Task Force on Diversity and Inclusive Excellence
Final Report
January 2016

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Introduction

Seattle University's sense of mission is as solid as its history of excellence. As a college of distinction, we are dedicated to excellent teaching, creation and application of knowledge, and engagement in and outside of the classroom. Academic rigor, sustainability, community service, and social justice are among Seattle University's touchstones of excellence. As the needs of our constituents and stakeholders have changed, so has Seattle University, continuously evolving over 124 years to keep pace with the challenges and opportunities presented by teaching and supporting an increasingly diverse student body in an interconnected world.

Building on our Jesuit Catholic roots and heritage, and embracing excellence in a comprehensive range of disciplines and co-curricular programs, we have cultivated curiosity and created an academic stronghold devoted to discovering and applying innovative solutions to societal problems at the local, state, national, and global levels through both curricular and co-curricular offerings. Our work is rooted in mission and deeply connected to our Jesuit Catholic character. Decree Four of the 34th General Congregation of the Society of Jesus (1995) states:

> It is part of our Jesuit tradition to be involved in the transformation of every human culture, as human beings begin to reshape their patterns of social relations, their cultural perspectives on religion, truth, and morality, their whole scientific and technological understanding of themselves, and the world in which we live. We commit ourselves to accompany people, in different contexts, as they and their culture make difficult transitions. (p. 9)

Diversity is among the institution's core values. The Seattle University Statement on Diversity recognizes the diversity of our community as "an integral component of educational excellence," and emphasizes the educational benefits of diversity. Seattle University aspires to create and maintain an inclusive learning environment in which campus life reflects a diverse, inclusive, multicultural, and international worldview. The Seattle University community recognizes the multiplicity of similarities and differences among individuals and groups including, but not limited to race, color, national origin, gender identity and expression, sex, age, religious beliefs, sexual orientation, political ideology, veteran status, and physical and mental ability.

We are committed to preparing our students to understand, live among, and work in an inherently diverse and multidimensional country and world. Seattle University is a place that invites our community members to learn and grow from one another's experiences. To do this well, the institution must commit to fostering a learning and working community that not only values diversity, but also models the principles of inclusive excellence throughout the university. The goal is an institutional culture where there is no false dichotomy between our values of diversity and inclusion, and our goals of educational quality and excellence.

Engaging our diversity toward deeper, more connected, and meaningful learning has provided the foundation for the work of the Task Force on Diversity and Inclusive Excellence, appointed in September 2013.

Framework

Early in its conversations, the task force aligned its work with an initiative of the Association of American Colleges and Universities (AAC&U) called Making Excellence Inclusive. This initiative builds upon decades of campus commitment to build more inclusive communities and aims to link equity and inclusion initiatives so closely to educational mission "that to ignore them in everyday practice would jeopardize institutional vitality" (Williams, Berger, & McClendon, 2005, p. viii). The mission of Seattle University to educate the whole person, to professional formation, and to empower leaders for a just and humane world naturally connects with the Making Excellence Inclusive initiative and has provided the framework for the task force's work to help the

university to think beyond our mission and value statements and to develop a way forward that will make an appreciable difference in the experiences of our students, faculty, and staff toward true representation, access, equity, and thriving.

Assumed in the Inclusive Excellence framework is a commitment to growth as a community, acknowledgement of our shortcomings, investment in areas of success, and development of strategic initiatives to facilitate genuine inclusion and respect. Adoption of the framework has created pathways to pursue second-order changes that extend beyond the routine and surface level into more robust, deep, systemic, and enduring change that deals with core values and norms, organizational processes, and behavioral patterns. Williams, Berger, and McClendon (2005) suggest:

> Inclusive Excellence re-envisions both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. Likewise, diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; local and global community engagement; workforce development; and more. (p. iii)

This framework aligns with the work of prior institutional task forces focused on inclusion, which the current task force integrated into its understanding of the campus context. The 2008 Engaging Our Diversity Task Force Report described five interconnected elements influencing the campus climate for racial and ethnic diversity: 1) the institution's *historical legacy* of inclusion and exclusion as reflected in its mission, policies, and actions; 2) its *compositional diversity*, represented in the numerical representation of diverse groups who are recruited and retained; 3) the school's *psychological climate* of group perceptions and attitudes; 4) the *behavioral dimension* of campus and classroom intergroup relations; and 5) an *organizational dimension* that considers the degree to which benefits for some groups have been embedded in the institution's structures and practices (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999; Milem, Chang, & Antonio, 2005). These five elements were considered throughout the current task force's work.

Context for Task Force Work

The task force is aware of the longstanding, ongoing work and commitment from university leaders, faculty, staff, students, alumni, and community members to embrace the complexity of inclusion and equity issues at Seattle University. This work includes a long history of services, speakers, classes, teach-ins, research opportunities, retreats, spiritual programs, and town halls. While many universities talk about the value of diversity, Seattle University has a long résumé of wrestling with what it means to value, support, and engage with our diversity. It is this willingness to extend, expand, and explore our diversity, enlivened by our Jesuit and Catholic foundation, which distinguishes us among our higher education colleagues. The opportunity is upon us to take advantage of our strengths to deepen our commitment to equity.

Diversity at Seattle University and across higher education is set in a strategic context shaped by several external forces (Williams, Berger, & McClendon, 2005):

- Shifting demographics in Washington, the United States, and around the world, resulting in a dramatic increase in the diversity of people, ideas, and world-views seeking access to higher education and the global workforce

- Historical and continuing social inequalities and discrimination, resulting in significant and persistent intellectual and economic achievement gaps between demographic groups across the region, nation, and world
- The need for producing a diverse workforce in which individuals are technically savvy and capable of complex thinking, problem solving, and communicating and working with people different from themselves
- Increasing legal and political pressures across the United States and higher education to eliminate affirmative action and race-sensitive programs

Seattle University is just about halfway through the time frame for its 2013-2018 strategic plan, "Fulfilling Our Mission in a Changing World." The Task Force for Diversity and Inclusive Excellence considered its findings and recommendations in the context of the university's strategic goals to: 1) strengthen our capacity to provide a high-quality and transformational education rooted in the Jesuit tradition; 2) prepare our graduates to lead meaningful and successful professional lives; 3) meet the challenges and opportunities of the changing educational and economic environment; and 4) realize an infrastructure that supports excellence and innovation in all facets of our education.

The significance of national conversations about race and equity on college campuses has left a deep imprint on the task force. We must be aware of the national zeitgeist of backlash and blame against those who experience oppression as somehow responsible for their own exclusion. We must listen with deep empathy and, even more critically, respond with courage and commitment to sustainable change. The incidents occurring at other institutions are not isolated or particular to those places. We know – and have known – that they take place at Seattle University, and they affect the learning, working, and living environment for everyone who works and learns on this campus. This confluence of circumstances presents an opportunity to address inequity at a time when Seattle University students, staff, and faculty are paying close attention, and while they feel a positive connection with the institution's commitment to holistic education and creating a more just and humane world, including on our own campus.

Task Force Membership and Subcommittees

The task force comprised representation from across the institution and included faculty, staff, and students, which allowed for an informed and collaborative process, extended the reach of the task force, and yielded broad-ranging recommendations to create a more inclusively excellent university.

Table 1
Task Force Members

Natasha Martin, Co-chair	Faculty	School of Law
Alvin Sturdivant, Co-chair	Staff	Student Development
Lori Bannai	Faculty	School of Law
Monica Chan	Undergraduate Student	Student Government of Seattle University
Thorne Clayton-Falls	Staff	Arts and Sciences
Vinay Datar	Faculty	Albers
Mariquita de Mira	Graduate Student	Graduate Student Council
Leandra Ebreo	Law Student	Student Bar Association
Tiffany Gray	Staff	Student Development
Ryan Greene	Staff	Student Development
Francisco Guerrero	Faculty	Arts and Sciences
Angelique Jenkins	Staff	Academic Affairs

Keenan Kurihara	Undergraduate Student	Student Government of Seattle University
Bernie Liang	Staff	Student Development
Tamara Long	Staff	Enrollment Services
Katie Myers-Wiesen	Graduate Student	Graduate Student Council
Monica Nixon	Staff	Student Development
Jodi O'Brien	Faculty	Arts and Sciences
Czarina Ramsay	Staff	Student Development
Stephenie Simmons	Undergraduate Student	Student Government of Seattle University
Kathy Ybarra	Staff (administrative support)	Office of the President

The task force divided into five subcommittees, charged with 1) exploring factors that drive and constrain the university's capacity to move toward inclusive excellence, including shifting demographics, institutional inequities, workforce needs, political and legal dynamics, and 2) developing recommendations to embed inclusion into the everyday relationships, business, and processes of the institution. Each subcommittee gathered data, identified gaps in information, inventoried current practices, and consulted with university partners to understand current practice and develop recommendations. Below is a summary of the membership and work of the five task force subcommittees.

Table 2
Task Force Subcommittee Work

Subcommittee	Areas of Focus	Subcommittee's Work
Access and Equity Tamara Long, Chair Katie Myers-Wiesen Ryan Greene Tiffany Gray Mariquita de Mira	• compositional numbers and success levels of minoritized students, faculty, and staff in higher education • perceptions from external constituencies and surrounding communities • student recruitment and retention • financial aid, scholarships, and cost structures for students • barriers to access	• surveyed and met with neighborhood councils about perceptions of the university • reviewed enrollment and retention data and current institutional practices • met with university departments that focus on external relations • researched successful practices from other institutions • analyzed alignment of subcommittee findings with climate study data
Diversity in the Formal and Informal Curriculum Bernie Liang, Chair Leandra Ebreo Francisco Guerrero Clark Huey Sabina Neem Stephenie Simmons	• diversity content in and support for courses, programs, and initiatives in both curricular and co-curricular experiences • examination of experiences of minoritized students	• conducted focus groups and meetings with students, staff, and faculty • analyzed alignment of subcommittee findings with climate study data

Subcommittee	Areas of Focus	Subcommittee's Work
Teaching and Learning Environment Jodi O'Brien, Chair Angelique Jenkins Jacquelyn Miller Alvin Sturdivant	• pedagogical diversity and inclusion • faculty development and evaluation • assessment of learning outcomes	• hosted faculty focus groups and pedagogical diversity forum • reviewed programming materials from Center for Faculty Development, centers for excellence • conducted dialogues with students and faculty • analyzed alignment of subcommittee findings with climate study data
SU as a Workplace Lori Bannai, Chair Angelique Davis Thorne Clayton-Falls Natasha Martin Czarina Ramsay Diane Schmitz Frank Shih	• campus climate for faculty and staff at Seattle University • workplace conditions and culture • staff and faculty recruitment, hiring, and retention	• reviewed existing data about workplace satisfaction • consulted with Human Resources, Faculty Services, Institutional Research, and faculty ombudsperson • analyzed alignment of subcommittee findings with climate study data
Campus Climate Gabriella Gutiérrez y Muhs, Co-chair Monica Nixon, Co-chair Nora Almunif Lori Bannai Monica Chan Isa Chong Leandra Ebreo Shawn Farrell David Green Bobby Helton Jean Jacoby Josh Krawczyk Bernie Liang Tamara Long Jodi O'Brien Kianna Parker Joelle Pretty Frank Shih Alex Stoffel Mike Thee Erica Yamamura	• baseline understanding of present campus climate for students, staff, and faculty • critical examination of experiences, perceptions, and institutional actions	• identified external consultant to conduct campus climate study • developed and implemented climate study to inform task force work

Summary of Inclusive Excellence Action Plan Goals and Initiatives

The Task Force for Diversity and Inclusive Excellence identified six goals, each supported by several initiatives, that will propel the university's commitment to equity, access, and community. It is important to preface this action plan by elucidating the interconnectedness of all six of the goals and proposed initiatives in creating a fertile environment for inclusion, respect, and community building. Below is a summary of the goals and initiatives.

Goal One
Realize an organizational infrastructure that embeds inclusive excellence in all aspects of the Seattle University experience

- **Initiative 1.A.** To elevate inclusive excellence priorities and embed them across the institution, the university will create a senior-level Chief Diversity Officer (CDO) with institutional scope, staffing, reporting units, and material resources to effect transformational change
- **Initiative 1.B.** To build institutional diversity capacity and investment across the institution, the university will create a standing Diversity Council, comprised of faculty and staff from all divisions, schools, and colleges, governance bodies, and undergraduate, graduate, and law students
- **Initiative 1.C.** To embed institution-wide accountability and sustainability, the university will create an Inclusive Excellence Strategic Plan, with goals, assessment, and dashboards for all units
- **Initiative 1.D.** To cultivate sense of belonging and care for all students, faculty, and staff and to maintain regulatory compliance, the university will establish, publicize, and use transparent protocols and provide adequate resources for reporting and responding to discrimination and sexual misconduct
- **Initiative 1.E.** To respond effectively to incidents and communicate diversity commitment and success, the university will create communication strategies for on- and off-campus stakeholders
- **Initiative 1.F.** To communicate inclusive excellence in visible ways to campus and surrounding communities, the university will evaluate its physical space and develop plans for renovation and new construction that support healthier climate

Goal Two
Integrate inclusive excellence across curricular and co-curricular offerings

- **Initiative 2.A.** To energize the development of new course offerings, the university will inventory and publicize current diversity and inclusion offerings in the curriculum
- **Initiative 2.B.** To adequately prepare students for engagement in a diverse society and ensure the infusion of diversity and inclusion into the curriculum and disciplines across all schools and colleges, the university will explore development of enhanced inclusive excellence curricular offering(s) and the adaptation of existing courses and programs
- **Initiative 2.C.** To address retention and climate concerns, the university will focus attention to services and programs for students who are minoritized and/or drastically underserved, including but not limited to students of color, queer students, students with disabilities, undocumented students, trans students, first generation students, international students, parenting students, and veterans
- **Initiative 2.D.** To ensure Seattle University fosters an inclusive and respectful environment that honors our diverse campus community and operationalizes our commitment to diversity, the university will scale up and make strategic investments toward providing access to key co-curricular initiatives focused on diversity, inclusion, and equity for undergraduate, graduate, and law students

Goal Three
Build and sustain the capacity of students, staff, and faculty to engage, teach, and lead through an inclusive excellence lens

- **Initiative 3.A.** To enhance consistency and build skills of students, faculty, staff, and administrators, the university will develop common language and a working understanding of key concepts related to inclusive excellence
- **Initiative 3.B.** To provide a foundation for their institutional diversity leadership, the Cabinet, Council of Deans, and Board of Trustees will participate in ongoing awareness and development opportunities related to inclusive excellence
- **Initiative 3.C.** To facilitate healthy classroom climate, transformative student learning, and innovative research, the university will enhance faculty development opportunities around inclusive teaching,

learning, and research that are discipline-specific, academically-oriented, and focused on increased pedagogical effectiveness

- **Initiative 3.D.** To build capacity of staff across the institution to be involved with and lead inclusive excellence efforts, the university will establish a Staff Development Series with courses, seminars, reading groups, and workshops aimed at increasing awareness, knowledge, skills, and networks to navigate the university
- **Initiative 3.E.** To expand and broaden access to training and development opportunities for students, the university will create and offer consistent, developmentally-sequenced workshops and programs aimed at increasing awareness, knowledge, and skills and preparing students to lead in a changing world

Goal Four
Meet the challenges and opportunities of recruiting and graduating a diverse student body

- **Initiative 4.A.** To respond to the competitive and global marketplace and to the external forces impacting higher education, the university will develop a strategic recruitment plan aimed at increasing the diversity of the student body
- **Initiative 4.B.** To address the affordability of Seattle University and the impact of financial distress on students, the university will develop and expand strategies for assisting low-income students and students experiencing financial hardship
- **Initiative 4.C.** To address needs related to student retention and persistence to graduation, the university will increase resources for wellness- and retention-related services

Goal Five
Meet the challenges and opportunities of recruiting and retaining talented faculty and staff

- **Initiative 5.A.** To enhance workplace climate for faculty and staff, the university will require greater accountability of all faculty, staff, and administrators for executing the diversity and inclusive excellence mission
- **Initiative 5.B.** To foster inclusive excellence as a core professional value and provide our students with a transformative educational experience, the university will improve our capacity to attract outstanding, diverse faculty and staff
- **Initiative 5.C.** To enhance our capacity to retain outstanding diverse faculty, the university will improve the working conditions and climate to foster greater workplace tranquility and facilitate professional development opportunities
- **Initiative 5.D.** To enhance our capacity to retain outstanding diverse staff, the university will take affirmative steps to improve the working conditions and climate for staff
- **Initiative 5.E.** To enhance departmental ownership and investment in inclusive excellence, the university will identify and train departmental Equity Advisers

Goal Six
Maximize the university's capacity for social change in the local community

- **Initiative 6.A.** To deepen student learning in alignment with our mission of educating the whole person, the university will support current campus initiatives to further student and faculty learning, engagement and commitment to social justice
- **Initiative 6.B.** To expand our capacity to pursue social justice in our local community, the university will strengthen relationships with external communities to foster greater understanding of our place

GOAL ONE
Realize an organizational infrastructure that embeds inclusive excellence in all aspects of the Seattle University experience

The AAC&U Making Excellence Inclusive framework integrates existing organizational diversity models that focus on demographic diversity, elimination of discriminatory practices, supporting diverse constituents, fostering intergroup understanding, curricular and co-curricular infusion, global engagement, and the learning enterprise (Williams, 2013).

Williams (2013) offers a Dynamic Diversity DNA staged model to assist institutions with intentional planning to build diversity capacity into their organizational infrastructure. The model describes four stages of institutional development: 1) start-up, 2) transitional, 3) mature implementation, and 4) inclusive excellence. See Table 3 for a summary of the model's dimensions and developmental characteristics.

Table 3
Dynamic Diversity DNA Staged Model

Dimension	Start-Up	Transitional	Mature Implementation	Inclusive Excellence
The Diversity Idea	Diversity is neither defined nor a priority.	Diversity is beginning to emerge as a point of conversation, but is narrowly defined and still not a high priority	Diversity is an idea that has been defined in broad and inclusive terms and is a priority on campus across a range of different diversity dimensions.	Diversity is defined broadly and exists at the highest level of institutional importance as foundational to mission fulfillment and institutional excellence. It has become a widely embraced cultural value that manifests itself in myriad ways.
Diversity Infrastructure	The campus has few if any dedicated infrastructure resources focused on issues of diversity.	A handful of campus diversity offices, initiatives, and systems may exist, but are limited and marginalized. Some typical infrastructures included underfunded cultural centers and affirmative action offices, but little else. Diversity issues are not formally part of the educational curriculum, although they may exist in isolated courses on campus.	Several diversity units and initiatives exist across the university, although they may be vulnerable to budget cuts in difficult economic times. A Chief Diversity Officer role may exist, although how it is defined, resourced, and positioned varies.	Diversity may be part of the formal curriculum, and faculty may engage in robust diversity-themed research. A CDO role exists to support the vision of the president and provides broad collaborative leadership to the campus diversity agenda. A campus-wide governance committee exists to guide and develop campus diversity efforts. A host of access and inclusion learning and diversity efforts are coordinated as diversity capacity is substantively integrated into the curriculum and co-curriculum.

Dimension	Start-Up	Transitional	Mature Implementation	Inclusive Excellence
Senior Leadership Support	Diversity is not on the radar of senior leaders, and they put minimal if any energy into accomplishing campus diversity goals and priorities.	Senior leadership is beginning to engage; however, they have a limited knowledge and are slow to provide resources beyond symbolic support.	Senior leaders generally have a strong awareness of diversity issues, particularly traditional issues of access and equity for historically underrepresented minorities and women. They use their authority to provide attention and resources, although their efforts may be uneven across all dimensions of their institution's diversity agenda. Leadership drift may set in as transitions occur.	Senior leadership advocates vocally and materially for campus diversity priorities, broadly defined. They lead the discussion, empower others, direct resources, and generally move the campus's strategic diversity agenda as a part of their efforts to ensure academic excellence, drive fundraising, build alumni relations, and develop strategic partnerships.
Planning Systems	No diversity plans exist in any way.	A major goal is to develop a campus diversity plan, but it may have yet to materialize outside of an effort to integrate diversity symbolically into the campus academic or strategic plan.	The campus may have developed a series of diversity plans through the years that have been implemented to varying levels of success. This may include centralized, decentralized, and integrated diversity plans.	A comprehensive system of diversity-planning systems exists as an embedded component of the academic and strategic plans, as well as in centralized and decentralized diversity plans. These plans are linked to one another as diversity is defined consistent with institutional excellence, and the focus is on organizational change.
Change Activation Techniques	No accountability or incentive systems exist to activate change on campus because diversity is not a priority institutionally.	No accountability or incentive systems exist to activate change on campus. The majority of efforts focus on relationship-building and goodwill.	Diversity accountability systems exist in modest ways at the level of counting and measurement, perhaps in the form of a biannual diversity report. Some institutions may have incentive programs to encourage diversity involvement, but they come and go depending on campus budget priorities and senior leadership.	Leaders have created accountability systems that value diversity and hold leaders accountable for their actions to advance the campus's diversity priorities, in addition to annual reports and efforts to measure what is taking place on campus. Tenure and promotion decisions, performance reviews, and budget allocations may include components focused on diversity. Financial and other incentives encourage and reward engagement.

Dimension	Start-Up	Transitional	Mature Implementation	Inclusive Excellence
Resources	Diversity resources are nearly nonexistent.	Diversity resource allocations are limited.	Diversity resource allocations are high institutionally, but leaders face the challenge of maximizing the return on investments. Diversity budgets may not be totally embedded into the base budgets of schools, departments, and divisions and may come and go with institutional budget priorities.	Diversity funding is generous institutionally and resources are maximized fully. Not only are diversity efforts protected in good and bad financial times, but diversity is a priority of campus fundraising, extramural activities, and other aspects of institutional life.

Adapted from Williams (2013), pp. 198-199

Seattle University's diversity infrastructure exists at various points along this organizational development path, depending on the dimension in question. For the most part, however, our efforts are in the transitional phase. The initiatives outlined in Goal One are intended to move Seattle University into the mature implementation phase over the next five years.

Initiative 1.A.
To elevate inclusive excellence priorities and embed them across the institution, the university will create a senior-level Chief Diversity Officer (CDO) with institutional scope, staffing, reporting units, and material resources to effect transformational change

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Rationale and Intended Impact
Given our compositional diversity, a mission-driven commitment to justice, and innovative programs and initiatives, the university is well-positioned to be a leader in terms of diversity engagement. A Chief Diversity Officer position will coordinate and catalyze existing efforts, provide focused leadership for the campus, and build out our inclusive excellence infrastructure. CDO roles and units exist at several of our Jesuit peer institutions, including Loyola Marymount University, Xavier University, Gonzaga University, Georgetown University, and Marquette University, and the roles have increasing currency in colleges and universities nationwide. Since 2000, no fewer than 60 higher education institutions have established CDO positions or repurposed existing administrative roles to centralize diversity functions, improve inclusion, and integrate diversity more fully (Williams, 2013, p. 46).

CDOs represent a continuing evolution of diversity-focused programs and services on campuses, moving beyond compliance, recruitment, and retention to address curriculum, climate, research, and policy-making (Stuart, 2010). A primary distinction between the newest generation of CDO positions and other current or earlier diversity capabilities is the CDOs' institution-wide focus to create policy and infrastructure that integrate diversity at the core of the learning enterprise (Williams & Wade-Golden, 2007). Although specific executive-level CDO structures may differ from institution to institution, several commonalities persist across CDO responsibilities, including leadership of strategic diversity planning efforts and building institutional diversity infrastructure (Barceló, 2007; Stuart, 2010; Williams, 2013; Williams & Wade-Golden, 2007). CDOs serve as catalysts, educators, and persuaders in their organizations. In its ideal implementation, a CDO position elevates, integrates, and centralizes diversity functions in an institution. Because of the complexity of this charge, the CDO

serves in a facilitative capacity, rather than as the sole responsible party for moving forward an institutional diversity agenda.

The CDO role at Seattle University should be charged with working closely with admissions, schools, colleges, and other academic affairs areas, finance, human resources, student development, marketing and communication, university advancement, and institutional research and planning to:

- Lead strategic diversity planning efforts
- Build new diversity infrastructure
- Enhance compositional diversity, equity, and success
- Inform hiring processes
- Cultivate polycultural awareness, development, and training opportunities for the campus
- Interface with institutional assessment and accountability systems
- Build new academic diversity initiatives (Williams & Wade-Golden, 2007)

Summary of Major Actions
- Create a CDO position description, with attention to scope of influence, alignment of existing diversity capabilities, budget, and staffing
- Hire CDO and vest that person and unit with authority to influence institutional priorities
- Assess effectiveness of CDO in fulfilling mandates of the position

Measurable Targets
- Current academic year:
  - o Create CDO position description
  - o Establish and align CDO unit
- Academic Year 2016-2017:
  - o Hire CDO
  - o Develop CDO role and align related institutional units as appropriate
- By 2021:
  - o Establish baselines for continuous accountability
  - o Maintain robust and transparent system of institutional accountability to diversity strategic plan

Cabinet Responsibility
President

Initiative 1.B.
To build institutional diversity capacity and investment across the institution, the university will create a standing Diversity Council, comprised of faculty and staff from all divisions, schools, and colleges, governance bodies, and undergraduate, graduate, and law students

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Rationale and Intended Impact
Creation of the Diversity Council, chaired by the CDO, will enhance investment of all areas of the university. It will also forestall any perception that the CDO "owns" diversity issues singlehandedly for the entire institution. The Diversity Council should be charged to review and advise on critical diversity issues, to connect diversity initiatives, to advise on the creation of an Inclusive Excellence Strategic Plan, to address campus climate issues in a localized way in departments and units, and to disseminate successful practices. It may be prudent to include a

member of the Board of Trustees on the Diversity Council to connect the institution's highest levels of leadership with the inclusive excellence priority.

The Diversity Council should integrate existing diversity-related working groups, such as the Committee to Improve Trans Inclusion, and the council should look for opportunities to charge groups to examine needs related to particular groups or issues. An early priority should be the creation of a Disability Services Working Group. The Campus Climate Survey revealed that respondents with a single disability or multiple disabilities experienced less academic success (for students) and were less comfortable with overall and classroom climate. The Disability Services Working Group should consider staffing, budget, space, training, and programming needs to create a climate of care and inclusion that facilitates learning and success.

Summary of Major Actions
- Charge a Diversity Council, with attention to membership from tenured/tenure-track and contingent faculty, exempt and non-exempt staff, and undergraduate, graduate, and law students
- Identify appropriate incentives, rewards, and professional development resources for service on the council
- Appoint members to the council, establishing staggered terms
- Charge a Disability Services Working Group

Measurable Targets
- Current academic year:
  - Develop the charge of the Diversity Council
  - Identify incentives, rewards, and professional development resources for service
- Academic Year 2016-2017:
  - Appoint members to the Diversity Council
  - Develop and execute expectations for service on the council
  - Begin drafting an institutional Inclusive Excellence Strategic Plan
  - Charge a Disability Services Working Group
- By 2021:
  - Conduct an inclusion audit in curriculum, operations, co-curriculum
  - Maintain robust and transparent system of institutional accountability to diversity strategic plan

Cabinet Responsibility
President, Executive Vice President, Provost

Initiative 1.C
To embed institution-wide accountability and sustainability, the university will create an Inclusive Excellence Strategic Plan, with goals, assessment, and dashboards for all units

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Rationale and Intended Impact
In order to have the highest potential for impact, an Inclusive Excellence Strategic Plan should coordinate three complementary approaches: 1) infusion of diversity goals into the university's broader strategic and academic plans; 2) dedicated diversity plan with goals and progress indicators in the form of an Inclusive Excellence Scorecard (see Figure 1); and 3) decentralized but coordinated plans from individual departments, schools, and colleges. Each approach on its own has potential drawbacks that are mitigated in an integrated model. Implementing a coordinated plan that integrates these three approaches will build inclusion into the strategic priorities of the institution, highlight inclusion as a focus for planning and implementation, facilitate localized

ownership and buy-in, and support shared governance and collective decision-making (Williams, 2013). One example of localized ownership exists at the university in the form of the School of Law Social Justice Leadership Committee, composed of faculty, staff, and students and charged with engaging issues with social justice implications that arise at the law school.

Summary of Major Actions
- Examine existing university strategic plan, "Fulfilling Our Mission in a Changing World," and Academic Strategic Action Plan 2.0 for opportunities to invest in and track inclusive excellence initiatives
- Based on work of Task Force on Inclusive Excellence, build an Inclusive Excellence Strategic Plan that includes goals and progress indicators for access and equity, campus climate, learning and diversity, diversity-themed scholarship, fundraising, and partnerships
- Create Inclusive Excellence Scorecard that tracks features of the Inclusive Excellence Strategic Plan in a transparent way for the campus
- Launch a planning process in divisions, schools, and colleges to review and recommend diversity-related strategies and to assess and communicate progress; this localized planning process should be integrated into the university's ongoing Assessment and Planning Coordination Committee's program review process
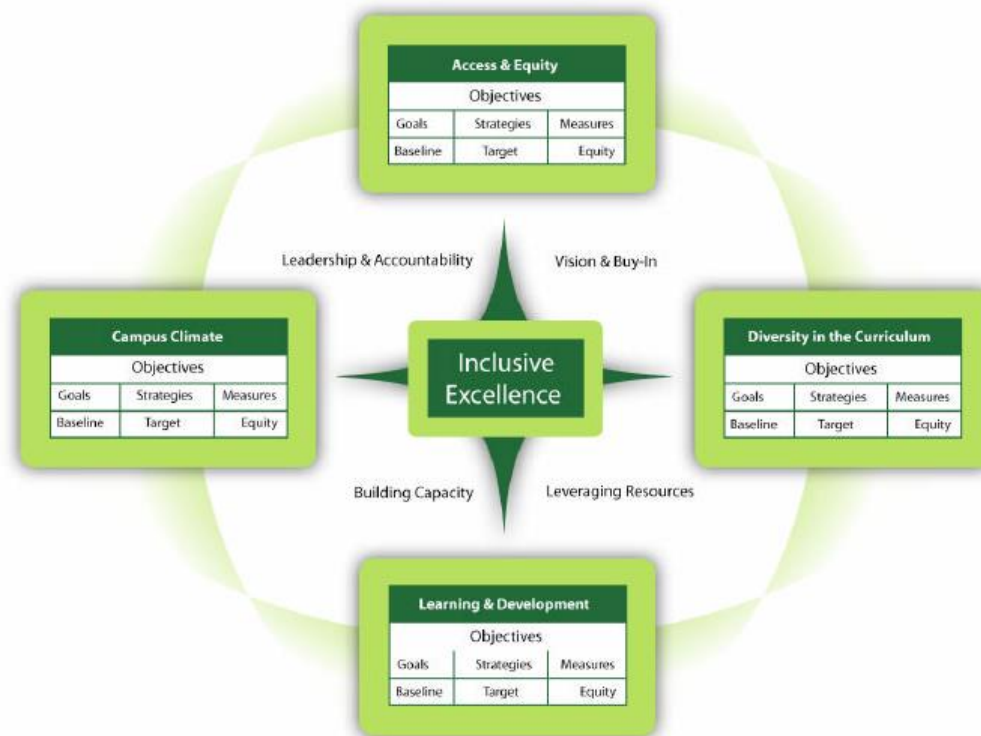

Figure 1. Inclusive Excellence Scorecard framework (Williams, Berger, & McClendon, 2005, p. 22)

Measurable Targets
- Current academic year:
  - Integrate inclusive excellence initiatives into existing university strategic and academic plans
- Academic Year 2016-2017:
  - Work with University Planning Office to integrate inclusion strategies into APCC process of program reviews

- o Using recommendations from the Task Force on Diversity and Inclusive Excellence, charge Diversity Council to build out the Inclusive Excellence Scorecard framework for Seattle University
- By 2021:
  - o Maintain transparent system of Inclusive Excellence Scorecard reporting
  - o Divisions, schools, and colleges will have local inclusive excellence plans in place, with tracking through Diversity Council and office of the Chief Diversity Officer

Cabinet Responsibility
Executive Vice President, Provost, University Planning

Initiative 1.D.
To cultivate sense of belonging and care for all students, faculty, and staff and to maintain regulatory compliance, the university will establish, publicize, and use transparent protocols and provide adequate resources for reporting and responding to discrimination and sexual misconduct

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Rationale and Intended Impact
In the Campus Climate Survey undertaken as a part of the task force's work, 28% of respondents shared that they had personally experienced exclusionary conduct and 31% had observed such conduct (27% of undergraduates, 20% of graduate students, 33% of law students, 33% of faculty, and 29% of staff or administrators reported experiencing exclusionary conduct). Respondents shared that they did not feel comfortable or supported in addressing exclusionary behavior because their concerns were not taken seriously, they did not understand the process to report and respond, they feared retaliation, and they had no place to go for advice. Similarly, among the 75 student respondents who reported having experienced unwanted sexual contact while at Seattle University, only 12 sought support from a university resource.

In the climate assessment, the vast majority of respondents indicated that access to counseling for people who experience harassment and a person to address student complaints of classroom inequality would positively influence the campus climate. Of note, in task force listening sessions, students characterized as challenging the current process of having them meet with faculty or department chairs on their own in order to raise classroom climate concerns. Students said that they typically wait out the quarter, rather than risk retaliation from faculty.

The newly-established Office of Institutional Equity (OIE) oversees and coordinates the university's response to all complaints of discrimination, harassment, sexual misconduct, and related retaliation. This office was created about six months after the climate survey was conducted and is currently staffed by an Assistant Vice President, who serves as the institution's EEO Officer, Title IX Coordinator, and ADA/504 Coordinator, and an investigator/trainer, who serves as Deputy Title IX Coordinator. Work already underway includes Title IX-related education programs and materials for students (most coordinated through the Office of Wellness and Health Promotion), implementation of a revised Title IX investigation and response procedure, and a relationship with the Harborview Sexual Assault and Trauma Center.

Additional OIE staffing needs include: 1) a second investigator to facilitate prompt complaint resolution and enable time more time to be spent on educational efforts and 2) a sexual assault victim advocate to serve as a confidential resource. (As an alternative to a full-time advocate, Gonzaga University provides sexual assault victim advocacy in the form of a Sexual Assault Response Team, comprised of trained faculty and staff volunteers who provide immediate, short-term assistance and that can receive anonymous reports.)

Also requiring focused attention and resources are efforts to revise and streamline nondiscrimination policies and protocols; to bolster campus outreach and education, particularly the Green Dot bystander intervention program; to clarify process and roles for addressing situations involving academic climate issues; and to provide coaching or training for students, faculty, and staff involved in discrimination complaints that do not rise to the level of policy violations. There currently exists a part-time ombudsperson who works only with faculty, and the task force recommends building out this role to a full-time position to provide services to all campus community members for preventing, managing, mediating, and resolving conflict.

Creation of a Bias Awareness and Response Team, with fluid, as-needed membership from OIE, the Office of Multicultural Affairs, Department of Public Safety, Housing and Residence Life, Campus Ministry, and Marketing and Communication, would allow the institution to anticipate and to respond to acts of intolerance, bias, and hate in a timely manner. Bias response teams exist on many of our peer Jesuit campuses, including Xavier University, Loyola University Maryland, Georgetown University, College of the Holy Cross, and Fordham University.

Summary of Major Actions
- Enhance investigation, policy development, outreach, and training resources for Office of Institutional Equity
- Assign, train, and create time for a faculty member to assist with academic and classroom climate situations and investigations
- Transition current part-time ombudsperson role to a full-time position serving all campus constituents
- Establish Bias Awareness and Response Team

Measurable Targets
- Current academic year:
  - Provide assistance to OIE to revise, streamline, and communicate discrimination policies and protocols
  - Support ongoing development of Green Dot bystander intervention program
  - Investigate successful practices for bias incident response groups
- Academic Year 2016-2017:
  - Identify and train a responder for academic and classroom climate issues
  - Identify and train faculty and staff who can serve on a Sexual Assault Response Team
  - Based on investigation and education needs, consider staffing increase for OIE
  - Develop charge and expectations for Bias Awareness and Response Team
- By 2021:
  - Appoint and train Bias Awareness and Response Team members and track and report team's work to the campus
  - Scale up ombudsperson role to provide services to all campus community members
  - Fully develop and deploy response protocols

Cabinet Responsibility
Executive Vice President, University Counsel, Finance and Business Affairs, Human Resources

> **Initiative 1.E.**
> To respond effectively to incidents and communicate diversity commitment and success, the university will create communication strategies for on- and off-campus stakeholders

Rationale and Intended Impact

Williams (2013) advises institutions to invest in preparing for diversity crisis incidents before they occur by creating strong procedures, expectations, and digital media strategies. "The speed, ubiquity, and immediacy of the Internet cannot be ignored, particularly during a diversity crisis incident" (p. 172). The effects of inadequate responses can derail diversity work, create an enormously negative impression of a campus, and necessitate "a prolonged process of reconciliation by the campus community" (p. 172). Creation of a social media response system that is both proactive and that can be deployed in real time is critically important.

Additionally, given the high level of attention to inclusive excellence during the task force's work, as well as the national and global context discussed in the introduction to this report, transparent communication with regard to goals, progress, and shortcomings is essential to maintain the integrity of the institution's commitment to take action to improve the campus climate. Currently, diversity-related resources are scattered across a wide range of websites, including the task force, Office of Multicultural Affairs, Disabilities Services, International Student Center, Education Abroad, and many more. Gathering or hosting these on one site would provide an online one-stop shop for inclusion issues and concerns.

Summary of Major Actions
- Creation and maintenance of Inclusive Excellence website
- Creation of digital response strategies and team
- Development of inclusive excellence communication outreach strategies

Measurable Targets
- Current academic year:
  - Transition existing task force website (www.seattleu.edu/diversity) to archive materials from Task Force on Inclusive Excellence
- Academic Year 2016-2017:
  - Create social media response system to plan for diversity crisis incidents
  - Build out diversity website to share progress on action items and consolidate resources and information into one online location
  - Align inclusive excellence communication strategies with other university messaging opportunities
- By 2021:
  - Inclusive excellence communication strategies are integrated in university messaging
  - Develop inclusive excellence case statement to use with external stakeholders and funders
  - Inclusive excellence initiatives in departments are searchable on website

Cabinet Responsibility

Communications, University Advancement

> **Initiative 1.F.**
> To communicate inclusive excellence in visible ways to campus and surrounding communities, the university will evaluate its physical space and develop plans for renovation and new construction that support healthier climate

Rationale and Intended Impact

The physical space on campus provides sites for interaction and relationship-building among community members and visitors and communicates in both passive and active ways our intentions about inclusion. Space for informal and formal work and social and programmatic gatherings facilitates more productive work relationships, sense of belonging, and visibility for our diverse community. When created intentionally, physical spaces can also communicate a sense of openness and welcome to our campus neighbors and visitors.

Faculty and staff shared in listening sessions that they regretted not having dedicated space for informal interaction after the loss of Casey Commons and the designation of the Learning Commons sixth floor lounge as a faculty-only space. They see too few spaces on campus where staff and faculty can meet in an informal, social atmosphere to share their work and get to know one another as colleagues.

For some, on campus, physical space serves as a barrier to inclusion. The Campus Climate Survey revealed that classrooms presented barriers for 18.2% of respondents with disabilities and that other campus spaces presented barriers for 8-11% of respondents. Respondents noted particular challenges with elevator accessibility. In focus groups conducted over the past several years by the Committee to Improve Trans Inclusion, students, faculty, staff, and visitors encountered challenges with finding and accessing gender-inclusive restrooms.

The university's strategic plan acknowledges that investment in the physical infrastructure of the university has not kept pace with enrollment increases and aging buildings. With the increase in our student population, there is a shortage of student spaces to socialize and to undertake curricular and co-curricular work that requires collaboration. Students compete with other users, often off-campus visitors, for access to campus meeting rooms and programming spaces. More than 80% of student respondents in the climate study supported increasing cross-cultural dialogue programming among students, and one logistical challenge is finding conducive space to host these kinds of programs on a regular basis. For some student groups that experience marginalization, including veterans and parenting students, having dedicated space would help them identify one another, build cohorts, and create support systems.

The task force recommends that Facilities Services audit campus physical spaces for their degree of inclusion, with attention to building, classroom, and lab access, restroom design (already underway with leadership from Facilities and CITI), and images and symbols visible in offices and buildings. The working group should consider recommendations for inclusion-related guidelines when planning construction and building projects, possible locations for dedicated space for marginalized groups and faculty and staff interactions, and ideas about art on campus. Additionally, questions about how spaces communicate openness, welcome, and inclusion for all visitors should be included in units' diversity planning (see Initiative 1.C.)

Summary of Major Actions
- Charge working group to evaluate campus space, master planning, and current approaches to inclusive excellence in space planning
- Integrate space inclusion and planning into departmental diversity planning
- Continue CITI work to increase gender-inclusive, accessible restrooms on campus

- Continue work to increase availability of Student Center spaces for student programming

Measurable Targets
- Current academic year:
  - Share update with campus about CITI restroom-related work and locations of gender-inclusive restrooms on campus
  - Continue Student Center updates
  - Create charge for campus space facilities audit
- Academic Year 2016-2017:
  - Integrate inclusive excellence into Strategic Goal Initiative 4.C
  - Facilities Services conducts facilities audit and makes recommendations
  - Assess and address any concerns about access to lactation room
- By 2021:
  - Ongoing implementation of space-related inclusion initiatives in building renovations and construction
  - Dedicated space available for students who are veterans and other groups who are identified as benefitting from such resources

Cabinet Responsibility
Finance and Business Affairs

GOAL TWO
Integrate inclusive excellence across curricular and co-curricular offerings

At the very heart of Seattle University's commitment to become the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society is a set of values that include care, academic excellence, diversity, faith, justice, and leadership. The combination of these values, and the commitment of students, faculty, and staff to them, sets Seattle University apart from other institutions across the country.

It is our desire to see this outstanding university soar to new heights. One way that we can begin doing this is through a collective effort to embrace diversity and inclusive excellence on our campus, particularly in curricular and co-curricular opportunities. As a Jesuit Catholic university with a mission to educate the whole person, to professional formation, and to empower leaders for a just and humane world, one of our highest priorities should be to create a campus environment that prepares students to engage with the tensions and the problems faced worldwide. We must create an atmosphere where individuals experience educational freedom and are comfortable learning and exploring, to engaging freely and authentically in all aspects of their university life.

Initiative 2.A.
To energize the development of new course offerings, the university will inventory and publicize current diversity and inclusion offerings in the curriculum

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Rationale and Intended Impact
Our curriculum not only provokes students' presuppositions, it also expands their global perspective and opens them up to new ways of thinking. Undoubtedly there are course offerings in each of the schools and colleges that represent Seattle University's commitment to diversity and inclusion or have diversity as a significant part of course content, and yet many of these opportunities remain unknown or unpublicized. In 2007 the Engaging Our Diversity Task Force inventoried institutional opportunities to determine the extent to which the Seattle University educational experience promoted an understanding of and a commitment to diversity. The work of the Engaging Our Diversity Task Force included a critical examination of curricular and co-curricular opportunities and programs and services for faculty and staff, with attention to academic and administrative policies, alumni engagement and affiliation, campus initiatives, classroom climate, co-curricular opportunities, community engagement, compositional diversity, curricular diversity, organizational structure, professional development, and social climate. By tracking and documenting curricular offerings and maintaining an inventory, Seattle University will promote, share, collaborate, and celebrate the wealth of diversity- and inclusion-related offerings across the schools and colleges.

Summary of Major Actions
- Develop a diversity asset inventory to be administered across all schools and colleges where faculty and staff have an opportunity to share course assets related to diversity and inclusion
- As a part of the communication strategy referenced in initiative 1.E, the university will develop a marketing and communication plan aimed at publicizing and raising campus awareness of curricular offerings related to diversity and inclusion, using the current task force website as a host site
- Establish a curriculum enhancement task force, probably best conducted under the auspices of the University Core, that identifies currently strong content/departments and makes recommendations for faculty incentive programs aimed at development of relevant "bridge" and related courses

Measurable Targets
- Current academic year:
  - Develop diversity asset inventory instrument and survey in order to uncover the array of assets currently present in the Seattle University curriculum; establish criteria for critical elements that must be present for courses to be considered as diversity and inclusion offerings
- Academic Year 2016-2017:
  - Identify membership and charge curriculum enhancement task force
  - Send diversity asset inventory instrument to all deans and department chairs
  - Develop platform and medium for communicating and sharing curricular offerings (web, etc.)
- By 2021:
  - Create and launch searchable platform for communicating and sharing curricular offerings with an emphasis on diversity and inclusion
  - Convene curriculum enhancement task force with the expectation to complete review and planning process by the conclusion of the 2016-2017 academic year
  - Diversity asset inventory will be administered across all Seattle University divisions and communicated and shared accordingly

Cabinet Responsibility
Provost, Communications

Initiative 2.B.
To adequately prepare students for engagement in a diverse society and ensure the infusion of diversity and inclusion into the curriculum and disciplines across all schools and colleges, the university will explore development of enhanced inclusive excellence curricular offering(s) and the adaptation of existing courses

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Rationale and Intended Impact
The faculty at Seattle University is committed to teaching, research, and scholarship in culturally responsive ways. The curriculum should contribute to preparing our graduates to lead meaningful and professional lives and for the realities of the 21st century. The Campus Climate Survey demonstrates that students and faculty at Seattle University view diversity as a positive factor and as an essential component of social and intellectual growth.

Seattle University faculty represents a critically important group with regard to the successful integration of diversity across the curriculum. Students spend a significant amount of time in the classroom with faculty, and faculty control course content, pedagogical approach, and what learning outcomes are emphasized. It is the faculty who will frame the questions, establish curricular priorities, and ultimately produce a richer development of the curriculum and classroom instruction.

> Faculty members often recognize that inclusion is a key to learning. Even among students who have access to an educational experience, those who feel excluded from the full experience struggle to learn as well as those who feel included. To create an inclusive learning environment throughout the curriculum and in all fields, all faculty members should consider how they are incorporating diversity into their courses and how they can be more inclusive in their teaching. Incorporating diversity into one's teaching takes time and depends on the specifics of the situation (who is teaching which students, and in what context). Faculty members do not need simple solutions that may not work for their circumstances. (Laird, 2014, "Reconsidering the Inclusion of Diversity in the Curriculum," para. 2)

We must ensure that faculty have effective tools to infuse diversity into course content and to implement inclusive pedagogies, so that faculty feel prepared and supported to create a welcoming and inclusive learning environment that accounts for the varied learning styles that students bring to the classroom.

Task force focus group participants suggested that students and faculty both articulate distinctions between "safe" versus "brave" spaces and indicated that both are insufficient at Seattle University. "Brave" spaces require more opportunities for students and faculty to engage in programs that provide history, information, and language to understand and engage with difference, as well as opportunities to have challenging conversations about difficult material. The Campus Climate Survey revealed that nearly three-quarters of student respondents felt that incorporating issues of diversity and cross-cultural competency more effectively into the curriculum positively influences climate.

According to students who participated in task force focus groups, there needs to be a much stronger "diversity requirement" in the curriculum, and the courses need to be taught by qualified faculty with demonstrated expertise in understanding structural inequalities and discrimination. Overall, faculty and student focus group participants concurred that the likelihood that students will gain adequate historical and/or structural understanding of difference and discrimination is not formally structured into the curriculum. There are qualified faculty teaching this material, but unless students self-select into a particular program, exposure is hit-or-miss.

The task force recommends the following methods of integrating inclusive excellence into the curriculum:
- creation of course offerings that provide an opportunity to explore diversity, inclusion, power, and equity across all major and minor programs;
- transition courses that serve to introduce entering students to institutional values and commitments (the Task Force on Entry and Second Year Experience is currently planning to pilot a transition course in the 2016-2017 academic year that would include as a part of the curriculum an examination of power and equity-related matters);
- courses in ethnic, queer, and disability studies as a complement to the Women and Gender Studies program; and
- service learning preparation and follow-up in coursework.

There are numerous examples of colleges and universities who have successfully developed and executed curricular requirements associated with diversity and inclusion, including at the University of Puget Sound. Beginning in the 2015-2016 academic year, all entering Puget Sound students must successfully complete a Knowledge, Identity, and Power (KNOW) graduation requirement aimed at assisting students in developing their understanding of the dynamics and consequences of power differentials, inequalities and divisions among social groups, and the relationship of these issues to the representation and production of knowledge.[1] Such curricular opportunities appear to be appropriate to the Seattle University mission.

We believe that inclusive excellence addressed through curricular infusion and offerings encourages faculty creativity in the inclusion of more materials on diversity in syllabi; strengthens curriculum and collegiality

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[1] At the University of Puget Sound, the associated courses also create an opportunity for students to develop their capacity to communicate meaningfully about issues of power, disparity, and diversity of experiences and identities. These courses also promote critical engagement with the causes, nature, and consequences of individual, institutional, cultural and/or structural dynamics of disparity, power, and privilege. Approved courses are available to students in a range of disciplines including Religion, Communications, Education, English, History, Psychology, Philosophy, and Sociology. Additionally, Puget Sound offers courses through African American Studies, Gender and Queer Studies, Hispanic Studies, and Latino/a Studies (Retrieved from http://www.pugetsound.edu/academics/curriculum-courses/knowledge-identity-and-power/).

through interdisciplinary inquiry; identifies faculty members as role models and mentors; and supports active, productive scholarship, including the scholarship of teaching. In short, a commitment to diversity and inclusive excellence improves the core work of the university – the discovery, expression, integration, and dissemination of knowledge.

Summary of Major Actions
- Each college, school, department, and program will explore and develop a plan for incorporating diversity and inclusion in a substantive and significant way into teaching, learning, and research practices
- Identify resources and establish a process to facilitate, reward, and incentivize faculty to develop creative instructional strategies, as well as to incorporate inclusive content into courses
- Each college and school will explore the development of a course across all majors and minors that present students with the opportunity to engage with issues of diversity, inclusion, and power and that deepens students' engagement with Seattle University's commitment to diversity and social justice
- Convene an exploratory committee to assess and review the efficacy of the development of courses in ethnic, queer, and disabilities studies as a way to supplement other course offerings, as they have proven to have positive academic and social outcomes for students
- Develop opportunities that help faculty assess the achievement of diversity- and inclusion-related learning outcomes in class or co-curricular experiences
- Assess content expertise of faculty and staff in areas of study that examine diverse identities and cultures
- Support curricular innovation, especially interdisciplinary teaching and programs, with helpful structures and additional faculty lines

Measurable Targets
- Current academic year:
    - Academic Affairs will identify the resources required to incentivize and reward innovation associated with curricular integration and infusion and will develop the process
    - Academic Affairs will identify resources needed to assist schools and colleges in moving forward with the plan to recruit and retain talented faculty and staff with content expertise related to diversity and inclusion (see Goal Five for initiatives related to faculty hiring)
- Academic Year 2016-2017:
    - Identify membership and develop charge for the exploratory committee considering ethnic, queer, and disabilities studies offerings, with goal of convening the committee by the end of the year and having its assessment, review, and recommendations completed during Academic Year 2017-2018
    - With support from Academic Affairs and Academic Assembly, each school and college will explore the efficacy of creating diversity and inclusion courses and begin planning for consideration
- By 2021:
    - Diversity and inclusion integration and infusion plans will be executed across all majors and minors
    - Full curriculum integration and infusion to include course offerings in ethnic, queer, and disabilities studies and an incentive/reward structure to support faculty innovation related to diversity and inclusion in teaching, research, and scholarship

Cabinet Responsibility
Provost

Initiative 2.C
To address retention and climate concerns, the university will focus attention to services and programs for students who are minoritized and/or drastically underserved, including but not limited to students of color, queer students, students with disabilities, undocumented students, trans students, first generation students, international students, parenting students, and veterans

Rationale and Intended Impact
Seattle University has enacted a number of initiatives, programs, and services across the university aimed at serving the needs of minoritized and/or drastically underserved students. However, in order to support these students, every division, school, college, department, faculty member, staff member, and person must examine their contributions to the larger student experience and invest resources to support students' acclimation at entry and persistence to graduation. We have a responsibility to create an institutional culture that promotes positive student learning outcomes, timely progression to graduation, limited financial indebtedness, and a high-impact student experience. This is of particular significance given the results of the Campus Climate Survey, which demonstrated that minoritized and drastically underserved students disproportionately experienced exclusionary, intimidating, offensive, and/or hostile conduct and challenges in both the overall and classroom climate.

- 28% of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct, based on gender/gender identity, ethnicity, position status, age, and other factors
- Several groups indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.
    - Gender identity: 76% of women respondents, 78% of men respondents, and 43% of transgender/genderqueer/other respondents were "very comfortable" or "comfortable" with the overall climate at Seattle University.
    - Racial identity: Faculty and student respondents of color (73%) were significantly less comfortable with the climate in their classes than were multiracial respondents (78%) and white faculty and student respondents (85%).
    - Sexual identity: LGBQ respondents (67%) and asexual/other respondents (71%) were less likely to be "very comfortable"/"comfortable" with the overall climate than were heterosexual respondents (79%).
    - Student status: Law Student respondents were significantly less comfortable with the classroom climate than were undergraduate student respondents, graduate student respondents, and faculty respondents.
    - Income status: Low-income student respondents (76%) were significantly less comfortable with the climate in their classes than were not low-income student respondents (83%).
    - Ability status: Faculty and student respondents with multiple disabilities (66%) were significantly less comfortable with the climate in their classes than were faculty and student respondents with a single disability (79%) and those with no disability (86%).
    - Citizenship status: U.S. citizen faculty and student respondents (83%) were significantly more likely to feel "very comfortable" or "comfortable" with the climate in their classes than were non-U.S. citizen faculty and student respondents (75%).
    - Generational status: First-generation student respondents (74%) were significantly less comfortable than were not first-generation student respondents (82%) with the climate in their classes.

The literature on campus climate and microaggressions is clear that hostility, exclusionary conduct, and identity-related oppression have a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

In an effort to further understand the needs of minoritized and drastically underserved students, the Division of Student Development is convening a cross-institutional exploratory committee to make recommendations as to how the institution can better serve the needs of these students.

Summary of Major Actions
- Ensure students who are minoritized and/or drastically underserved are an integral part of the life and governance of each school and college through the development of goals, outcomes, and metrics related to academic progress, retention, graduation, etc. and subsequently the development of new programs and services
- Provide minoritized and/or drastically underserved students with academic support programs that support their ability to engage in the rigors of academic life at Seattle University
- Develop mentor programs that foster a network of support and aid in the academic, emotional, and socio-cultural adjustment to college life of students
- Conduct an environmental and physical space audit of all campus spaces (see Initiative 1.F.)
- Address staffing and resourcing for Disabilities Services and program and service support for students with disabilities
- Address staffing and resourcing for areas of campus charged with serving the needs of minoritized and drastically underserved students

Measurable Targets
- Current academic year:
  - Establish a plan for developing a mentor program for minoritized and drastically underserved students
  - Review staffing and resource patterns in Disabilities Services, the International Student Center, and the Office of Multicultural Affairs
- Academic Year 2016-2017:
  - Conduct environment and physical space audit for ADA compliance and accessibility
  - Academic Advising and Academic Support Programs will explore new opportunities for serving the needs of minoritized and drastically underserved students and resource implications
  - Student Development will pilot a mentor program aimed at meeting the needs of students of color
  - Develop a plan to address staffing and resource needs in Disabilities Services, the International Student Center, and the Office of Multicultural Affairs
- By 2021:
  - Academic Advising and Academic Support Programs will implement new programs and services
  - Mentor program will be extended to multiple minoritized and/or drastically underserved students
  - Disabilities Services, the International Student Center, and the Office of Multicultural Affairs will be staffed at the level required given growing enrollment and shifting campus demographics

Cabinet Responsibility
Business and Finance, Enrollment Services, Mission and Ministry, Provost, Student Development

> **Initiative 2.D.**
> To ensure Seattle University fosters an inclusive and respectful environment that honors our diverse campus community and operationalizes our commitment to diversity, the university will scale up and make strategic investments toward providing access to key co-curricular initiatives focused on diversity, inclusion, and equity for undergraduate, graduate, and law students

Rationale and Intended Impact

In task force focus groups and listening sessions, students, faculty, and staff named the lack of opportunities for them to learn, dialogue, disagree, and grow in their understanding of difference. Currently only those wanting to explore these issues choose to learn more, which leads to a "preaching to the choir" mentality at classrooms, services, events, etc. that focus on diverse topics. The vast majority of Campus Climate Survey student respondents thought that increasing opportunities for cross-cultural dialogue among students would positively influence climate.

Normalizing participation and access to events, speakers, and other on/off campus opportunities to explore difference, inclusion, will help to encourage curiosity and learning by all. A proven example of this kind of programming is intergroup dialogue. This transformative experiential educational model has been shown to promote community building amid intergroup conflict and enhance communication (Gurin, Nagda, & Zúñiga, 2013). Intergroup dialogue describes a facilitated, face-to-face encounter between members of two (or more) social groups that have a history of conflict or potential conflict and strives to create new levels of understanding, relating, and action between those groups. Similar to the premise of Jesuit education, intergroup dialogue challenges students to think clearly, think for themselves, and test commonly accepted knowledge.

Seattle University ran a pilot Intergroup Dialogue (iGroup) program for three years as a partnership between Housing and Residence Life and the Office of Multicultural Affairs. The seven-week race-, gender-, and sexual orientation-focused dialogues involved Learning Community residents and were facilitated by Student Development Administration graduate students. The program's two outcomes were to engage students cognitively and affectively in dialogue about individual identity and social systems and to foster intergroup understanding, relationships, collaboration, and action. iGroup participants went on to leadership roles in the university in which they leveraged the experiences they had gained in the program. The iGroup program was discontinued because of budget and personnel constraints, and the task force recommends reinstituting the program.

Finally, the task force recommends building faculty and staff capacity to develop skills in our students to engage in critical and sometimes difficult dialogue with each other on inclusion in social and academic realms. Understanding how we can all play a role in reducing the chilly climate of Seattle and Seattle University will take intentional effort by all.

Summary of Major Actions
- Provide high-impact learning experiences, including:
  - Intergroup dialogue program through the Learning Communities program
  - Social justice retreats aimed at assisting students in understanding their role in creating a just and humane world
  - Increased programming opportunities and strategic investments in programs aimed at raising awareness about identity, dimensions of power and privilege, diversity, inclusion, access, and equity (MLK, Cesar Chavez/Dolores Huerta, Racial Justice Leadership Institute) across the university

- Establish a fund to support innovative programming that stretches across groups and supports student examination and examination of identity, diversity, inclusion, access, equity, and the dimensions of power and privilege

Measurable Targets
- Current academic year:
  - Task the exploratory committee convened by the Division of Student Development to examine current program and service offerings and make recommendations about program scaling and strategic investments
  - Explore the establishment of diversity and inclusion innovation fund to support student innovation (this fund can build on the existing Multicultural Programming Fund)
  - Continue Real Talks sponsored by the Division of Student Development as an opportunity for students to gather and discuss the pressing issues of the day
- Academic Year 2016-2017:
  - Evaluate student-facing and student-led programs for their impact on the climate for diversity and inclusion
  - Begin implementation of recommendations from Student Development exploratory committee
  - Pilot diversity and inclusion innovation fund for student initiatives
  - Develop plan for reinstituting intergroup dialogue program for 2017-2018
- By 2021:
  - Programming is adaptive and responsive to needs that emerge through assessment results
  - Explore the impact of all co-curricular opportunities on campus climate for all students

Cabinet Responsibility
Mission and Ministry, Student Development

GOAL THREE
Build and sustain the capacity of students, staff, and faculty to engage, teach, and lead through an inclusive excellence lens

In the Campus Climate Survey, 28% of respondents shared that they had personally experienced exclusionary conduct and 31% had observed such conduct (27% of undergraduates, 20% of graduate students, 33% of law students, 33% of faculty, and 29% of staff or administrators reported experiencing exclusionary conduct). The conduct most often took the form of being deliberately ignored or excluded (56%), being isolated or left out (42%), and being intimidated or bullied (26%)[2]. In most cases, the source of the conduct was within cohort (e.g., student on student, faculty on faculty, staff on staff), and the conduct occurred most frequently in classrooms, labs, or clinical settings, in meetings, in public spaces on campus, while working at Seattle University, and in on-campus housing.

The kinds of behaviors that were reported would likely be understood as microaggressions, defined as common, everyday messages and slights that communicate humiliation and exclusion (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007). One challenge that microaggressions present is that recipients are left to wonder if the interactions were benign, unintentional, or intentional and if the insults or invalidations had something to do with a marginalized identity (Sue et al., 2007).

In the faculty and staff journaling project undertaken as a part of the task force's work, participants shared the following examples of microaggressions from faculty, staff, students, administrators[3]:

- "During a …meeting, I was the only person of color in the room. Then … midway through the meeting … [someone] … called me a "spy." A room full of white people chortled. As an Asian American, it's typical for me to receive this message – usually not so blatant – of being the outsider, untrustworthy, etc."
- "… faculty [colleague] asked if I had ever done research myself. I reminded them that I did have a PhD and, therefore, was required to demonstrate my research capabilities in order to get that degree."
- "I recall being in a … setting with a colleague when they made a comment about how articulate I am, implying that this was extraordinary, and didn't take into account the negative stereotype of African-Americans as inarticulate and uneducated."
- "I had three emails and two in-person exchanges when someone said 'that is so lame.' It may seem small, but this word is like a tiny dagger, similar to the phrase 'that is so retarded'.
- "When people are rude or disrespectful toward me, sometimes I'm not sure if they would behave differently if I was a white man. I get tired of trying to decipher which it is."
- "There have been instances where I have felt isolated and stared at because I was the only brown person in the room. I've been told in the classroom that I articulate myself well. I've dealt with several microaggressions on this campus since working here."

A vast majority of climate study respondents across cohorts believed that diversity-related training could be beneficial, a perspective echoed in the listening sessions conducted by the task force following the release of the climate study results. Intentionally sequenced and delivered education and training initiatives meet several institutional priorities related to campus climate, inclusive excellence, student and employee retention, and mission focus:

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[2] This report uses "exclusionary conduct" as a shortened version of the question from the climate study, which asked about "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct."
[3] The five-week journaling project involved 16 faculty and staff participants from historically marginalized groups who were asked to share examples of microaggressions and to rate the campus climate on a five-point scale of very inclusive to very hostile. Identifying details have been removed from the journal excerpts included in this report.

- Creating campus community where all members feel valued and invest their talent and time
- Increasing pedagogical inclusiveness
- Exposing all groups to issues of power, privilege, and inclusion
- Creating settings where divergent perspectives can be shared and respected
- Enhancing communication among groups by addressing conflict, empathy, and perspective-sharing
- Preparing graduates to lead in a changing, global world

Initiative 3.A.

To enhance consistency and build skills of students, faculty, staff, and administrators, the university will develop common language and a working understanding of key concepts related to inclusive excellence

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Rationale and Intended Impact

Diversity and inclusive excellence mean different things and call to mind different ideologies and outcomes for members of our community. For some, inclusive excellence might be understood as an essential element of transformative education and preparing students to be changemakers. For others, embracing diversity might mean lowering admission or hiring requirements, watering down academic curricula, and balkanizing the campus by creating separate spaces for students from varying backgrounds. "To truly transform our institutions, we have to intentionally address the mental models that rest at the heart of our institutional cultures and help our college and university citizens develop new ones" (Williams, 2007). Doing this means articulating consistent frameworks, concepts, and terminology through university publications, orientations, outreach, media, trainings, and programs. (These concepts and terms should include, as a baseline, privilege, power, inclusive excellence, microaggressions, imposter syndrome, stereotype threat, polyculturalism, cultural humility, and implicit bias.) Broad understanding of these concepts will make possible an institutional definition and rationale for inclusive excellence. Of note, the work to define these concepts should not halt progress on other inclusive excellence initiatives.

Summary of Major Actions
- Working group will develop inclusive excellence glossary to inform ongoing development of initiatives and programs

Measurable Targets
- Current academic year:
  - Task a working group to draft a glossary of terms
  - Working group will share draft with university community by January 2017
- Academic Year 2016-2017:
  - Identify opportunities to infuse concepts and terminology into trainings, websites, orientations, and marketing materials
- By 2021:
  - Concepts and terminology embedded into inclusive excellence-related trainings, coursework, and programming
  - Inclusive excellence concepts are broadly understood, integrated, and updated regularly to account for developments in the field

Cabinet Responsibility

Provost, Executive Vice President, Student Development, Human Resources, Communication

> **Initiative 3.B.**
> To provide a foundation for their institutional diversity leadership, the Cabinet, Council of Deans, and Board of Trustees will participate in ongoing awareness and development opportunities related to inclusive excellence

Rationale and Intended Impact

The university community looks to the senior leadership to model inclusion, to focus attention on and prioritize diversity, and to lead in a diversity arena that can change quite rapidly. "Senior leaders must personally embody the values of diversity in their decision-making, individual behavior, and interactions with others" (Williams, 2013, p. 218). They must be able to situate inclusive excellence in the context of shifting demographics, persistent inequity, changing regulatory landscapes, and the mission of the university, and they must be able to respond effectively to diversity-related opportunities, challenges, and crises. They can also serve as effective models of cultural humility – what Roper (2014) described as "naming our ignorance" (p. 209). Doing so allows leaders to "pursue knowledge on behalf of those we serve, … reveal to others and ourselves the depth of our commitment, … [and] position ourselves to uncover leadership gifts and relationship potential that otherwise might never be revealed" (p. 209). Having leaders model acknowledgement of where they need to grow makes it safe for others to do the same, which opens up possibilities for authentic learning and, ultimately, for serving students and the institution more effectively.

Seattle University can take cues from other campuses where such programming for university senior leaders takes place. Examples include:

- The University of Connecticut hosts Conversations on Diversity, a regular series involving the president, provost, deans, and other institutional leaders, who engage with prominent scholars, researchers, and leaders on topics such as affirmative action, demographic trends, stereotype threat, identity development, and student retention.
- At Xavier University, the president met regularly with diversity scholars to read articles and books, discuss tensions at Xavier and on other campuses, and to learn more about individual identity and social systems. Also at Xavier University, the Board of Trustees engaged the services of a consultant for diversity-related training and development.

These kinds of undertakings allow senior leaders to be exposed to relevant information, enhance relationships and expertise, and build capacity to lead and respond effectively.

Summary of Major Actions
- Coordinate quarterly Conversations on Diversity with Cabinet and Council of Deans
- Work with the Board of Trustees to hire a diversity consultant

Measurable Targets
- Current academic year:
  - Identify consultants who could work with the Board of Trustees
  - Develop plan for Conversations on Diversity
- Academic Year 2016-2017:
  - Host quarterly Conversations on Diversity
- By 2021:
  - Any new Cabinet members and Deans will be oriented to the university's inclusive excellence framework and will participate in ongoing development opportunities

Cabinet Responsibility
President

Initiative 3.C.
To facilitate healthy classroom climate, transformative student learning, and innovative research, the university will enhance faculty development opportunities around inclusive teaching, learning, and research that are discipline-specific, academically-oriented, and focused on increased pedagogical effectiveness

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Rationale and Intended Impact
Student learning and faculty research are primary outcomes for the work of the institution. The influence of faculty on the campus climate grows out of their critical role at the heart of the university's academic enterprise. The climate study highlighted faculty influence on how members of the campus community experience the climate. Most students reported that they feel valued by their faculty, believe that their courses are intellectually stimulating, and feel that their academic experience has had a positive influence on their intellectual growth. The study also revealed that faculty are a source of exclusionary conduct experienced by students and staff. In listening sessions hosted by the task force, non-exempt staff described being mistreated and underappreciated by faculty.

In addition, some target identity groups, including students and faculty of color, women and trans respondents, and LGBQ respondents, reported being less comfortable with classroom climate than agent identity groups (in these cases, white faculty and staff, men, and heterosexual respondents). In task force focus groups with students and faculty, both groups said that they do not feel well-prepared to handle classroom conflict that arises from challenging conversations and material. Students who are targeted or singled out in these situations said they feel that there is an expectation that because it is their "difference" that incurred discomfort or hostility, they are supposed to know how to manage it and make everyone comfortable and that if they do not, then they are the problem. Students described this as "blaming the victim." Faculty are well-intentioned with regard to wanting to provide inclusive teaching and learning, but the majority are also likely to strongly resist anything that appears to be mandatory diversity training; this resistance is likely to have backlash effects for students. Accordingly, a key question for the task force has been how better to motivate faculty toward genuine engagement and inclusive excellence.

Resources exist institutionally to support faculty development with regard to inclusive excellence. The Center for Faculty Development (CETL) promotes the professional formation of all faculty in a variety of formative, confidential, and voluntary ways:

- Learning and teaching: peer consulting program, classroom observations, consultations, candid conversations, workshops (topics for WQ and SQ 2016 workshops have been drawn from climate study findings)
- Research practice: faculty writing groups, consultations, writing retreat, faculty learning communities (not currently funded)
- Professional development: workshops, consultations, chairs' community of practice, faculty learning communities, membership to the National Center for Faculty Development and Diversity (NCFDD), New Faculty Institute, New Chair and Director Institute

CETL subscribes to the National Center for Faculty Development and Diversity (NCFDD), and Seattle University has 277 registered individuals using the organization's services, comprising about one-third of our faculty numbers and putting us at more than double the average use of 12% for other subscribing institutions. The high

participation rate suggests both a desire to learn and a self-identified need among some faculty at Seattle University. The cost of subscribing to the NCFDD has doubled over the past four years, and continuing to cover the cost from the limited CETL budget has affected other programs that the center can provide.

Research demonstrates that people are likely to teach in the ways they were taught, and since most graduate programs do not focus on pedagogical strategies, faculty may not have the range of skills required to create inclusive classrooms, manage conflict, and tackle difficult dialogues. Enhancing pedagogical support for faculty in the form of increased CETL staffing and budget, course releases or stipends for faculty to engage in developmental learning about inclusive excellence, programs to support contingent faculty in their teaching, and longer-term pedagogically-oriented new faculty orientation programs, spread out over the course of a year, would help faculty develop greater skills to meet their goals of creating inclusive classrooms. As the new Wismer Office for Faculty Diversity, Equity, and Inclusive Excellence evolves, there will likely be opportunities for alignment with CETL efforts, as well as those of other departments with a focus on gender and diversity studies, to improve the teaching and learning environment.

We also need to address the dynamic of fear that can keep faculty from seeking help with their teaching and scholarship. CETL noted that research indicates the level of involvement in faculty development often depends on whether departmental sub-cultures value and reward these activities. Changing the culture will require support from deans and chairs and others in faculty mentoring roles. CETL noted that a few academic departments have tackled this challenge directly, with modeling from chairs and senior faculty, visible participation in CETL programs, and collegial assistance in the form of consultations and classroom observations. The kind of development described in Initiative 3.B. would also mitigate the perceived risks associated with faculty acknowledging where they need to grow. In addition, meaningful rewards and recognition of faculty work to advance inclusion will incentivize participation. These incentives include stipends, course releases, and recognition through the rank and tenure process.

Summary of Major Actions
- Centrally fund institutional subscription to National Center for Faculty Development and Diversity while preserving CETL budget (in other words, free up CETL funds to enhance programs and services)
- Create an additional full-time position for an experienced developer in Faculty Development to focus on learning and teaching, and on contingent faculty
- Identify resources for course releases and/or stipends for faculty participation in inclusion-oriented development
- Include inclusive excellence work in annual appraisal process
- Invest in contingent faculty pedagogical development resources
- Continue to evolve the Wismer Office for Faculty Diversity, Equity, and Inclusive Excellence

Measurable Targets
- Current academic year:
  - Designate institutional funds for NCFDD subscription
  - Define and communicate to campus about the expanded role of the Wismer Office
- Academic Year 2016-2017:
  - Submit plan to restore CETL staffing with an experienced faculty developer
  - Identify resources to incentivize participation in faculty development programs
  - Work with Academic Assembly to include inclusive excellence work in annual appraisals
- By 2021:
  - CETL staffing levels enhanced and services offered to meet higher demand

- New Faculty Institute becomes a longer-term program, including robust inclusive excellence content
- Inclusive excellence focus is a part of annual appraisals
- Contingent faculty receive enhanced resources and support for inclusive pedagogical excellence

Cabinet Responsibility
Provost

Initiative 3.D.
To build capacity of staff across the institution to be involved with and lead inclusive excellence efforts, the university will establish a Staff Development Series with courses, seminars, reading groups, and workshops aimed at increasing awareness, knowledge, skills, and networks to navigate the university

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Rationale and Intended Impact
Interactions with staff comprise a large portion of the everyday dealings of students, faculty, staff, and campus visitors. Staff welcome prospective students and their families, provide healthcare, advise and supervise students, prepare and serve meals, maintain the grounds and facilities, administer payroll and budgets, organize and implement programs, manage enrollment and financial aid, house students, respond to university crises, facilitate community engagement, work with alumni and donors, engage in their own scholarship, and serve as adjunct faculty. The nature of these interactions influences how campus constituents experience the climate.

The majority of staff/administrator and student respondents in the climate study supported training for staff (this question was not asked of faculty respondents, though faculty and staff were asked and indicated strong support for including diversity-related professional experiences as a criterion for hiring). Staff noted the challenge that any available "diversity training has a tendency to only reach those who care" and that "those who need the training don't always take part" (Rankin & Associates, 2015, p. 177).

Human Resources used to staff a position called the Director of Professional and Organizational Development (DPOD); when the incumbent in that role left the university, the position was repurposed to fill other institutional needs. Among other responsibilities, the DPOD coordinated trainings for staff, and although the training opportunities did not explicitly address inclusive excellence topics, they covered supervision, hiring, and conflict navigation, all of which affect the campus climate. The university should support Human Resources in identifying staffing and financial resources to offer professional and organizational development to university employees. This programming should include orientation for new staff that introduces them to the university's inclusive excellence framework and informs them of resources to enhance their knowledge and skills.

Developing and offering meaningful staff development programming will build capacity for staff to be involved with inclusive excellence initiatives. The training program should include seminars, reading groups, and workshops and integrate a certificate series that is recognized in hiring, evaluation, and promotion at the institution. The University of California, Davis, makes available a Staff Development Series that covers a wide range of topics and includes a train-the-trainer program to leverage a broader network of available trainers. Attention should be given ensuring that trainings are accessible to staff across the institution and that supervisors support staff in pursuing these opportunities. Participation in these trainings should be included as a part of the annual staff performance appraisal process.

Summary of Major Actions
- Identify staffing and financial resources to implement meaningful staff development programming
- Identify resources to incentivize participation in staff development programs
- Create staff development series to address awareness, knowledge, and skills related to inclusive excellence
- Include inclusive excellence work in annual appraisal process

Measurable Targets
- Current academic year:
  - Human Resources lead planning to enhance staff development offerings
- Academic Year 2016-2017:
  - Submit sequenced plan to restore and enhance staff development offerings
  - Identify resources to incentivize participation in staff development programs
  - Create and offer new staff orientation introduction to university's inclusive excellence framework
  - Work with Human Resources to include inclusive excellence work in annual appraisals
- By 2021:
  - Human Resources staffing levels enhanced and services offered to meet higher demand for inclusive excellence development
  - New staff orientation includes robust inclusive excellence content
  - Staff Development Series is fully deployed and recognized in hiring, evaluation, and promotion processes

Cabinet Responsibility
Human Resources

Initiative 3.E.
To expand and broaden access to training and development opportunities for students, the university will create and offer consistent, developmentally-sequenced workshops and programs aimed at increasing awareness, knowledge, and skills and preparing students to lead in a changing world

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Rationale and Intended Impact
Inclusive excellence is a key component of the university's mission to form leaders who will create a more just, sustainable, and humane world. In order to deliver on the promise of our transformative Jesuit education, students must be able to access and be encouraged to participate in consistent opportunities to build their understanding and skills. These opportunities should be delivered through co-curricular trainings that complement in-depth classroom learning about systems of privilege and power.

In the climate study, the majority of student respondents expressed a desire for cross-cultural dialogue and diversity training. Students shared feedback in task force focus groups and listening sessions that students who are highly involved in formal leadership positions tend to have more opportunities for polycultural learning and that less-involved students do not know where to go for such programming.

The Student Development Division, Center for Community Engagement, and Campus Ministry offer a variety of training programs for students who are engaged in leadership positions, including the iLead program, departmental trainings and in-services, and occasional opportunities to attend conferences. These programs are,

by and large, directed to undergraduate students.[4] The Office of Multicultural Affairs and International Student Center offer some skills-development programs to a broader group of students; these programs tend to be *ad hoc* and vulnerable to budget reductions and staff capacity to meet the needs of students of color, queer and trans students, and international students.

The Division of Student Development is charging a working group to address opportunities arising from the work of the task force, and intercultural training and cross-cultural dialogue will be a focus for that group. There could be opportunities to create certificate programs or transcript notations for students who participate in sequenced training. Models for offering consistent training and programming to a broad range of students exist at other institutions. At Loyola Marymount University and Depaul University, multicultural student retention and intercultural training and programming are staffed through different offices, so that neither gets short shrift based on pressing needs.

Summary of Major Actions
- Charge Student Development-led working group to propose, among other initiatives, training and development opportunities for broad range of students
- Continue to develop existing training programs for students in leadership roles
- Expand training programs for broader range of students, including undergraduate, graduate, and law students

Measurable Targets
- Current academic year:
  - Institute and charge working group through Student Development to propose training and development opportunities for students
  - Audit inclusive excellence content of existing student training programs and identify opportunities to deepen this content
- Academic Year 2016-2017:
  - Student Development working group develops recommendations to supplement student training, with attention to incentives for student participation
- By 2021:
  - All students have opportunity to engage in inclusive excellence training opportunities, and participation is recognized in some formal way through notations on transcripts or co-curricular transcripts

Cabinet Responsibility
Student Development

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[4] For several years, Law students were offered the chance to participate in the Racial Justice Leadership Institute (RJLI). Budget cuts led to the elimination of the program, but it has been reinstituted for the 2015-2016 academic year, thanks to advocacy from Law students, faculty, and staff.

GOAL FOUR
Meet the challenges and opportunities of recruiting and graduating a diverse student body

Seattle University takes seriously the complex challenges involved in recruiting, retaining, and graduating a diverse student body. The results of the Campus Climate Survey reaffirm Seattle University's commitment to developing and sustaining a diverse and inclusive learning environment where all students have the opportunity to thrive in an inclusive and enriching educational environment.

To maximize the impact of each student's experience, Seattle University must provide a transformative educational experience informed by the ever-changing demographics of our diverse student body. Kuh (2008) identified ten high-impact educational practices that have a significant impact on student's educational and personal growth, to include first-year seminars and experiences; common intellectual experiences; learning communities; writing-intensive courses; collaborative assignments and projects, undergraduate research; diversity/global learning; service and community-based learning; internships; and capstone courses and projects. Over the years, Seattle University has launched initiatives in several of these high impact areas and is currently envisioning opportunities in several others.

Part of our institutional distinctiveness rests on how we prepare students to make the world more just, humane, sustainable, and equitable. Accordingly, we seek a diverse range of qualities in our students, including academic excellence, a thirst for knowledge and learning, an actualized commitment to diversity, social justice, and inclusive excellence, a commitment to improving the human condition, and community engagement. Our recruiting and admission practices must continue to identify students who demonstrate creative and innovative thinking, a willingness to question, solutions orientation, an ability to work with ambiguity and complexity, and the drive to accomplish challenging goals. Demographic trends, along with the uncertain economic climate, persistent social inequalities, increasing legal and political pressures, and the evolving workforce, suggest that we look even more closely at our recruitment and retention efforts to ensure that our commitment to access and diversity remains strong.

The goal for all of our students should be to thrive intellectually, socially, and personally. Just as we consider students' various aspirations, aptitudes, and potential, we should also make it possible for all of them to succeed at and beyond Seattle University. It is critical that our recruitment and retention principles, policies, and practices support each other and evolve together and are agile and responsive to internal and external challenges and opportunities.

Initiative 4.A.
To respond to the competitive and global marketplace and to the external forces impacting higher education, Seattle University will develop a strategic recruitment plan aimed at increasing the diversity of the student body

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Rationale and Intended Impact
Seattle University seeks to recruit and graduate a diverse student body that reflects societal diversity and addresses our Jesuit-inspired commitment to increase access to higher education for minoritized, drastically underserved, and disadvantaged students. A diverse student body offers a rich and dynamic perspective to the intellectual and social environment and presents students with the opportunity to learn deeply about themselves and one another. Compositional and structural diversity is about access and numbers, but it is more importantly about creating a transformative student experience and a healthy campus climate. Seattle

University must continue its commitment to creating a campus community that reflects the fullness of human diversity.

Recruiting and yielding a diverse study body requires commitment from across the institution. This is not the work of Enrollment Services colleagues, though their work is critical to our success in this area. The task force recognizes the work of Admission and Student Financial Services staff to recruit and enroll students; our desire is to support and channel existing efforts, increase institutional buy-in for recruiting a diverse study body, and anticipate and reduce ups and downs in the success of our diversity enrollment efforts.

The institution must make a visible, concerted effort to communicate and deliver on the promise of our Jesuit education. Any recruitment plan must include a broad range of interrelated initiatives, such as:

- Appropriate and transparent goals, targets, and metrics for increasing enrollments that allow the university to scale up retention-related programs as we welcome a more diverse student body
- Pipeline initiatives with the potential to make Seattle University the institution of choice for high-achieving minoritized and/or drastically underserved students
- Strategies to reduce any gap in yield rates for admitted minoritized and/or underserved students, including through financial aid packaging, assessment of special initiatives, and broad engagement of the university community
- Ongoing review of admission decision-making strategies to ensure that they do not negatively impact women, minoritized, underserved, and low-income students
- Scholarship and financial aid programs to ensure that higher education is accessible to diverse undergraduates, graduate students, and law students, particularly those from low-income and first-generation backgrounds
- Innovative, high-contact recruitment models, including those that employ alumni of color and international alumni, to attract a diverse student body from all areas of the state, the nation, and the world
- Department and college/school engagement and resources, particularly for graduate and law student recruiting

Summary of Major Actions
- Develop and share with the institution a strategic recruitment plan for diversifying undergraduate, graduate, and law student enrollment that builds on existing enrollment and financial aid planning and efforts
- Deans will develop innovative programs to recruit, enroll, and retain diverse graduate students, building on existing work on graduate enrollment
- Colleges and schools will periodically review and provide feedback on plans for recruiting a diverse student body; Academic Affairs will consider the success of programs in recruiting and graduating a diverse population of graduate students when allocating institutional financial support to programs, departments, and colleges and schools

Measurable Targets
- Current academic year:
    - Examine current strategic enrollment and recruiting plans for opportunities to build in measurable goals for diversifying student body
- Academic Year 2016-2017:
    - Enrollment Services will create a strategic enrollment plan focused on diversifying the student body

- o Explore pipeline opportunities for recruiting and enrolling high-achieving students
- o University Retention, Student Financial Services, and Admissions will develop a plan for reviewing, understanding, and reducing gaps in yield rates
- o Undergraduate, graduate, and law admissions will work with Alumni Engagement to develop a plan for engaging alumni in recruitment opportunities
- o Admissions units across undergraduate, graduate, and law will develop a plan for regularly reviewing and updating admissions criteria to ensure alignment with principles of diversity and inclusive excellence
- By 2021:
  - o Multiple pipeline programs exist for recruiting and enrolling high achieving students
  - o Innovative programs associated with recruiting, enrolling, retaining, and graduating a diverse student body will be solidly in place across all areas of the institution, with clear metrics and assessment plans

Cabinet Responsibility
Provost

Initiative 4.B
To address the affordability of Seattle University and the impact of financial distress on students, the university will develop and expand strategies for assisting low-income students and students experiencing financial hardship

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Rationale and Intended Impact
Financial stress figures prominently in students' ability and capacity to fully engage in their academic experience and to persist to graduation in a timely fashion. The Campus Climate Survey revealed that for the more than one-third of student respondents who had seriously considered leaving Seattle University, 35% cited financial reasons as a primary concern. Cost of tuition, purchasing books and course supplies, housing affordability, difficulty in participating in co-curricular events or activities, and cost of food arose as a significant financial concerns for students, which aligns with research about the impact of financial stress on student outcomes such as academic performance, time-to-graduation, indebtedness, mental health, and suicidality (Eisenberg, Gollust, Golberstein, & Hefner, 2007; Heckman, Lim, & Montalto, 2014; Joo, Durband, & Grable, 2008; National Student Financial Wellness Study, 2014; Ross, Cleland, & Macleod, 2006). In the Campus Climate Survey, high numbers of students reported working on and off campus at hours above what research shows as optimal for student success (14.3% work off campus 21-30 hours/week, 12.7% worked 31-40 hours/week, and 11.5% worked more than 40 hours a week).

Resources exist in pockets to assist students who struggle with covering the cost of basic needs such as food, housing, books, and healthcare. Student Financial Services has implemented an innovative Challenge Grant Program, and OMA has a small fund to provide emergency support for underrepresented students of color. As a well-resourced institution, however, we must confront that many of our students require more ongoing, substantial support, and our current method of addressing issues on an as-needed basis is simply not sufficient. Developing a long-term, more sustainable plan for responding to college affordability and the hardships faced by Seattle University students must be a priority. Possibilities that arose from task force focus groups and listening sessions includes creating visible programs to support undocumented students, scholarships for underrepresented students graduating from Catholic and Jesuit schools (perhaps targeting Nativity and Cristo Rey schools), revisions to the awarding of Costco Scholarships, exploration of tuition discounts for families with

multiple students attending Seattle University concurrently, and creation of an on-campus food pantry. These kinds of programs exist at our Jesuit and other peer institutions.

Student Financial Services is in the process of exploring our financial aid strategies and their impact on retention, and the task force supports efforts to expand the commitment of resources, implement innovative practices that are more anticipatory than reactive, and consider changes to the balance of how merit scholarships and need-based aid are awarded. Additionally, capital campaign-related fundraising for student scholarships should have positive outcomes for students.

Summary of Major Actions
- Support Student Financial Services in its examination of financial aid awarding strategies and practices
- Expand existing retention-related emergency funding resources, targeting undocumented, international, and low-income students; focus on visibility of these resources for students and for faculty and staff who support them
- As capital campaign continues, consider creation of need-based aid for undocumented students, international students, and other under-served and minoritized students
- Explore creation of on-campus food pantry

Measurable Targets
- Current Academic Year
    - Student Financial Services and Enrollment Services share updates about their exploration of financial aid strategies and practices
    - Increase visibility of existing financial resources for students through websites, information to departments
- Academic Year 2016-2017
    - Explore creation of Student Financial Aid Working Group, with representation from students, staff, and faculty, to enhance transparency and buy-in from the campus
    - Dedicate additional resources to expand retention-related emergency funding
- By 2021
    - Student Financial Aid Working Group recommendations underway
    - Students have a clear understanding of resources for financial stress

Cabinet Responsibility
Provost

Initiative 4.C.
To address needs related to student retention and persistence to graduation, the university will increase resources for wellness- and retention-related services

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Rationale and Intended Impact
With the hiring of the University Retention Initiatives Director and the efforts of various retention-focused working groups over the past decade, the university is poised to understand and target retention resources where they are most needed. The university now tracks and makes available data about retention and graduation of first-time-in-college and transfer students, and we are developing ways to track retention and graduation of graduate students. Increased staffing in Institutional Research would allow the university to understand where best to target additional retention-related resources.

Data from the climate study revealed that more than one-third of student respondents had considered leaving Seattle University, and high percentages of students said they lacked a sense of belonging (56%), felt the climate was unwelcoming (31%), and lacked a support group (30%). Additionally, high numbers of respondents shared that they have one or more conditions that affects their learning, working, or living activities; mental health/psychological condition, learning disability, and chronic diagnosis or medical condition were the highest-reported conditions. Data for Seattle University respondents from the 2015 National College Health Assessment indicate that our students experience more stress, anxiety, and depression than students in the national data set and that these factors negatively influence students' academic performance. Disabilities Services provides students with accommodation-related services. The office serves about 10% of the student body, primarily students with mental health conditions. On-campus mental health resources are stretched, which affects all students and particularly those who are at high risk of attrition. Campus climate and wellness-related concerns have an impact on the success of our students, their successful persistence to graduation, and their preparedness to lead meaningful lives when they graduate.

Seattle University must be creative and innovative in its efforts to provide access, promote retention, and enhance the success of all its students. This is an effort for all areas of the institution to engage. Existing resources in Enrollment Services, Academic Affairs, Mission and Ministry, and Student Development must be leveraged and enhanced in order to develop programs and services that nurture all students and provide them with the opportunity to thrive and fully engage in the academic enterprise.

Summary of Major Actions
- Improve retention of students who are minoritized and/or drastically underserved through intentional partnerships and collaborations and the development of programs with Enrollment Services, Mission and Ministry, and Student Development
- Scale up existing academic monitoring and early warning procedures and compliance to assist in identifying students who may be at risk for withdrawing and to arrange interventions accordingly
- Develop programs that educate minoritized and/or drastically underserved students about how to navigate the institution's administrative channels
- Identify specific retention and student success challenges and barriers through dedicated staffing in Institutional Research; create specific plan for accessing and applying demographic data to track diverse student enrollment and progress
- Ensure broad participation of first generation, low-income, and students of color in high-impact research and experiential learning opportunities

Measurable Targets
- Current academic year:
    - Each school and college will be provided with data that illuminates retention and graduation rates for minoritized and drastically underserved student populations and begin comprehensive analysis.
    - University Retention will work with Enrollment Services, Mission and Ministry, and Student Development to identify retention and persistence strategies, opportunities for collaboration, and resource implications
- Academic Year 2016-2017:
    - Each school and college will establish meaningful goals, outcomes, and metrics to enhance retention and graduation rates for minoritized and drastically underserved student populations
    - Admissions and Student Financial Services will develop a plan for educating students regarding the realities of financing a Seattle University education

- o University Retention will work with partners across campus to identify and implement new intervention strategies for working with students at risk for withdrawing due to any number of issues impacting their persistence to graduation
- By 2021:
  - o Each school and college will be held accountable to goals, outcomes and metrics for minoritized and drastically underserved students as determined by the Provost Office
  - o Admissions and Student Financial Services will continue implementing new and expanded programs associated with financial literacy and college debt management
  - o Academic and early warning procedures will be implemented across all areas of the university
  - o Retention and persistence strategies will be executed across all schools, colleges, and divisions of the university

Cabinet Responsibility
Mission and Ministry, Student Development, Provost

GOAL FIVE
Meet the challenges and opportunities of recruiting and retaining talented faculty and staff

The university's capacity to develop future generations of productive citizens, thought leaders, problem solvers, innovators, and change agents demands that it make inclusive excellence an integral dimension of its educational design. Our faculty scholar-educators and staff members are key partners in this endeavor. Providing a transformative educational experience requires a university comprised of faculty and staff who represent all facets of diversity and whom the institution values for those unique differences. Accordingly, the institution must systematically work toward creating the conditions for productive and meaningful participation of all employees.

Contemporary work settings are a complex web of human, institutional, and structural dimensions – a combination of forces that produces a socially complex environment identified in social science and organizational literature as workplace culture (Schein, 2004; Fiske & Taylor, 2013). The essential nature of any workplace culture is its deeply embedded, unconscious shared learning. Thus, work culture can produce positive effects, including shared values and norms, boost morale, and reinforce connection through common identity and interdependence. Relational demography literature confirms that workplace culture does more than boost morale; it also influences how employees perceive their work and colleagues, and manifests complex interpersonal and psychological dynamics, including in-group favoritism, stereotyping, and cognitive distortions. Discrimination and disparate experiences still exist in contemporary work settings. Universities are not immune from these conditions.

Work environments can empower or oppress. A large body of social science, organizational behavioral, and management research reflects the extent to which workplace culture and structure can significantly impact notions of belonging within organizations (Chatman & Cha, 2003; Dovidio & Gaertner, 1986; Fiske, 1998; Schein, 2004;). A vast interdisciplinary literature by scholars grounded in critical race, critical race feminism, and critical queer theory highlights the manner in which people from underrepresented groups are especially burdened and disadvantaged (Carbado & Gulati, 2013, 2000; Crenshaw, 1996, 1989; Kang, 2005; Wing, 2003; Yoshino, 2006). A recent anthology by Seattle University faculty editors and contributors poignantly documents the intersectional realities of women of color faculty across university campuses (Gutiérrez y Muhs, Niemann, González & Harris, 2012). This body of research suggests that institutions must work toward a more sophisticated understanding of these forces, mediate the disproportionate impact on members of historically underrepresented groups and other marginalized individuals, and act intentionally to diminish and eliminate those effects, where possible.

Through exploration and analysis of Seattle University as a workplace, the task force discovered numerous variables that bear on faculty and staff productivity and success, morale, and job satisfaction. Notwithstanding the egalitarian ethic that underlies the University's mission, what rises as particularly salient in the Campus Climate Study, listening sessions, and independent collection of narrative data are concerns around evaluative models, accountability, relational dynamics, and general notions of belonging.

Notable findings from the Campus Climate Study reflect that a significant number of faculty and staff experience Seattle University as a less than productive, welcoming, and supportive workplace. For example, 41% of all respondents have seriously considered leaving Seattle University, and many for reasons related to work climate and conditions. With regard to employee position, 67% of administrators, 59% of staff, 49% of faculty, and 32% of vendor respondents have seriously considered leaving the institution. Of those employees who seriously contemplated leaving the institution, the Campus Climate Study revealed statistically significant differences by status, gender identity, citizenship status, religious/spiritual affiliation and age. Several aspects of work climate and conditions reflected prominently as reasons which prompted serious consideration by faculty and

staff/administrators for leaving the university: inadequate salary (58%); limited opportunities for advancement (48%); institutional culture (47%); financial reasons (39%); and increased workload (34%).[5]

The aspects of the university work environment that present opportunities for growth can be organized in three categories:

- Formal and informal policies and practices that impact professional development and success;
- Varying daily realities of how identity impacts experiences, perceptions, and behavior, including microagressions, bullying, stereotyping and exclusion; and
- Lack of understanding and accountability of university administrators and managers around the socio-cultural phenomena that influence workplace experiences and career trajectories of underrepresented faculty and staff.

Recognizing that individual intelligence is strengthened when collective intelligence is embraced empowers Seattle University to foster a workplace environment where faculty and staff thrive. Embracing difference rather than challenging or merely tolerating it demands intention and awareness. Fostering a paradigm shift toward disrupting entrenched patterns of engagement is often further complicated, as Toni Morrison (1992) has observed, "by the fact that the habit of ignoring [difference] is understood to be a graceful, even generous, liberal gesture. To notice is to recognize an already discredited difference. To enforce its invisibility through silence is to allow the [outsider] a shadowless participation in the dominant cultural body" (pp. 9-10). Thus, entrenched and often unconscious patterns of engagement diminish the potential to harness the power of inclusive excellence. Yet, research shows that such forces can be managed and minimized, and workplace conditions enhanced. Implementing the initiatives that follow requires an intentional and sustained commitment to system-wide enhancements that impact the work lives and professional development of Seattle University faculty and staff through policies, practices, and a culture of inclusion.

Initiative 5.A.
To enhance workplace climate for faculty and staff, the university will require greater accountability of all faculty, staff, and administrators for executing the diversity and inclusive excellence mission

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Rationale and Intended Impact
Embedding inclusive excellence into university workplace culture must be the responsibility of every administrator within the institution, including members of the President's Cabinet and their respective teams of associate and assistant provosts, vice presidents, and deans, directors, department heads, managers, and supervisors in partnership with other appropriate governance bodies. Significantly, creating the conditions for professional success for faculty and staff depends on those in positions of power (and those who influence them) with authority not only to set the tone for the importance of inclusive excellence, but also to guide decision making and priorities with regard to hiring, retention, professional development and engagement. This modeling assists in building a culture of inclusion where all faculty and staff members have opportunities for a successful career at Seattle University.

Many organizations implement a range of measures to foster greater accountability. Some successful approaches include regular surveys to assess experiences related to diversity and inclusion, focus groups, 360-degree performance reviews, tying compensation to performance on diversity, and reward structures for

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[5] Qualitative responses submitted by respondents included "campus climate is more tense," "low morale among staff," "racism and sexism."

diversity-related efforts. These practices not only target action toward enhancing terms and conditions of employment, but also signal that the institution expects all individuals who manage faculty and staff to engage productively and collectively to improve workplace climate. These practices also make clear that diversity and inclusion efforts are part of the job and not merely aspirational.

By establishing structures and mechanisms for intentional engagement with diversity goals, university leaders take more ownership for their roles as stewards of fostering inclusion. Incentivizing action strengthens the institution's capacity to enhance the workplace climate.

Summary of Major Actions
- Affirmatively charge all university leaders with responsibility and accountability for executing Seattle University's diversity and inclusive excellence mission with clear expectation that they each exercise diligence and initiative toward its achievement
- Establish structures and measureable expectations for staff and faculty to hold them accountable for integrating inclusive excellence into recruitment, evaluation, and reward structures
- Institute performance appraisals that include assessment of contributions to inclusive excellence goals for all university employees with faculty and staff supervision
- Develop and implement a process for bottom-up evaluations for managers, supervisors, and others in appointed leadership roles (confidentiality must be a key feature of this process)

Measurable Targets
- Current academic year:
    - Announce commitment to require accountability of all faculty and staff
    - Create a working group to review current systems for evaluating and rewarding performance of employees
- Academic Year 2016-2017:
    - Working group on performance evaluation structures will review all systems and make recommendations for more holistic and comprehensive performance evaluation and rewards systems for all employees
    - Evaluate leadership accountability structure and make recommendations for increasing ownership of inclusive excellence mission
    - Develop training for university leaders and line managers (see Initiative 3.B.)
    - Require each campus unit and department to appoint an Equity Adviser (see Initiative 5.E.)
- By 2021:
    - Upon recommendations from the working group, revise current evaluative structures
    - Institute training for university leaders and line managers (see Initiative 3.B.)
    - Develop Inclusive Excellence Toolkits and Resource Guides for department leaders, line managers and supervisors that include training materials and reporting, investigation, and assessment mechanisms
    - Build a robust repository of resources that are available campus wide
    - Assess leadership accountability and make necessary structural enhancements to further inclusive excellence goals

Cabinet Responsibility
President, Provost, Executive Vice President, Human Resources

Initiative 5.B.
To foster inclusive excellence as a core professional value and provide our students with a transformative educational experience, the university will improve our capacity to attract outstanding, diverse faculty and staff.

Rationale and Intended Impact
As reflected in the university's strategic plan, quality of the students' education depends on the capacity to hire and retain outstanding faculty. Due to the numerous variables that inform an individual's decision to join a particular institution, Seattle University must position itself to attract talented diverse faculty and staff, and support their successful integration into our university community.

Building a faculty and staff community that represents diverse identities, experiences and perspectives demands hiring policies and practices that facilitate drawing broad interest, building a diverse applicant pool with an eye toward identifying candidates from historically underrepresented groups and other marginalized populations, and ensuring that their candidacy ultimately receives due consideration. Business organizations understand that a diverse workforce is an indispensable element to success in the global marketplace. Institutions of higher learning similarly identify the essence of diversity and inclusion as a core element of the academic enterprise (*Grutter v. Bollinger*, 2003; Hyter & Turnock, 2005).

Bias in hiring is well-documented and reflects that a combination of factors contribute to failed efforts to hire diverse candidates. Particularly salient in this literature is the automatic and unconscious nature of bias, from declining to interview candidates based on resume bias, lack of name recognition, and informal networks to cognitive distortion in evaluating interview performance. The work of social scientists Dovidio and Gaertner (1986) on "aversive racism" calls attention to the unconscious nature of biased decision-making. Charles Lawrence (1987) made the theory of unconscious bias evident in law in groundbreaking work nearly 30 years ago, describing when an "employer perceives the white candidate as 'more articulate,' 'more collegial,' 'more thoughtful,' or 'more charismatic[,]' [h]e is unaware of the learned stereotype that influenced his decision" (p. 343). A vast literature documents these phenomena and complex dynamics, as well as the nature of legal claims of employment discrimination in contemporary workplaces (Blumrosen and Blumrosen, 2002; Chew & Kelley, 2006; Lawrence, 1987; Onwuachi-Willig 2013; Onwuachi-Willig & Barnes, 2005; Oppenheimer, 2003; Parker, 2006). Often, biased workplace decision-making and practices subscribe to the same conventions and heuristics applied in larger society, and often constitute unconscious behavior (Gladwell, 2005; Kristof, 2008; Wang, 2006).

Notwithstanding the inherent subjectivity of any selection process, there are steps that Seattle University can take to diminish the impact of these forces and to foster more equitable selection procedures. In fact, the institution currently makes available some underutilized measures that align with best practices for recruiting and hiring for diversity:
- Discussions with Human Resources confirm that Seattle University aims to offer recruitment resources and training for search committees, yet these services are underutilized;
- Job announcements require that candidates "show a demonstrated commitment to diversity," but there seems no requirement to assess that commitment;
- Human Resources and Faculty Services provide sample interview questions targeting diversity in hiring, but this information functions merely as a resource rather than a mandatory aspect of search processes. In fact, there is no requirement that managers or hiring committees use or even view this information.

At present, Seattle University does not provide search committees with strategies for recruiting for diversity, training to understand the role of implicit bias in hiring processes, or insights about how to evaluate candidates who may have non-traditional pathways or experiences. Additionally, hiring procedures may yield fewer diverse

candidates despite neutral formulation because they operate in a manner that screens out individuals. In reviewing the applicant data provided by Human Resources, the Task Force noted that a higher percentage of white applicants advance through the interview process than candidates from underrepresented groups. The rates at which white applicants are interviewed and hired are higher than the rate in which they apply.[6] There could be many reasons that our selection processes yield fewer diverse candidates, but further inquiry is needed to confirm that we utilize hiring procedures that yield more diverse pools rather than screen out viable applicants.

Of particular relevance, Campus Climate Survey respondents suggest increasing diversity of faculty and staff as one of several strategies to improve campus climate. The current demographic profile of faculty and staff does not reflect the demographic profile of our students. While 35% of students identified as Asian, Black, Hispanic, Native American, Pacific Islander, and Two or More Races, 17% of faculty and 23% of staff identified in these groups, with only 7% of faculty and 13% of staff from what the university designates as underrepresented minority groups (which includes Black, Hispanic, Native American, and Pacific Islander)[7]. The university should evaluate ways to increase diversity among faculty and staff in order to achieve a workforce more representative of the diversity of the student body and the community the university serves.

Summary of Major Actions
- Review selection procedures across departments to assess compatibility with the university's inclusive excellence mission
- Develop guidelines and strategies for hiring with inclusive mindfulness and make available to the campus community
- Establish mechanisms for accountability by deans, managers and other related decision-making bodies with regard to hiring, promotion and salary-related decisions
- Institute training for committees managing searches, promotions, and tenure reviews
- Conduct national searches for key university appointments to mitigate limitations in generating an inclusive applicant pool due to geographic location or regional isolation
- Establish reporting requirements for hiring committees on inclusive excellence goals with a report-up mechanism from a department or unit to the Provost or Executive Vice President

Measurable Targets
- Current academic year:
  - Establish a working group to evaluate current selection procedures and to canvas a strategic action plan for increasing diversity in hiring and promotion
  - Make explicit available offerings and resources for search committees
  - Charge each department to expand hiring pursuits beyond traditional networks
- Academic Year 2016-2017:
  - Upon recommendations from the working group, revise selection procedures
  - Develop a strategic action plan for harmonizing current resources and developing new guidelines for inclusive mindfulness in recruiting and hiring
  - Hire a professional consultant to assist in developing training for selection committees, faculty, staff, and other university leaders
- By 2021:
  - Assess progress toward increasing the diversity of faculty and staff, including hiring from historically underrepresented groups

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[6] Donohue, R. (2013, October 21). personal communication.
[7] University Profile Data from Fall 2014 (most recent data available for faculty and staff), retrieved from www.seattleu.edu/ir/facts/.

      o   Continue employing best practices for hiring for inclusive excellence, including educating and promoting dialogue

Cabinet Responsibility
Human Resources, Provost, Executive Vice President, Finance and Business Affairs

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Initiative 5.C.
To enhance our capacity to retain outstanding diverse faculty, the university will improve the working conditions and climate to foster greater workplace tranquility and facilitate professional development opportunities

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Rationale and Intended Impact
As reflected in the university's strategic plan, the quality of our students' education depends on the capacity to not only hire outstanding faculty and staff, but to retain them. Additionally, the institution invests faculty time, resources, and institutional monies on recruitment efforts. These resources prove unproductive if new entrants do not receive tenure, leave the institution because of dissatisfaction, or abandon the academy and university setting altogether. Simply, the institution should create a culture of inclusion, not tolerance.

Creating richly diverse faculty through hiring alone is not enough. A focus on difference in the workplace demands equal attention on increasing employees' skill sets in working effectively across those differences (Reeves, 2012). Diversity amongst faculty, staff and students must be effectively leveraged in order to create collective intelligence around inclusive excellence.

There is a symbiotic relationship between effective recruitment and retention. This feedback loop becomes self-executing. If we hire faculty members from unrepresented groups who experience the campus climate as inclusive, we retain them. These workers will share their positive experiences and perhaps recommend Seattle University as a workplace to others from underrepresented groups. In turn, this will impact recruitment and retention efforts, as well as the overall educational experience for students. Moreover, faculty and staff of color serve as mentors or confidants for students from underrepresented groups, which further impacts retention.

Social psychological research and critical theory shows that underrepresented groups and other marginalized individuals often employ strategies to enhance their acceptance and advancement within organizations. Precisely because of stereotypes and disparate treatment, individuals from underrepresented groups will negotiate aspects of their identity to downplay or to "cover" disfavored traits like race, gender, socio-economic background, disability, or other status perceived to negatively impact workplace acceptance, respect and success. Social theorists and legal scholars capture the essence of the performative nature of identity and its influence on inter-office dynamics and workplace advancement (Barak & Levin 2002; Carbado & Gulati, 2000; Yoshino, 2006). In order to navigate their work environments, marginalized individuals may abandon authenticity and experience a lack of dignity. Significantly, these performative impression-management strategies and related phenomena often impact health, ability to thrive, and productivity, as well as create increased burdens on employees from historically underrepresented groups. Respect and dignity rank highest as factors that significantly impact job satisfaction (Society of Human Resource Management, 2015).

Faculty from traditionally underrepresented groups experience inequitable work distribution with regard to committee assignments and service responsibilities as institutions attempt to meet their own desire to reflect diversity, as well as increased demands for student advising and teaching responsibilities. These inequities reflected prominently in the Campus Climate Survey, with a significantly higher percentage of faculty

respondents of color than white faculty respondents shared that they 1) performed more work to help students beyond that of their colleagues with similar performance expectations; and 2) worked harder than their colleagues/coworkers to achieve the same recognition. One survey respondent explained, "Faculty of color get called upon to do a great deal of service in terms of being the face of diversity on campus and to the external community, involvement in diversity-related initiatives, mentoring students of color, etc., but 'service' doesn't account for much in the promotion/renewal/tenure process."

Moreover, the Campus Climate Survey reflected a range of exclusionary conduct experienced by faculty and staff from microaggressions to more blatantly hostile acts. Often, individuals suffer in silence for fear of work-related reprisal or further rejection. The Campus Climate Survey revealed that 35% of faculty respondents and 31% of staff/administrator respondents were reluctant to raise concerns for fear that it would affect their performance evaluations or tenure/merit/promotion decisions. Employees who participated in the task force Journaling Project expressed concern that participating in the endeavor and truthfully answering questions would have an adverse impact on their employment.

Due to numerous variables that inform an individual's decision and ability to remain a productive and engaged member of an institution, Seattle University must address those aspects of workplace climate that derail scholarly productivity and teaching success[8], and diminish overall job satisfaction. Successful practices in faculty and staff retention include transparent and consistent availability of professional development resources, formal and informal mentoring, equity training (addressed in Goal 3), hiring in cohorts, creating opportunities for association, affinity, and communities of learning around identity and interests, exit interviews (with follow-up on concerns), and clear processes to address discrimination and bias, including implicit bias (addressed in Goal 1). The Task Force recommends that the institution pursue all of these measures.

Summary of Major Actions
- Create and maintain systems of support for faculty professional development
- Review evaluation systems including student evaluation forms and workload distribution, and their use in promotion and renewal processes
- Explicitly integrate work and service advancing inclusive excellence into reward systems and assessment in hiring, evaluation and promotion decisions
- Utilize best practices with regard to retaining and supporting a diverse workforce
- Charge related campus endeavors to collaborate to make available support and mentoring for faculty from historically underrepresented groups, including the Center for Faculty Development and the Wismer Office for Faculty Diversity, Equity, and Inclusive Excellence[9]
- Formally establish and fund the Faculty and Staff of Color Retreat and examine opportunities for other such programming focused on creating community, cohorts, and communities of practice around identity and interests[10]
- Facilitate deeper understanding of why people leave the institution

Measurable Targets

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[8] Extensive social science literature reflects the adverse influence of race and gender in Student Evaluations of Teaching for faculty of color and women (Deo, 2015; Ho, Thomsen, & Sidanius, 2009; Reid, 2010; Stark, Boring, & Ottoboni, in press).
[9] It is important that several avenues are available to ensure that faculty members from historically underrepresented groups have sufficient and varied means of obtaining the support needed to succeed.
[10] Support for faculty and staff of color, including the Annual Faculty and Staff of Color Retreat, has been coordinated through the Office of Multicultural Affairs, which is focused on student, not faculty and staff, support. The cost of the Annual Faculty and Staff of Color Retreat is approximately $4,000/year for 18 people ($220/person) and has been possible only through annual funding by the Endowed Mission Fund.

- Current academic year:
  - Establish a working group to evaluate current retention practices including evaluative structures and practices across the university
  - Maintain communal and financial support for faculty and staff members from diverse backgrounds (e.g., Seattle University People of Color and queer-net listservs for faculty and staff, Faculty and Staff of Color Retreat)
- Academic Year 2016-2017:
  - Office of the CDO and the working group on retention coordinate the development of fair assessment tools and other best practices toward achieving retention goals
  - Charge each department to review student evaluation forms with regard to potential bias or unfairness in their content and use in the promotion and renewal process and to make adjustments to diminish those impacts
  - Assess and identify needs and opportunities for affinity group support efforts
  - Develop a working group to create assessment tools for understanding retention and turnover within the institution, including an exit interview instrument
- By 2021:
  - Office of the CDO's coordination with all departments toward achieving and sustaining inclusive excellence firmly underway
  - Institute effective training and expand current options (see Goal 3)
  - Assess each department's enhancements to and use of student evaluation forms and impact on promotion and renewal goals
  - Assess progress toward retaining faculty and staff, including hiring and retention of individuals from historically underrepresented groups
  - Affinity group support efforts are in place, regularly evaluated, and enhanced as needs arise
  - Regularize exit interviews and report findings

Cabinet Responsibility
Provost, Executive Vice President, Human Resources, Finance and Business Affairs

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Initiative 5.D.
To enhance our capacity to retain outstanding diverse staff, the university will take affirmative steps to improve the working conditions and climate for staff

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Rationale and Intended Impact
The strategies and action steps noted in Initiative 5.C. address faculty retention needs, and several, including affinity programs, mentoring, training, exit interviews, and professional development, also focus the important need to retain and reward our staff. Staff employees span the range in terms of rank, seniority, and role responsibility; they also most often serve as at-will employees at the pleasure of the institution. In this way, staff employees are situated differently from tenured faculty or tenure-track faculty.

The experiences of staff figured prominently in the Campus Climate Survey and signal that the university should focus particular attention on these concerns. Staff desire greater agency in their career development and more stability. Like faculty, staff members experience exclusionary conduct and a general sense of lack of belonging. The Campus Climate Survey revealed that the major source of exclusionary conduct against staff involves other staff members. Additionally, 31% of staff respondents shared their reluctance to address the concerns due to fear of reprisal in performance evaluations and other work-related matters. A significant percentage of staff members (51%) possess a negative perception of the administration's genuine care and concern for their

welfare and fundamental aspects of their Seattle University work life. Further, workload concerns and lack of salary parity impact the climate for staff employees.

Seattle University must provide meaningful opportunities for staff to have input into university policy that affects their working conditions and professional development, as well as fosters greater sense of community.

Summary of Major Actions
- Institute and adequately resource and reward service on a Staff Council
- Institute support for staff to engage in governance activities and professional development endeavors
- Provide staff ombudsperson resources

Measurable Targets
- Current academic year:
  - Develop a working group to explore staff engagement
  - Institute the Staff Council
- Academic Year 2016-2017:
  - Create ombuds resources for staff
- By 2021:
  - Assess progress toward enhancing staff relations and job satisfaction

Cabinet Responsibility
Executive Vice President, Human Resources

Initiative 5.E.
To enhance departmental ownership and investment in inclusive excellence, the university will identify and train departmental Equity Advisers

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Rationale and Intended Impact
The challenging environmental conditions reflected throughout the Campus Climate Study data and this report confirm that Seattle University must prioritize creating a work environment for faculty and staff that explicitly promotes the conditions for greater acceptance and engagement. A shift toward a culture of inclusion at the institution requires shared knowledge and responsibility across departments. A multifaceted approach of commitment from the top and collective action from the bottom-up is necessary to infuse inclusive excellence into university structure.

The establishment of departmental Equity Advisers will facilitate this pervasive approach to creating and sustaining an inclusively excellent faculty and staff community. These advisers will work through the Office of the CDO to coordinate the department's efforts toward fulfilling the university's inclusive excellence mission. Equity Advisers will serve as resident information officer within a given unit. Specifically, the Equity Adviser will understand referral resources for departmental staff, faculty, and students, and the role of the adviser will include responsibility for training departmental hiring committees, allowing institutional training resources to be distributed and utilized more effectively.

Where necessary, the Equity Adviser may serve as a neutral party to assist a faculty or staff member in coordination with the university ombudsperson (or related office) to gain support and solutions in addressing workplace concerns. The Equity Adviser will serve as strategic consultant to departmental leadership on integrating and sustaining inclusive excellence within the unit, which may include matters of policy, training,

climate and accountability. In this manner the Equity Adviser will coordinate a check on the actions set forth above in Initiative 5.A. to promote accountability of leadership.

Equity Advisers will serve in rolling terms for reasonable intervals set by the Office of the CDO, and service will be meaningfully recognized through evaluations, professional development, course release, and other rewards.

Summary of Major Actions
- Develop the Equity Adviser position, and identify and clarify key responsibilities
- Select and train Equity Advisers

Measurable Targets
- Current academic year:
  - Develop a role description for the Equity Adviser
  - Establish and articulate clear parameters for the role to minimize conflicts of interest

- Academic Year 2016-2017:
  - Charge each department to appoint an Equity Adviser along with meaningful structure for success (including course release and stipend)
  - Develop training for the Equity Adviser role
  - Create reporting mechanism for transparency
- By 2021:
  - Develop Inclusive Excellence Toolkits and Resource Guides to support shared knowledge around the Equity Adviser role (see Goal 5.A.)
  - Assess progress toward enhancing shared knowledge of inclusive excellence gaps

Cabinet Responsibility
Office of Provost, Executive Vice President

GOAL SIX
Maximize the university's capacity for social change in the local community

Seattle University's Strategic Plan 2013-2018 highlights among many goals and initiatives a desire to better serve the community and to develop partnerships that address the challenges of key local, regional, and global initiatives. Consistent with the university's mission of providing a transformational education rooted in Jesuit tradition and values, our attention focuses on strengthening external relationships with the surrounding community and deepening informed, community-based learning of our students, faculty, and staff. By extending our reach beyond the boundaries of the physical campus and reflecting on our role as "neighbor," we model to our students how to live, learn, and grow in partnership with others and to become change agents for the common good.

The task force has a greater appreciation for the many ways that the university seeks to make a difference in the local community and the extent to which it has strengthened some partnerships as evidenced by the work of various units across campus, including the Center for Community Engagement, Office of Multicultural Affairs, Campus Ministry, Center for the Study of Justice and Society, Center for Environmental Justice and Sustainability, College of Education, and Center for Student Involvement, to name a few. The task force engaged more extensively with the Center for Community Engagement (CCE) and the Office of Multicultural Affairs (OMA) to learn about their capacities and to appreciate lessons learned from their many endeavors to foster positive relationships with community partners and to build knowledge and skills of faculty and students pursuing social justice aims. CCE has developed a three-year strategic plan through 2018, and OMA has just embarked on a similar process.

To deepen understanding of how Seattle University is perceived by the surrounding communities, particularly with regard to accessibility, the task force conducted a survey, "Community Engagement—How are We Perceived by Our Neighbors?," and hosted focus groups with local partners. The queries centered on accessibility to the campus, information, and experiences with the university. The 18-question survey was sent to four different neighborhood council presidents who sent the survey to their council members.[11] Eighty-one neighborhood members completed the survey (surpassing a goal of 40 respondents), comprising constituents of varying age ranges, with 42% of our respondents reporting that they lived in the Central District and one third reporting having lived in their neighborhood for 20-plus years. Reflective of the changing demographic of the surrounding community, about 85% of the survey participants self-reported as white. The images below reflect some demographics of the neighborhoods and participants represented in the survey:

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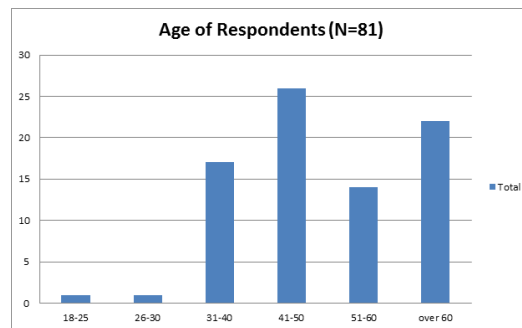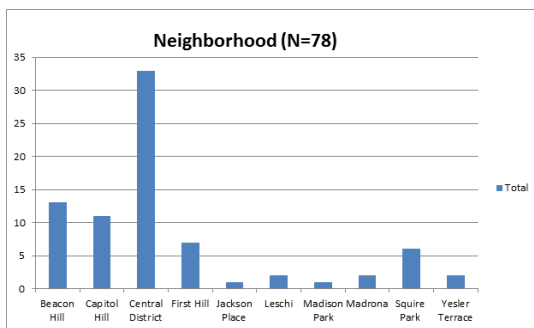
[11] The survey and queries are on file with the task force.
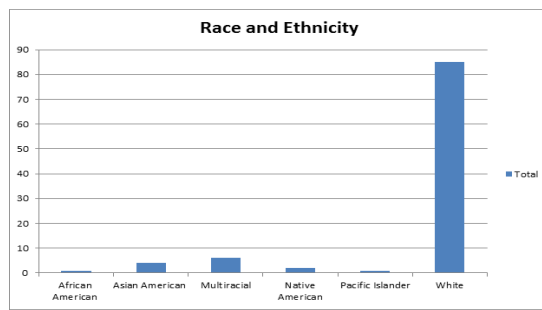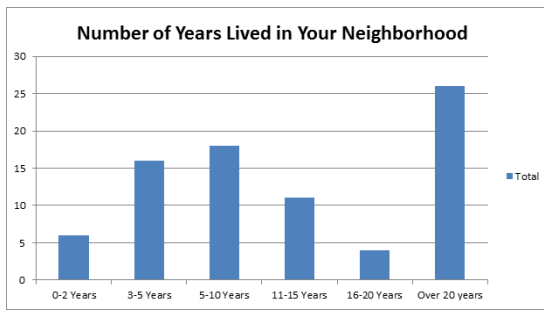
As a starting point, this survey conveys valuable information reflecting that greater investment in resources toward strengthening external relationships with the surrounding community could bear fruit for the university. Various themes emerged from this work:

- 90% of respondents believed they could access Seattle University if they so desired.
- Many experience barriers to access, with about 50% of respondents unable to locate information about campus events.
- One-third of respondents do not view Seattle University as part of their community; in fact, several respondents shared that the campus feels "walled off" and "very separate" from the community.
- Half of the respondents expressed lack of knowledge about Seattle University, highlighting the absence of direct communication with Seattle University along with feelings of frustration.
- Some respondents expressed great desire to learn more about Seattle University.

These findings point toward opportunities to enhance relations and to better manage communication flow, visibility, and access points.

There remain numerous opportunities to further instantiate the values of justice and leadership development into our educational design and to ensure that our graduates leave changed by their experiences with an orientation towards contributing to a more just and humane world. Importantly, in order to sufficiently prepare students to engage the diverse complexities of the world, we must foster greater social justice awareness and compassion among the students, faculty, and staff. Such knowledge is not achieved in a vacuum; if students are to learn and appreciate the diversity of needs, people, structural impediments, and political forces that bear on economic development and success, they along with the faculty and staff who engage them, must understand how power and privilege impact access, justice, and systemic change (McIntosh, 1989).

Initiative 6.A.
To deepen student learning in alignment with our mission of educating the whole person, the university will support current campus initiatives to further student and faculty learning, engagement and commitment to social justice

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Rationale and Intended Impact
With greater training and skill development, we will expand the capacity of our students and faculty to engage the community in a positive and responsible manner. Perceptions become reality, and we must be thoughtful regarding the ways in which stereotypes and biases engender fear and distancing by our university community. Thus, placing greater emphasis on orienting students in a way that disrupts negative perceptions of various neighborhoods south of campus as "dangerous and scary" will facilitate deeper understanding and create opportunities for meaningful engagement. Such perceptions can contribute to students' behaviors in how they

engage or disengage with the surrounding community. This reflects, for example, in students only traveling south of Jefferson Street to pursue service-learning activities rather than to attend theater (Langston Hughes), go to museums (NW African American Museum and Wing Luke Museum), or dine at the many family-owned restaurants in the neighborhood.

Building student capacity from the beginning of their studies can pay huge dividends. The creation of an extended orientation program, for example, that focuses on integrating Seattle neighborhood history and providing an introduction to privilege and gentrification would begin the process of disrupting negative perceptions about "place" before they become deep-seated. A program that provides historical context of surrounding neighborhoods like Beacon Hill, the Central District, and International District, similar to information provided through a CCE-taught seminar for Seattle University Youth Initiative participants, would familiarize students with the communities around Seattle University while simultaneously framing local understanding in a broader context with regard to race, class, gender, oppression, and citizenship. Learning the history of the neighborhoods in which Seattle University is situated could help foster student understanding of place and community.

CCE is working to deepen and expand its work with students who are making at least a year-long commitment to engage in the community. This effort has required investment of staffing in recruitment, training, supporting, tracking, and providing opportunities for reflection. There exist opportunities for collaboration between CCE and other campus units in facilitating or coordinating some of these components. For example, CCE would like to pursue approaches to further mobilize and diversify student engagement and skill development. Additionally, expanding partnership with Middle College high school students to include other campus units beyond the College of Education may hold promise as well.

Many of our students' first engagement with the Seattle University Youth Initiative and local communities results from service learning courses. Investing additional resources into faculty development to prepare students for service, reflection, and learning would benefit both faculty and students. This could be accomplished in many ways, including additional faculty-centered workshops and trainings to sharpen the service-learning dimension of this mission. The task force recommends supporting CCE to develop additional faculty-centered preparatory work to incorporate service learning into their courses and beyond.

In large measure our students are open to Seattle University's approach to their education and professional development. The Campus Climate Survey reflects that 80% of student respondents were satisfied with their academic experiences, 84% with their intellectual development, and 86% reported that their academic life here has had a positive influence on their intellectual growth and interest in ideas. Overall, increased skill development in inclusive thinking creates more normative behavior and a baseline for all faculty and students.

Summary of Major Actions
- Support the Center for Community Engagement's (CCE) strategic plan 2015-2018 through increased resources to strengthen its capacity to support faculty and student development
- Develop more robust programs to build student and faculty competencies around community engagement and inclusive excellence precepts

Measurable Targets
- Current Academic Year:
  - Convene a working group to better define "best practices" in academic service-learning related to issues of diversity and inclusive excellence
  - Identify suitable campus units to partner with CCE to expand student service-learning experiences

- o Convene a committee to develop a community-based Welcome Week Orientation Program
- Academic Year 2016-2017:
  - o Begin making readily achievable adjustments to current programs in CCE, schools, and colleges based on recommendations from the working group
  - o Develop a list of recommended courses for students to facilitate social justice awareness in undergraduate and graduate programs across campus (see Initiatives 2.A. and 2.B.)
  - o Enhance the Academic Service-Learning Faculty Fellows program (which operates through CCE) with emphasis on diversity and inclusive excellence
  - o Implement the Community 101 Welcome Week orientation program as a pilot for new students entering in fall 2017
- By 2021:
  - o Maintain and enhance the Community 101 Welcome Week Orientation Program
  - o Create a Diversity and Community Engagement Certificate "track" within the Core
  - o Institutionalize support for Faculty Fellows including resources for faculty stipends and training

Cabinet Responsibility:
Executive Vice President, Provost, Student Development

Initiative 6.B.
To expand our capacity to pursue social justice in our local community, the university will strengthen relationships with external communities to foster greater understanding of our place

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Rationale and Intended Impact
Extending our hand to further enhance community partnerships requires that we assess our habits of engagement, attitudes, and behaviors, as well as seek to understand the perceptions of the surrounding communities. As the neighborhood survey reflects, enhancing local community partnerships may assist Seattle University to improve relations and increase visibility. To facilitate this growth, Seattle University could more effectively partner with small minority-owned businesses and minority-run cultural organizations to have a positive economic impact on our local neighborhoods while deepening the culture of inclusive learning on campus. For example, a "dine around the neighborhood" program could feature small family-run restaurants. Learning Communities and student engagement activities could focus on attending local cultural and arts performances (e.g. Langston Hughes Performing Arts, Northwest African American Museum).

Inviting the public onto the university campus in more intentional ways will further aims to build relationships. For example, multiple units on campus (library, bookstore, athletics, theater, and many more) could more creatively engage residents from all our local neighborhoods, particularly those living in the area encompassed by the Youth Initiative, to participate in campus events and utilize campus resources. In some cases, this might require additional resources, changes in policies, and different types of outreach. Marketing and Communication could provide guidance and invest additional resources in the university's outreach to the community as well.

Pursuit of these aims to build bridges and increase solidarity with the surrounding community cannot be a unilateral endeavor. Gaining credibility as a genuine partner means that Seattle University must increase dialogue and engagement with its neighbors.

Summary of Major Actions
- Increase capacity to partner with small minority-owned businesses and minority-run cultural organizations.

- Create a corollary to the university's branding campaign to include guidance for departments on sharing programs and resources with the local community

Measurable Targets
- Current Academic Year:
  - Convene a working group to focus on external community relations
- Academic Year 2016-2017:
  - Develop a community action plan for enhancing external relations and engagement
  - Develop a Seattle University-Neighborhood Council
- By 2021:
  - Maintain robust engagement with the community as an equitable and ethical ally

Cabinet Responsibility
Provost, Executive Vice President, Student Development, Marketing and Communications

Conclusion

In *The Jesuit, Catholic Mission of U.S. Jesuit Colleges and Universities* (2010), the Association of Jesuit Colleges and Universities asserts, "Our primary mission is the education and formation of our students for the sake of the kind of persons they become and their wide influence for good in society in their lives, professions, and service" (p. 4).

It is no longer enough to simply recognize these values. We must now fully embrace them with open hearts, minds, and spirits. In order to achieve the goals outlined in our strategic plan and to prepare students for the global workplace that awaits them after leaving Seattle University, we must create a campus climate and overall sense of awareness that encourages and embraces all forms of diversity. Coming closer in alignment with the Jesuit Catholic orientation toward open dialogue, acceptance, and care of the soul means embracing a deeper understanding of difference, contemporary forms of exclusion, and their impact on leveraging the strength of our diversity.

We must remain committed to the collective pursuit of excellence through awareness and genuine acceptance of individuals and ideas that may be different than our own, for these are what will continue to move this outstanding institution forward. At Seattle University, we aspire to welcome people of all ethnicities, races, national origins, ages, genders, sexual orientations, socioeconomic backgrounds, religions, experiences, and abilities. We choose to be defined by our excellence and our commitment to growth. Because diversity enriches the lives of our students, faculty and staff, it advances the institution. Therefore, Seattle University will continue its pursuit of inclusive excellence and aim to create a culture that values empathy, respect, acceptance, and equality for all. In doing so, we hope to serve as pioneers in a much larger way, paving the road for a more diverse and inclusive world, both at home and abroad.

The task force's report and recommendations have been crafted in a manner that positions the university to be action-oriented and outcome-driven, offering phased approaches for implementation, expansion of the institution's capacity to accomplish goals, which may require shifting or enhancing financial and personnel resources, as well as structural enhancements to stimulate accountability and ownership. Achieving inclusive excellence requires this level of thoughtful engagement and transparency to develop and implement measures that promote and sustain real inclusion. On behalf of and inspired by the university community, the Task Force on Diversity and Inclusive Excellence envisions an institution where there is no false dichotomy between the values of diversity and inclusion, and the goals of quality and excellence in education.

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