% of their PD funding for their respective offices specifically for DEIBSJ. (SA point persons: Randi Cadena, Divisional Budget Officer + 3 SA Deans)

Priority 4: Inclusive Excellence Incentives Program – Enroll all SA staff in the DEIBSJ Incentives Program to increase cultural fluency across the division. (SA point persons: Joan Iva Fawcett, Dean for Social Justice Leadership & Community Empowerment; Danielle Teague, Associate Director of Student Experience, Research, & Assessment; and SR Ross, Chair of SA Professional Development Committee or delegate)

Note: Priorities/Key Objectives 2 & 4 are related.

Priority 5: Values-Based Purchasing – Develop and maintain an accessible, robust, and living document for purchasing from neighborhood and/or local minority-owned businesses to foster partnerships that align with the Division of Student Affairs’ DEI and sustainability commitments. (SA point persons: Molly Ayers, Assistant Dean of the Center for Community Engagement, and Jim Simon, Director of the Office of Sustainability)

Inclusive Excellence Strategic Plan

Division of Student Affairs

Department(s)-specific Objectives

Priority 1: AAA, CSI, & TVRAS+FG – Foster the success of Transfer, Veteran, Returning Adult students to represent Gonzaga University’s commitment to academic excellence, diversity, and belonging. (SA point persons: [Dave Gilbert, Director of the Center for Student Involvement](#); [Brandi Foster, Director of Integrated Academic Advising](#); and [Chelsea Collins, Program Coordinator of TVRAS+FG](#))

Priority 2: Gonzaga Outdoors & Disability Access Office – Identify partners in adaptive outdoor recreation to implement and improve accessible options for students with disabilities at Gonzaga Outdoors. (SA point persons: [Tasha Block, Director of Gonzaga Outdoors](#), and [Jason Varnado, Director of Disability Access](#))

Priority 4: Health & Counseling – To stay current on the lived experiences of underrepresented groups, health care providers at Gonzaga will complete DEIBSJ specific training that counts towards approximately 20% of their licensure requirements each academic year. (SA point persons: [Charmayne Adams, Assistant Dean of Student Health, Counseling, & Wellness](#); [Sharon Young, Director of the Student Health Clinic](#); and [Fernando Ortiz, Director of Counseling Services](#))

Priority 5: CCE & UMEC – Build an educational pathway program for local K-14 students from historically underrepresented groups to increase the diversity of Gonzaga’s student body and enrich academic excellence. (SA point persons: [Bailey Wootton, Director of Strategic Partnerships, CCE](#))

Indicate the timeline for regular review of current year progress and revision for the upcoming year

The SA Planning Lead will meet with SA point persons monthly during the academic year, including a mid-year and end-of-year progress update. The SA Planning Lead will also meet with other University-wide Planning Leads monthly. Revisions to the SA Inclusive Excellence Strategic Plan will be made every summer.

Detail the process for tracking progress toward reaching 5-year strategic objectives

The SA Planning Lead is currently completing her Citizen Project Management course certification offered through GU. For her course project, she will complete a Project Charter and Project Schedule (using Trello or Microsoft Planner) to track progress on each strategic objective. A few PowerBi dashboards have also been developed (or will soon be) to track professional development, divisional purchasing, TVRAS success, etc.