

## Inclusive Excellence Strategic Plan Five-Year Strategic Objectives, Measures and FY25 Actions

**Preface:** University Advancement Inclusive Excellence Strategic Plan: Overview, Unit Mission, Vision, and Values, Planning Process, and Priorities Section Action

- 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
- VI. Plans for Supporting, Tracking and Updating the Strategic Plan
- VII. Glossary of Terms
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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*

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*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 University Advancement**

#### **Preface. A.**

**University Advancement Mission:** To champion the future of Gonzaga by enhancing the University's reputation, strengthening private support and growing Gonzaga's community through strategic communication and stakeholder engagement.

*We are committed to DEI education and creating an inclusive, equitable community. We strive to promote diversity, equity and inclusion and belonging within the UA environment while incorporating the greater inclusive excellence goals and initiatives of Gonzaga University.*

#### **Preface. B.**

**University Advancement Vision:** To build and nurture relationships in which alumni, parents, donors and students are continuously connected, committed and unconditionally invested in the growth, livelihood and success of Gonzaga University.

*We are committed to cultivating a culture in which UA employees bring their full, authentic and diverse selves to work, where they are supported in their professional development, and the diversity of our staff is valued in University Advancement's work to fuel innovation and success.*

#### **Preface. C.**

**University Advancement Values:** We are committed to a core maxim of being people for others by honoring individuality, being our best team and putting students at the forefront of our work while serving Zag Nation.

*We are dedicated to upholding these values in all we do and commit to continuous improvement in activating them.*

#### **Preface. D.**

**University Advancement Inclusive Excellence Efforts Over Time:** Gonzaga's University Advancement team will:

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- *Strive to create an inclusive environment for our staff, alumni and donor community that fosters a culture of civility, respect, advocacy, and education to promote diversity, equity and access within University Advancement.*
- *Encourage greater education, cultural competency and continuous improvement.*
- *Commit to progressing to a greater understanding as individuals and as a team so that we can apply our learning to our work and promote an inclusive culture for all staff, alumni and donors.*
- *Align our inclusive excellence work with University goals*
- *Join the effort to help diversify Gonzaga's student body by helping provide representation in staff (staff reflect the diversity that we aspire to in our student population).*
- *Increase communication with alumni and benefactors on the progress, opportunities, and challenges of departmental and university inclusive excellence work, keeping track of progress and sharing with the division.*

## Planning Process

**Responsible Party:** Dori Sonntag

Responsible for the completion, revision, and review on established timeline of the plan

**Planning Lead:** Stephanie Rockwell

The point person who leads, directs the strategic planning efforts and serves as liaison with OIE, and does the work for the plan (drafts, conversations, organizing, work with OIE)

**Planning Team/Implementation Team/Working Groups:**

University Advancement's DEIB Committee includes Joanne Barber, Bob Finn, Laura Gatewood, Holly Jones, Kristine Miller, Stephanie Rockwell, and Lucas Schwind

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*Planning Process Summary*

**University Advancement hired Aspen Leadership Group to conduct a DEI Audit and Assessment of the Advancement division**

*DEI Audit + Assessment* is a process for obtaining quantitative and qualitative data about the performance of an organization on key DEI factors. Key activities include assessing the state of diversity, equity, and inclusion across the organization, including demographics, institutional history, strategies, culture, systems, policies, practices, and priorities as they relate to creating a culture of inclusion. Sources of data include institutional data, focus groups, interviews, checklist, and surveys:

- Seven Focus Group Sessions:

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- UA Executive Leadership
- UA DEI Committee
- 2 UA Staff Groups (law and athletics partners included)
- Alumni of Color Volunteer Group
- Two Alumni Volunteer Groups
- Interviews with the following:
  - VP Advancement
  - Chief Diversity Officer
  - President
- Completion of Diversity Self-Assessment Checklist

## Data and Analysis: Key Findings

**Summary of Data:** [Key Findings, Themes and Recommendations](#) (attached .xls file)

*\*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.

### Five-Year Objectives and Key Results: (for Priority 1)

Objective: *Recruit, Retain, and Foster the Success of a Diverse Community.*

Measures of success:

- *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*
  1. Key Result: *Increase the percentage of staff from racially, ethnically, or culturally diverse populations (using federally defined categories) in University Advancement.*
    - a. *20% target by 2028*

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- b. *Increase the percentage of UA staff who identify as racially, ethnically, or culturally diverse by 2% by 2028.*
- c. *Partner with affinity networks (Alumni of Color, Native, Lavender) and strengthen relationships with underrepresented groups to create a pipeline of candidates.*
- d. *UA webpage dedicated to job listings and marketing the benefits and beauty of Spokane.*
- e. *Engage with Executive Search Firm (focused on this area of recruitment) as appropriate and in consultation with HR for leadership-level opportunities.*
- 2. **Key Result:** *Hire a position dedicated to Talent Management and DEIB initiatives for UA.*
  - a. *Meet UA staff overall diversity, retention, and professional development goals.*
- 3. **Key Result:** *Build the Advancement Internship Program for students of color.*
  - a. *Hire two Advancement Interns by 2027.*
    - i. *Establish job descriptions and budget for Advancement Internship Program.*
    - ii. *Promote opportunities to work in advancement to the student body.*
    - iii. *Identify department leadership.*
- 4. **Key Result:** *Train Search Advocates*
  - a. *Have two trained Search Advocates by Summer 2024.*
    - i. *A Search Advocate program enhances equity, validity and diversity in university hiring. Search Advocates are GU faculty, staff, and students who are trained as search and selection process advisors.*
  - b. *Involve Search Advocates in hiring searches after being trained.*
- 5. **Key Result:** *Conduct Stay and Succeed Interviews*
  - a. *Develop and enact annual Stay and Succeed Interviews*
    - i. *Employ strategies to improve Stay and Succeed metric.*

### I. Action Planning Table with Details and Accountability

5-Year Strategic Objective	Measure(s) Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*
Increase the percentage of staff from racially, ethnically, or culturally diverse populations (using federally defined categories) in University Advancement, meeting 20% target by 2028. Holly to lead.	Increase the percentage of UA staff who identify as racially, ethnically, or culturally diverse by 5% by 2028.	Recruiting methods are expanded to reach underrepresented populations. Partner with affinity networks (Alumni of Color, Native, Lavender) and strengthen relationships with underrepresented	Director of Talent Management & DEI (see below)  Alumni Relations (for establishing relationships with the affinity	Reporting to establish baseline percentage of UA staff from underrepresented groups.	1.2 1.3 1.4 1.8 1.9 1.10

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		groups to create a pipeline of candidates. UA webpage dedicated to job listings and marketing the benefits and beauty of Spokane Engage with Executive Search Firm (focused on this area of recruitment) as appropriate and in consultation with HR for leadership-level opportunities  Work with Human Resources (for recruitment)	networks)  Alumni Relations – CPD (for promoting UA opportunities to students and recent graduates of underrepresented groups  UA Ops (website development)		
Hire a position dedicated to Talent Management and DEIB initiatives for UA	Meet UA staff overall diversity, retention, and professional development goals	COO of Advancement to draft job description and seek funding	Chief Advancement Officer	Salary and Benefits	1.2 1.7 1.8
Advancement Internship Program for students of color	2 Advancement Interns by 2027	Establish job descriptions and budget for Advancement Internship Program Promote opportunities to work in advancement to the student body Identify department leadership  Partner with OIE to collaborate and execute this program.	UA OE (budget) Director of Talent Management & DEI Initiatives UA department director (hiring managers) Student Employment	Create budget for two new hires - 20 hrs each	1.2 1.3
Search Advocates: A Search Advocate program enhances equity, validity, and diversity in university hiring. Search Advocates are GU	2 Search Advocates trained by summer 2024	Identify 2 Search Advocate candidates and send them for training workshops	DEIB Committee and Work Team	Budget for Search Advocate workshops	1.7

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<p>faculty, staff, and students who are trained as search and selection process advisors.</p>		<p>After training, the Search Advocates are involved in hiring searches</p> <p>Join the OIE community of practice</p>			
<p>Stay and Succeed Interviews Kristine and Laura to lead</p>	<p>Annual Stay and Succeed Interviews</p>	<p>Stay and Succeed Interview process developed in collaboration with OIE.</p> <p>Reporting of results (ratings) and change over time posted annually.</p> <p>Employ strategies to improve Stay and Succeed metrics</p> <p>Partner with OIE for Stay Interview questions and process.</p>	<p>DEIB Committee</p>	<p>Incentives for supervisors to conduct interviews and assessment</p>	<p>1.6 1.9</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.

### Five-Year Objectives and Key Results: (for Priority 2)

Objective: Nurture an Inclusive Campus Climate and Intergroup Relationships.

Measures of success:

- Cultivate a community at Gonzaga University where members with diverse backgrounds, experiences, identities and perspectives enhance the pursuit of academic and inclusive excellence.

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- Create a sustainable, inclusive community where all members are welcomed, valued and supported and have a sense of belonging.
  
- 1. Key Result: Belonging Assessment
  - a. Develop and enact annual belonging assessment.
    - i. Employ strategies to improve Belonging metrics.
    - ii. Reporting of results (ratings) and change over time posted.
- 2. Key Result: Policies and Procedures for the protection of staff and volunteers, creating a safe workplace and experience
  - a. Zero Tolerance Policy, Donor Code of Conduct, and UA Professional Standards developed and enacted by Summer 2024
- 3. Key Result: UA division and each Alumni Board, Chapter, and Affinity Community commits to DEIB written policy
  - a. DEIB Commitment Policy written
  - b. Align with Strategic Plan(s)
  - c. Communicate policy and post internally
  - d. Refer to policy once per year at All Staff Meetings
  - e. Refer to Alumni Board/Chapter/Affinity policy once per year at a regular meeting
  - f. Display on UA/Alumni Website
- 4. Key Result: DEIB Education for Alumni Leadership (Alumni Leadership of Alumni Boards, Chapters, Affinity Groups, and Volunteer leaders)
  - a. Alumni Leadership Training Program
  - b. Develop a formal Alumni Leadership training module/program on Gonzaga’s DEIB commitment and policies.
  - c. Reporting bias and recognizing bias trainings.
  - d. Optional IDI, diversity.edu and other programs.
- 5. Key Result: Conduct communication audit and staff training to ensure best practices for inclusive and diverse marketing
  - a. Authentic representation of GU campus community
  - b. Positively affect perceptions of current and prospective students, alumni and staff as measured via surveys
  - c. Education and training of all communications staff members and volunteers
  - d. Written guidelines to capture and ensure best practices
- 6. Key Result: UA Onboarding Program for New Hires established
  - a. All new hires engage in a prescribed UA Onboarding Program within first year.
    - i. 8-month UA Onboarding Program
    - ii. Teams Site
    - iii. Curriculum Development / Session Planning
    - iv. Graduation and Check In.

### II. Action Planning Table with Details and Accountabilities

5-Year Strategic Objective	Measure(s) Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*



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Belonging Assessment Joanne and Lucas to lead	Annual Belonging Assessment	Belonging Assessment developed Reporting of results at a UA Staff Meeting Annually with change over time posted. Employ strategies to improve Belonging metrics.	UA OIE for guidance on Belonging Assessment		2.7 Objective 4
Policies and Procedures for the protection of staff and volunteers, creating a safe workplace and experience	Zero Tolerance Policy  External Partner Code of Conduct  UA Professional Standards  By Summer 2024	Develop and enact the following policies:  <ul style="list-style-type: none"> <li>• Zero Tolerance</li> <li>• Donor Code of Conduct</li> <li>• UA Professional Standards</li> </ul> Related training, implementation, and accountability for adherence and reporting	UA COO  HR and OIE for review and approval of policies		2.4
UA division commits to DEIB in the form of a written policy and each Alumni Board, Chapter, and Affinity Community adopts written DEIB policy	DEIB Commitment Policy written and total compliance by 2028.	Align with Strategic Plan(s) Communicate policy and post internally Refer to policy 1x per year at All Staff meetings. Refer to Alumni Board/Chapter/Affinity policy 1x per year at a regular meeting. Display on UA/Alumni website	UA Exec Council Alumni Board(s) and Chapter Leader input OIE for review		2.4 2.6
DEIB Education for Alumni Leadership (Alumni Leadership of Alumni Boards, Chapters, Affinity Groups, and Volunteer leaders)	Alumni Leadership Training Program	Develop a formal Alumni Leadership training module/program on Gonzaga's DEIB commitment and policies  Reporting bias and recognizing bias trainings.  Optional IDI, diversity.edu and other programs  OIE supports these initiatives	UA, and specifically Director of Talent Management and DEI, and Office of Alumni Relations	Budget for training materials and research of best practices	2.6
Conduct communication audit and staff training to ensure best practices for	Authentic representation of GU campus community	Education and training of all communications staff members and volunteers  Written guidelines to capture and ensure best practices	UA Executive Council, communication s team members	Budget for training	2.6

inclusive and diverse marketing	Positively affect perceptions of current and prospective students, alumni and staff as measured via surveys	Partner with MarCom on best practices and ongoing trainings and thought leadership.			
UA Onboarding Program for New Hires established	All new hires engage in a prescribed UA Onboarding Program within first year	8-month UA Onboarding Program  Teams Site  Curriculum Development / Session Planning  Graduation and Check In	UA, AVP Donor Relations chair the program		2.5

\*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.

#### **Five-Year Objectives and Key Results: (for Priority 3)**

*Objective: Promote Inclusive Teaching, Scholarship, and Service*

*Measures of success:*

- *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.*
1. **Key Result:** *Advocate for alumni, parents and donors from underrepresented groups to support classroom activities and lectures.*
    - a. *Database of alumni, parents and donors with expertise to be tapped by faculty across the university.*
    - b. *Audit of existing relationships who speak in classrooms.*
    - c. *Gather identity information from alumni, parents and donors.*
    - d. *Create a communication pathway between Schools/College and UA for roster of experts.*
  2. **Key Result:** *Awards*

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

5-Year Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*
Advocate for alumni, parents, and donors from underrepresented groups to support classroom activities and lectures	Database of alumni, parents, and donors with expertise to be tapped by faculty across the university	Audit of existing relationships who speak in classrooms.  Gather identity information from alumni, parents and donors.  Collect data from Schools/College  Create a communication pathway between Schools/College and UA for roster of experts	UA  CPD  Schools/College partners	Data gathering support	3.1 3.3

\* 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.

#### **Five-Year Objectives and Key Results: (for Priority 4)**

*Objective: Build Capacity through Education, Training, and Development*

*Measures of success:*

- *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*

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*interculturally, and understand how to adapt attitudes and behaviors to interact more effectively with individuals with diverse identities, backgrounds and experiences.*

1. **Key Result: DEIB Professional Development Goals**
  - a. *Employee Performance Plans include a minimum of one DEIB goal aligned with the UA OIE Strategic Plan Actions.*
    - i. *Document goals in performance management system*
  - b. *UA Supervisors accountable to DEIB efforts within their teams*
2. **Key Result: Foundational Training for all new hires**
  - a. *Ensure all new staff complete DiversityEdu and SAGE 1 and 2 Certifications within 6 months of hire.*
3. **Key Result: DEIB resource library**
  - a. *DEIB portal*
  - b. *Craft talking points for Advancement employees and create space for ongoing dialogue and sharing constituent feedback and comments.*
4. **Key Result: Intercultural Development Inventory (IDI)**
  - a. *By end of calendar 2025, all UA staff and key volunteers participate in IDI.*
    - i. *Create schedule of participation in IDI and related trainings/workshops*
    - ii. *Relate to Professional Development in Performance Management*

#### IV. Action Planning Table with Details and Accountabilities

5-Year Strategic Objective	Measure(s) Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*
DEIB Professional Development Goals	Employee Performance Plans include a minimum of one DEIB goal aligned with the UA OIE Strategic Plan Actions. UA Supervisors accountable to DEIB efforts within their teams	Supervisors review the UA IE Strategic Plan for performance goal opportunities for teams Document goals in performance management system Participate in two DEI training opportunities annually.	UA supervisors and UA Executive Council		4.3
Foundational Training for all new hires		Ensure all new staff complete DiversityEdu and SAGE 1 and 2 Certifications within 6 months of hire	UA supervisors and UA Executive Council		4.5 4.6
DEIB resource library	DEIB portal	Craft talking points for Advancement employees and create space for ongoing	UA OIE for cross-posting or		4.1

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		dialogue and sharing constituent feedback and comments.	support of resources available		
Intercultural Development Inventory (IDI)	By end of calendar 2025, all UA staff and key volunteers participate in IDI	Create schedule of participation in IDI and related trainings/workshops  Relate to Professional Development in Performance Management. As employees to complete the IDI development plans.	UA  OIE for IDI support	Budget for IDI per person cost approximately \$15 per person.	4.1 4.2

\*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.

#### Five-Year Objectives and Key Results: (for Priority 5)

*Objective: Strengthen and Deepen Community Relations and Partnerships*

*Measure of success:*

- *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.*
1. *Key Result: Create Alumni and Friends communities to support belonging for underrepresented groups of alumni and friends.*
    - a. *Membership growth goal of 5% increase in membership YOY for next 5 years*
    - b. *Satisfaction Survey? Or Net Promoter Score?*

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- c. *Create a bridge-building program wherein this alumni group works with current students to enroll membership soon after graduation.*
  - d. *Make a continuous running list of the communities as they become available.*
  - e. *Promote groups and establish engagement plans and leadership roles and responsibilities to grow the sophistication, value, and positive experience of membership in communities.*
  - f. *Use an alumni survey 1 year after groups have launched to gauge effectiveness and adjust programming.*
  - g. *Seek input for additional community requests.*
2. **Key Result:** *Promote fundraising priorities for annual and comprehensive campaigns that support the university inclusive excellence goals*
  - a. *Increased funds raised for underrepresented groups and programs that support University-wide inclusive excellence goals*
  - b. *Increased giving participation from underrepresented groups*
  - c. *Work with OIE on top priorities to support the University's inclusive excellence goals*
  - d. *Build website that promotes funds*
  - e. *Include in Zags Give Day and other annual fundraising campaigns*
3. **Key Result:** *Create a culture of belonging and inclusion for our underrepresented groups of alumni and friends within our current volunteer structure.*
  - a. *More volunteers are from underrepresented groups.*
  - b. *X% of advisory boards and chapter leadership from underrepresented groups by 2026.*
  - c. *Proactive recruitment of diverse volunteers; succession planning within current leadership structures*
  - d. *Include a DEIB mission statement in advisory board and chapter Bylaws*
  - e. *Use a more inclusive marketing and communications structure when promoting advancement events.*
4. **Key Result:** *Zag Business Directory and Alumni Success Report highlights Women-owned, Black-owned, and other underrepresented minority-owned businesses*
  - a. *Zag Business Directory edited to include underrepresented minority status of business owners*
  - b. *Offer the status designation option to Zag Business Directory members*
  - c. *Be intentional when sourcing Zag Business Directory members to determine underrepresented minority status*
  - d. *"Alum Business of the Month" spotlight includes representation status and a balanced inclusion of minority-owned businesses*
5. **Key Result:** *Alumni Volunteer Recruitment*
  - a. *Increase the percentage of Alumni Association leadership who identifies from underrepresented minority groups by 1% per year, 5% in 5 years.*
  - b. *Actively recruit more alumni of color to join the alumni association and to take leadership roles within that group.*
  - c. *Integrate DEI strategies (e.g., anti-bias) into all alumni recruitment processes, especially alumni council roles.*

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## V. Action Planning Table with Details and Accountabilities

5-Year Strategic Objective	Measure(s) Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*
Create alumni and friends' communities to support belonging for underrepresented groups of alumni and friends.	Membership growth goal of 5% increase in membership YOY for next 5 years  Annual Satisfaction Survey	<p>Create a bridge-building program wherein this alumni group works with current students to enroll membership soon after graduation.</p> <p>Make a continuous running list of the communities as they become available.</p> <p>Promote groups and establish engagement plans and leadership roles and responsibilities to grow the sophistication, value, and positive experience of membership in communities.</p> <p>Use an alumni survey 1 year after groups have launched to gauge effectiveness and adjust programming.</p> <p>Seek input for additional community requests.</p>	UA Alumni Relations Office	Marketing budget	5.1 5.2 5.3 5.4 5.5 5.9
Promote fundraising priorities for annual and comprehensive campaigns that support the university inclusive excellence goals	Increased funds raised for underrepresented groups and programs that support University-wide inclusive excellence goals.  Increased giving participation from underrepresented groups	<p>Work with OIE on top priorities to support the University's inclusive excellence goals.</p> <p>Build website that promotes funds.</p> <p>Include in Zags Give Day and other annual fundraising campaigns</p>	Offices of Development, Principal Giving, Strategic Initiatives and Prospect Management	Marketing and budget	6.8
Create a culture of belonging and inclusion for our	More volunteers are from underrepresented groups.	Proactive recruitment of diverse volunteers; succession planning	UA Executive Council, Development		5.5 5.9

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underrepresented groups of alumni and friends within our current volunteer structure.	Increase of 10% of advisory boards and chapter leadership from underrepresented groups by 2028.	within current leadership structures  Include a DEIB mission statement in advisory board and chapter Bylaws.  Use a more inclusive marketing and communications structure when promoting advancement events.	and Alumni Relations Office		
Zag Business Directory and Alumni Success Report highlights Women-owned, Black-owned, and other underrepresented minority-owned businesses Holly and Bob to lead	Zag Business Directory edited to include underrepresented minority status of business owners	Offer the status designation option to Zag Business Directory members.  Be intentional when sourcing Zag Business Directory members to determine underrepresented minority status.  “Alum Business of the Month” spotlight includes representation status and a balanced inclusion of minority-owned businesses	UA Alumni Relations Office		5.10
Alumni Volunteer Recruitment	Increase the percentage of Alumni Association leadership who identifies from underrepresented minority groups by 1% per year, 5% in 5 years.	Actively recruit more alumni of color to join the alumni association and to take leadership roles within that group. Integrate DEI strategies (e.g., anti-bias) into all alumni recruitment processes, especially alumni council roles.	UA Alumni Relations Office	Research into existing data points.	5.5 5.9

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

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

- Annual review of the plans and progress will be carried out by the UA DEIB committee, led by Stephanie Rockwell
- The UA DEIB committee will report on progress to inform updates to the Inclusive Excellence strategic plan.
- UA Planning Lead attendance at monthly Planning Leads meetings.



### 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**

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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**

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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

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- 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>

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