

GONZAGA UNIVERSITY **STRATEGIC PLAN**



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UNIVERSITY

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Approved by the Board of Trustees
July 17, 2015

Appendix: Goals Approved by the Board of Trustees
July 17, 2015

Revisions Introduced
June 10 and July 6, 2016

Appendix: Goal revisions introduced & approved
by the Board of Trustees
December 8, 2017

TABLE OF CONTENTS

Introduction, Mission and Vision	4
Institutional Priorities and Strategic Objectives	8
COMMITMENT 1: Foster Responsibility for Shared Mission	9
COMMITMENT 2: Animate Academic Excellence Across the Institution.....	10
COMMITMENT 3: Provide An Integrative Jesuit Educational Experience for Our Students	12
COMMITMENT 4: Optimize Institutional Stewardship and Sustainability	14
Accountability.....	16
Appendix: Goal Revisions Approved by the Board of Trustees December 2017	18
COMMITMENT 1: Foster Responsibility for Shared Mission	19
COMMITMENT 2: Animate Academic Excellence Across the Institution.....	20
COMMITMENT 3: Provide An Integrative Jesuit Educational Experience for Our Students	23
COMMITMENT 4: Optimize Institutional Stewardship and Sustainability	26

INTRODUCTION

Since its founding by Jesuit missionaries in 1887, Gonzaga University has grown from a small school dedicated largely to educating students from the “Inland Northwest” states of Washington, Oregon, Idaho and Montana, into a competitive Western U.S. university, committed to providing its undergraduates with a solid foundation in the liberal arts, and success in educating students at the undergraduate and graduate levels for a number of professional fields. Today, its mission and reputation attract students from throughout the West, around the nation, and throughout the world. Under the guidance of accomplished and dedicated faculty and staff, Gonzaga graduates appropriate, internalize and reflect the institution’s Catholic, Jesuit and humanistic values as they prepare to deploy the knowledge they have acquired to solve real problems in a complex world.



UNITED IN MISSION

Gonzaga University is an organization composed of Jesuits, faculty, staff, students, administrators and board members who strive to continually enhance the quality of the educational and formational experience. This collaborative is supported through the generous contributions of time, talent, treasure and tenacity of alumni, benefactors, parents and community members. Engaged in ongoing reflection, all constituents work together to strengthen the University, confident that its Jesuit and Ignatian heritage will carry the Gonzaga liberal arts educational experience into a sustainable future — intelligible to, and valued by, all of those with a stake in its success.

The seven overarching goals of Vision 2012, Gonzaga's previous strategic plan, carried the institution forward and informed the refreshed Mission Statement adopted in the spring of 2013 and amended spring 2017. It is imperative that we build on these defining documents by identifying revitalized long-term strategic objectives that will inspire and guide the institution in being an exemplar of Jesuit higher education in a changing and challenging environment.

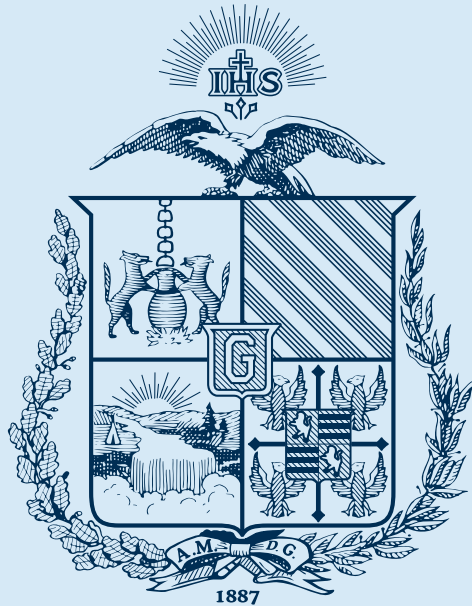
A UNIVERSITY OF DISTINCTION

Critical to the success of this University is the ability to strengthen the educational experience that distinguishes Gonzaga. Across the institution's history, that educational experience has been refined and developed as faculty, staff and students engage in ongoing reflection on how we proceed in carrying out our work. The success of Gonzaga's Catholic, Jesuit and humanistic heritage grounds a justified confidence that we can carry that educational experience into the future. We will make its importance clear to constituencies for the worthy value of a liberal arts education and for the connection between education and job prospects. More importantly as our lasting legacy, we will do so in a way that strengthens the educational experience, expresses our fidelity to our Jesuit, Catholic and humanistic heritage and our aspiration to be an exemplar of that education well into the future.

Central to Gonzaga University is the development, delivery and support of an exceptional undergraduate educational experience. Also important is the development, delivery and support of graduate programs that extend Gonzaga's Mission into the world through research and ethics-informed professional education that cultivates attention to the common good, creative innovation and leadership. In a period of American higher education that is seeing phenomenal change in the demand for, and delivery of, graduate education, this plan emphasizes its significance, as well as the imperative for graduate studies to be mission-relevant, responsive to sufficient demand and self-supporting.

A further overarching objective of this Strategic Plan reflects a sentiment shared broadly by the Board of Trustees and the leadership of the institution: that Gonzaga must work from a perspective that is constantly evaluating opportunities to position the University for distinction and competitive advantage. This aspiration of strategic differentiation is embedded in many of the Goals presented here, and will continue to inform strategic activity and policy development.

The ability to achieve many of the goals of the strategic plan requires the allocation of limited resources from achieving efficiencies in operations, enhancing fundraising and identifying prudent investment activities, as well as the strategic use of debt. A transparent process of identifying resources, priorities, and timing will be a major factor in accomplishing strategic goals. Progress towards accomplishing this goal will entail tracking annual growth in cash freed up from operations, optimizing performance in securing gifts and our investments, and the annual comparison of expendable financial resources to long-term debt.



UNIVERSITY MISSION STATEMENT

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

In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person – intellectually, spiritually, culturally, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

VISION STATEMENT

GONZAGA IS A **PREMIER** LIBERAL ARTS-BASED UNIVERSITY **RECOGNIZED NATIONALLY** FOR PROVIDING AN **EXEMPLARY JESUIT EDUCATION** THAT **EMPOWERS** ITS GRADUATES TO **LEAD, SHAPE AND SERVE** THEIR CHOSEN FIELDS AND THE **COMMUNITIES** TO WHICH THEY BELONG.

INSTITUTIONAL PRIORITIES AND STRATEGIC OBJECTIVES

Gonzaga University is a complex organization that encompasses multiple channels of accountability, functions in a shifting competitive environment, serves a variety of constituencies and pursues a wide array of goals. Additionally, the University is increasingly being asked to become more sophisticated in how it makes decisions, delivers educational content, supports students and approaches its strategic planning. Meeting these expectations currently involves the work of more than 1,300 full-time employees, involves in excess of 2.6 million square feet of facilities and operates with a gross annual operating budget surpassing a quarter of a billion dollars.

At the beginning of the current administration, the President set forth three institutional priorities to guide decision-making and resource allocation:

- Gonzaga University an exemplar of American Jesuit higher education,
- of academic and educational excellence across all programs,
- with a commitment to institutional viability and sustainability.

In the current plan, these three institutional priorities have been further elaborated in the form of four “commitments” – an acknowledgment that we do our work in an active, relational context, possessed of mutual accountabilities.

Each commitment, in turn, contains strategic objectives that serve as declarations of continuous improvement. The objectives are distinct from, but related to, goals and strategic initiatives. Goals provide a means of defining institutional success in achieving the objectives, and strategic initiatives constitute specific activities undertaken in service of the goals.



COMMITMENT 1:

FOSTER RESPONSIBILITY FOR SHARED MISSION

The Catholic, Jesuit University is a place that facilitates the constructive dialogue between the Church and the culture. Today – at a time of great change in higher education, as well as the Society of Jesus – Gonzaga University seeks to participate fully in the mission of the Jesuits by leading both at the center and at the frontiers, fostering engagement between and across faith traditions and cultural groups, and embracing the tensions that accompany the search for awareness, compassion and inclusivity. Gonzaga will facilitate opportunities that afford all members of its community a chance to gain a common understanding of, and commitment to, the distinctively Catholic and Jesuit mission of the institution as it is reflected in their work.

STRATEGIC OBJECTIVES

1. Promote Formation of Community Members:

Gonzaga will promote the formation of its community members by instilling an understanding of, and commitment to, the University's mission of holistic education in accord with the institution's Catholic, Jesuit and humanistic traditions and values. This includes the Jesuit commitment to collaborative apostolic leadership, interfaith and intercultural dialogue and engagement. This will shape the hiring of new employees and will continue through orientation and continuing education about the Jesuit mission and way of proceeding. All members of the Gonzaga community will be engaged in ongoing action and reflection on the implications of the mission on the full scope of institutional life.

2. Actively Recruit and Retain Jesuits And Lay Colleagues with a Desire to Engage in Jesuit Higher Education:

Having an engaged group of Jesuits is vital to the continued health and welfare of Gonzaga as an apostolate of the Society of Jesus and of the Church. The University will strive to be a welcoming and vibrant community that is a preferred location for Jesuits to be missioned. It will further work to develop the kinds of physical and intellectual environments attractive to the development of higher education leadership opportunities for both Jesuits and their lay companions.

3. Maintain and Promote a Vibrant Relationship with the Catholic Church:

Appreciating the vital relationship that must exist between the Diocese of Spokane and Gonzaga University, the institution will continue to develop opportunities for partnership initiatives that will promote and strengthen the mission of the Church and the current relationship – particularly in areas related to the educational and formative dimensions of the work.

COMMITMENT 2:

ANIMATE ACADEMIC EXCELLENCE ACROSS THE INSTITUTION

Academic excellence is an imperative of the Ignatian magis, the powerful desire for the more and the better on behalf of our students and the world. Academic excellence thrives when skilled and accomplished teacher-scholars and aspiring students come together to explore human knowledge, traditions and value systems from around the world, through a multitude of disciplinary and interdisciplinary conversations. It is distinguished by a vision of education as profoundly liberating for the human spirit and by an embrace of the practices of adaptation, innovation and risk in service to mission that have marked Jesuit higher education from its beginning. Academic excellence grows when faculty and staff are committed to advancing the creation and integration of knowledge, refining pedagogies to improve student learning, adopting appropriate technologies in teaching and research, and extending opportunities for civic, entrepreneurial, scholarly and global engagement to provide our students with the most transformative educational experience possible. The practice of critical and reflective inquiry, ongoing pursuit of pedagogical and scholarly excellence and extensive engagement with local and global contexts, prepare Gonzaga University students so that they may transform the contemporary world.

STRATEGIC OBJECTIVES

1. Provide a Challenging Academic Experience Appropriate to Each Academic Program:

An uncompromising commitment to intellectual inquiry, participation in innovative curricula informed by advances in disciplines and by world issues, engagement with networks and resources to sustain student research, student civic and entrepreneurial activities and global encounter, converge to create challenging academic experiences. From individual courses through the University core, majors and minors, and post-baccalaureate programs, students confront new ideas, wrestle with new problems, recognize unanticipated opportunities and develop the intellectual, technological and practical skills that will enable them to excel in their fields of study and their desired professions.

2. Cultivate an Excellent Faculty Across Baccalaureate and Post-Baccalaureate Programs:

An excellent faculty is committed to institutional mission and, as part of that mission, to academic inquiry of the highest caliber. Its members aspire to excellence across all dimensions of faculty life—teaching, scholarship, creative and professional activity, advising, and academic citizenship. They engage in robust conversations about pedagogy and student learning, and revise their practice to strengthen the learning environment. Excellent faculty remain current in their fields and advance the boundaries of knowledge in their disciplines and professions. They are forward thinking in their participation in shared governance. Excellent faculty are active locally, nationally and often internationally in their fields. They consider the implications of scientific, geopolitical, technical and cultural developments for their research, curricula, students' learning, and the institution. Through their teaching, research and professional and creative engagement with the business, civic, and nonprofit sectors, faculty bring the university's expertise to bear on the local, national and global challenges and opportunities of our time.

3. Foster a Community of Critical and Reflective Inquiry:

Through its baccalaureate and post-baccalaureate programs, Gonzaga is dedicated to forming men and women who engage critically and reflectively in disciplines, professions and personal and public life for the betterment of the world. Guided by Ignatian pedagogy and a commitment to advancing state-of-the-art scholarship across the disciplines, students and faculty come together to analyze and reflect on the issues of our time. Their subject matter is the environmental, political and moral challenges and opportunities emerging across political and cultural borders daily, to which faculty and students bring integrated, disciplinary expertise. These conversations foster the intellectual curiosity that sparks imagination and inspires joy in the pursuit of knowledge, understanding, seeking solutions to significant problems of our time, and professional success.

4. Cultivate Global Perspectives and Enable Global Engagement:

As a Jesuit, Catholic, humanistic institution Gonzaga is obligated to cultivate global perspectives and intercultural competence in its faculty, staff, and baccalaureate and postbaccalaureate students. This entails acquiring and contributing to theoretical and conceptual knowledge about the world around us. That, in turn, requires developing the personal maturity, self-awareness, empathy and intercultural skills necessary to engage people from around the globe, and to do so insightfully and with openness to the self-transformation that often results from intercultural engagement. These skills are essential to our graduates' ability to communicate effectively across cultural difference and social groups and to embrace novel situations thoughtfully and with personal integrity. Through global subject matter across curricula and opportunities for international study, research, innovation and civic projects, especially collaborative work with students, scholars and communities in other countries, the university seeks to provide students, faculty and staff the opportunity to advance global justice, enhance opportunity for historically marginalized peoples, and further the welfare of the planet.

5. Develop Refined Enrollment Management Strategies:

Premier universities actively engage enrollment strategies considering capacity, demand, strategic goals and aspirational distribution of enrollments among the disciplines. Such strategies provide three critical advantages in support of the objectives outlined above. First, they align prospective and current students' educational aspirations, professors' talents and interests, facilities' capacity and an array of other financial, material, human and intangible resources, as critical elements of assuring excellence at the baccalaureate and post-baccalaureate levels. Second, they provide opportunity to strive to develop a student body that reflects the talents and diversity of the human condition. Third, such strategies contribute to garnering resources for strategic initiatives and help avoid erosion of program quality and distraction from institutional strategic goals that results when resources of time, attention and money must be diverted to respond to unanticipated deviation from enrollment goals.

COMMITMENT 3:

PROVIDE AN INTEGRATIVE JESUIT EDUCATIONAL EXPERIENCE FOR OUR STUDENTS

Gonzaga University exists to guide, challenge and support its students in the Jesuit tradition, from the beginning of their relationship with the University through a course of study and co-curricular experience that leads to graduation and the granting of a degree or credential. Integral to this work is the conviction that a Gonzaga education must join the development of characteristics emblematic of mature persons with a rich academic experience to form the “whole person.” The institution is bold, reflective and deliberate in supporting students as they secure their academic credentials while taking advantage of an integrative learning process that prepares them both for the immediate future and for a life of service and leadership in a constantly changing global society.

Jesuit education holds two priorities in relationship to one another: care for, and attention to, the individual student (*cura personalis*) and a belief that education is about increasing individuals’ capacities for engagement with the world. In recognition of this, Gonzaga University strives to create an environment in which students learn to integrate the totality of the educational experience into a mature, sound and moral basis for transformative action beyond the campus setting.

STRATEGIC OBJECTIVES

1. Function as a Caring, Challenging and Supportive Community:

With the goal of developing women and men for and with others, the University will foster a caring campus climate that values the balance between challenge and support for students, faculty, staff, and administrators. The campus community will be distinguished by encouraging individual mentoring relationships, in addition to high-caliber curricular and co-curricular experiences that embolden an integrated approach to the individual’s intellectual, professional, personal, and faith development. The University will encourage all members of the community to take personal responsibility for their growth and to strive to increase their capacities for leadership, personal well-being, critical thinking, and a mature faith.

2. Cultivate the Development of the Whole Person:

In seeking to develop the whole person, Gonzaga University, cultivates a growing intellectual, social, emotional, ethical, physical, and spiritual maturity in each student. Intellectual maturity is expressed through a capacity for: critical thinking; incisive, creative and ethical employment of knowledge; a thirst for, and achievement of, well-developed life-long learning skills; and, imagination demonstrated in personal and interpersonal interactions. Social, emotional and physical maturity is characterized by a respect for self and for other people, a commitment to the common good, a recognition of human rights with their concomitant responsibilities and care for the planet, and a developed ability for self-care, well-being and resilience. Spiritual and ethical maturity is evidenced by exploring personal experiences of faith, while consistently living their faith, whether understood in a religious context or arrived at via philosophical reflection. The University does this through a commitment to its Catholic, Jesuit, humanistic mission in a manner respectful of the religious diversity of its students, faculty, staff, administrators, and alumni, but with an explicit emphasis on a faith that manifests justice.



3. Develop a Cultural, Civic, and Global Identity:

Forging relationships with individuals whose experiences, beliefs and perspectives are different from our own, enriches the overall educational experience and promotes personal growth. The University recognizes that all students, faculty, staff and administrators bring a unique cultural identity to the community that needs to be developed, supported and celebrated. As a result, individuals will bring their own unique experiences and learn to communicate effectively across cultures and various interest groups to embrace novel situations thoughtfully and with personal integrity. With the goal of honoring and promoting the value of human dignity, members of our community will strive to acquire the theoretical and conceptual knowledge and skills, as well as the personal characteristics to analyze and engage insightfully with local and global issues. Additionally, with its commitments to social justice and solidarity with the poor and vulnerable, Gonzaga will engage with community partners locally and globally to create opportunities for mutually beneficial engagement that address critical social needs.

COMMITMENT 4:

OPTIMIZE INSTITUTIONAL STEWARDSHIP AND SUSTAINABILITY

A healthy institution evidences a strong connection between individual capacity and organizational culture, as well as between infrastructure and individual and organizational performance. The University's faculty and staff are the repository of institutional knowledge and skill. In a climate of rapid social, demographic and technological change, it is critical that faculty and staff be supported in efforts both individually and collectively to adapt to and master the changing environment. Additionally, the institution must attend to those platforms and functions that are essential to the creation and maintenance of the dynamic learning and living environment that comprises the integrative Jesuit educational experience. These necessities are made possible by the University meeting revenue and fundraising goals, efficiently deploying resources against institutional needs, and effectively managing our assets, all with the overarching goal of generating sufficient wherewithal to feed our basic needs and fund the path to premier status.

STRATEGIC OBJECTIVES

1. Provide the Sources of Funding Required for Financial Sustainability and Achievement of Strategic Initiatives:

The University will consistently grow its financial capacity by achieving annual financial results as measured by:

- a. Operating results which reflect sound financial decision-making as measured by increased net operating revenue, cost effective operations, and professional management of its critical assets, including basic infrastructure (human capital, plant, facilities, and information technology) to support the mission and strategic vision of the University.
- b. Increased donor support that achieves the appropriate balance between funding immediate and longer term institutional priorities from a donor base that is cultivated and supported through a life cycle of commitment to the institution.
- c. A growing endowment through the effective management of all endowment assets in accordance with policy objectives, and increased giving in support of strategic endowment initiatives.

2. Strengthen Student Profile:

In service of creating a vibrant and challenging academic and co-curricular environment, Gonzaga will matriculate highly qualified, talented and diverse students as one means of enhancing institutional sustainability.

3. Enhance Knowledge and Skills:

The efficiency and effectiveness of the institution depend upon both the individual and collective capacity of its faculty and staff as well as collective fluency in the art and science of data-driven decision making. To this end, we will attract, retain and develop faculty and staff who inspire and motivate others, who challenge the status quo, who animate Gonzaga University values in their daily work, and who acquire and manifest the fluency and skills associated with translating data into information, information into insight, and insight into sustainable and effective decisions.

4. Strengthen Brand Image:

Communicate Gonzaga University's mission, vision, brand and value proposition to key audiences and differentiate the University from its peers to drive student enrollment, retention, alumni and constituent engagement and donor investment. Establish reasonable, measurable metrics that can be updated on a regular basis to monitor the output, effectiveness and integrity of Gonzaga's branding and communications efforts.



ACCOUNTABILITY

To ensure that this Strategic Institutional Plan remains relevant, the Board of Trustees will annually review the Plan and progress towards Goals at its regular meeting in July. The administration will be responsible for proposing changes and other amendments to the Plan as deemed appropriate. The Vice Presidents will ensure that plans relevant to their specific areas are aligned with and help drive success towards achieving and sustaining the Institutional Plan.





APPENDIX

Goals Approved by the Board of Trustees
July 17, 2015

Revisions Approved by the Board of Trustees
December 8, 2017

COMMITMENT 1:

FOSTER RESPONSIBILITY FOR SHARED MISSION

GOALS

Goal 1: Ensure that all students are afforded structured opportunities for mission education, spiritual development and faith formation. (Target: 2020)

The Core Curriculum, in combination with the numerous opportunities afforded by University Mission and Ministry, will create the context within which this can occur. Even as student demand for formal co-curricular opportunities such as retreats have increased, these opportunities need to continue and, to the extent desired and possible, be expanded. A formal process for tracking and reporting this activity is being developed.

Goal 2: Further develop and assess the integration of mission and identity into all aspects of University life, to include the education of our students, the hiring and performance evaluation of faculty and staff, and the evaluation of our academic program. (Target: 2020)

Gonzaga already has a policy regarding hiring for mission, which is integrated into all hiring processes. Curricular and co-curricular programs of education are monitored and evaluated within existing structures in the academic and student development areas. The role of mission identity in the process of performance evaluation is included among the criteria used in the annual evaluation of staff. Mission identity is incorporated into faculty performance evaluations under the rubric of “Academic Citizenship and Service.” This goal, then, calls for the regular use of mission identity criteria in all dimensions of University life. By doing this, we can hope to achieve national recognition for the integration of mission identity into all areas of the University.

Goal 3: Establish a center for lay and religious colleague formation in Jesuit higher education. (Target: 2019)

This goal is related to the fourth goal (below) regarding the construction of a new Jesuit community residence. This goal comes in response to two needs: (1) Fr. General’s call for United States Jesuit universities and colleges to share their experiences and achievements in the area of lay apostolic leadership with Jesuit universities and colleges elsewhere in the world; (2) Gonzaga being able to provide a suitable program for one or more stages of formation of young Jesuits.

Goal 4: Design, develop, and open a new Jesuit residence. (Target: 2017)

The current Jesuit residence is more than 50 years old and is inadequate to the needs of contemporary Jesuit community life, including a number of commonly accepted basic amenities the current residence lacks. Refurbishing the current building to adapt it to such contemporary needs is not economically justified. Furthermore, a new residence will help in the recruitment of younger Jesuits to join our campus community.

Goal 5: In response to the formation of the Jesuits West Province and its call for continued and enhanced regional collaboration “through partnerships and in networks, to serve the people of God,” further develop and enhance partnership initiatives with the Spokane Diocese and other apostolic partners.

On July 1, 2017 the Jesuits West Province was created, reunifying the Oregon Province and the California Province. With the creation of this unified Province, the Society invites their apostolic partners to collaborate “regionally, through partnerships and in networks, to serve the people of God” (from the Jesuits West Statement of Values).

COMMITMENT 2:

ANIMATE ACADEMIC EXCELLENCE ACROSS THE INSTITUTION

GOALS

Goal 1: Implement nationally recognized markers of academically excellent higher education institutions such as Phi Beta Kappa national honor society recognition and an average of four students per year receiving national baccalaureate or post-baccalaureate fellowships (e.g., Rhodes, Marshall, Fulbright scholarships or fellowships). (Target: 2025)

Approval to establish a Phi Beta Kappa chapter is the “gold standard” for recognition of an excellent liberal arts program. Accomplishing this will strengthen the University’s ability to attract talented students into the humanities, social sciences, and natural sciences. Students’ success in winning competitive national and international fellowships signals an institutional culture that encourages and supports academic aspiration and achievement and underscores a global perspective on the educational project. The Phi Beta Kappa recognition combined with success in winning these fellowships will enhance the institution’s ability to attract academically talented students into the humanities, social sciences, and natural sciences.

Goal 2: 40% of all undergraduate students engage in student or student-faculty research during their time at Gonzaga. (Target 2020)

Student research is one of the “high impact practices” that support student retention and success, and help faculty develop in their role as teacher-scholars. Additionally, these research opportunities are essential for Gonzaga students to be competitive in the graduate program application process. Achieving this means that student research must extend into disciplines where it has traditionally been absent. Presently, the University does not formally track this activity.

Goal 3: Regularly secure \$5,000,000 of annual external grant support. (Target: 2025)

Success securing grants that support key endeavors of the University – teaching, scholarship, the arts and professions, student research, innovative student development programming, and more – is a mark of an institution’s quality and, with regard to scholarship, a normal expectation of institutions that have quality graduate programs. Over the last five years, the University has averaged approximately \$2.9 million in annual external grant support.

Goal 4: All graduate programs ranked in the top 30% against an internally-defined, national set of peer programs. (Target: 2025)

Establishing benchmarks to assess the quality of graduate programs is essential to maintaining the vitality of the programs and to making the case for their value. As well, it provides essential information for academic leadership to use in making decisions about resource allocation. It is anticipated that annual reports will be available from each graduate program of its performance against agreed-upon benchmarks by 2021.

Goal 5: 30% of regular, full-time faculty make a significant impact in their field or on their profession through their scholarly, artistic, and professional activities in a given three-year period. (Target: 2020)

Pursing an ongoing scholarly, creative, or professional agenda is essential to faculty maintaining integrity as teachers, scholars, and University citizens. Currently, faculty members are actively engaged in teaching,

research, artistic and professional endeavors, advising, and institutional and larger community citizenship. The proposed goal reflects faculty workloads and the time that creative and scholarly endeavors take, and commits the University to better recognizing, supporting and publicizing the ways faculty bring their explicitly scholarly, creative and professional talents and skills to the questions, problems and issues of our time. Based on a review of annual reports for the 2013-2014 academic year, the 30% goal is aspirational but achievable.

Goal 6: The four-year undergraduate graduation rate is reliably at or above 80%, and the six-year graduation rate is reliably at or above 90%. (Target: 2020)

Gonzaga's average four-year graduation rate is 74% and its six-year graduation rate for the last three undergraduate classes is 82%. Raising these rates to 80% and 90% (respectively) would place the University in a class of premier institutions on an increasingly important measure in the competition for students, grants and federal funds. Moreover, the stronger retention to completion contributes to a more sustainable revenue base. Achieving this completion goal would also signal that the institution has strong and attractive academic programs and robust academic and developmental support for students.

Goal 7: Minimally, 20% of fulltime faculty and staff will comprise employees from racially, ethnically or culturally diverse populations (using federally-defined categories). (Target: 2025)

Gonzaga's ability to recruit and retain to graduation a diverse student population depends in no small part on having faculty and staff who reflect the ethnic and gender composition of the student body. A more diverse faculty and staff contribute to Gonzaga's being a context that supports students to improve intercultural communication skills and, thus, a more global University. As of August 2016, 11.9% of the University's faculty and staff comprise employees from racially, ethnically, or culturally diverse populations.

Goal 8: Provide opportunities for all students to engage with diverse cultures and global issues. This will be accomplished, in part, through further development of global engagement across the curriculum initiatives, at least 50% undergraduate participation in Study Abroad, and annually hosting four international scholars at the University. (Target: 2018).

Studying abroad helps students develop intercultural competence and prepares them for living and working in a global context. A robust study abroad program is another mark of premiere institutions and an important factor in attracting students to the University (52.6% of the May 16 graduating class participated in Study Abroad during their Gonzaga experience). Bringing international faculty to Gonzaga through scholar-in-residence and faculty exchange programs will increase the richness of the campus conversation about global issues, raise the institutions' global profile and further facilitate international cooperation and exchange in research and teaching. Together these initiatives, along with the continued focus on the development of global engagement across the curriculum, will increase direct engagement both inside and outside of the classroom with people from around the world to bolster intercultural competence and understanding of global issues for all students and faculty.

Goal 9: A facility dedicated to the support of the Humanities faculty, the Centers for Public Humanities, Digital Humanities, and the Honors Program opened by 2018.

The creation of this facility enhances the visibility of programs that are at the core of Gonzaga's mission. It will gather areas that are currently dispersed across the campus and make possible the expansion of the Honors Program into space better suited to achieving its objectives. The programming for this facility will start in fall 2016. Moving forward with design and construction will depend on developing a funding plan for the project.



Goal 10: Open a Center for Integrated Sciences & Engineering. (Target: 2018)

This new facility, dedicated to creating the kind of interdisciplinary environment that will allow the University to support contemporary sciences and engineering teaching, learning and research is expected to connect the west end of the Paccar Center to the south end of Hughes Hall, and will serve the sciences and engineering. A detailed program for the facility was completed in December 2014. The next stage in the project will be to develop financial support and identify a design firm. This facility will be intentional in its design and use so as to allow for experiential, project-based, and integrated teaching, learning, and research.

Goal 11: Open the Myrtle Woldson Performing Arts Center. (Target: 2018)

Through the generosity of Miss Myrtle Woldson, the University will be able to demonstrate the prominence of human creativity, a key component of the Jesuit educational mission. In design and construct the new performing arts center will set the stage for advances in music, theatre and dance for the Gonzaga community and greater Spokane. The programming for this facility began during the spring 2015 semester, with design and construction to follow. This facility will be intentional in its design and use so as to allow for experiential, project-based, and integrated learning.

Goal 12: Maintain a composite SAT score of 1260 and a GPA of 3.7 for first-year students

An undergraduate applicant's combined SAT score (Critical Reading and Math) and high school grade point average are two data points that are used to assess academic preparedness. Additionally, the composite score for an entering freshmen class is often used externally as one measure of an institution's academic quality.

Goal 13: Create additional opportunities for development and expansion of the partnership with the University of Washington.

In February 2016, Gonzaga University and the University of Washington signed an agreement to ensure the continued delivery of high-quality, cost-effective medical education as part of the UW School of Medicine medical education network. This partnership provides GU and UW the foundation to pursue and explore opportunities for collaboration in biomedical and health-related research, research innovation and entrepreneurship, as well as interprofessional educational activities and other pursuits of mutual interest. The expansion of this partnership furthers our educational mission and enhances Gonzaga's distinctness and competitive advantage.

COMMITMENT 3:

PROVIDE AN INTEGRATIVE JESUIT EDUCATIONAL EXPERIENCE FOR OUR STUDENTS

GOALS

Goal 1: Meet full undergraduate financial need such that all Pell Grant recipients graduate with less than \$10,000 of debt. (Target: 2021)

This goal commits the University to leading in student affordability in service to the institution's mission and to its vision of becoming premier. The initial focus would be on those students who qualify for, or just miss, Pell eligibility. Early analysis indicates an annual increased financial commitment of approximately \$2 million to fund this goal.

Goal 2: 6% of entering undergraduates and 15% of graduate students will be from outside the U.S. and will be integrated into current university systems for stronger international, graduate, and undergraduate student experience and support. (Target: 2020)

The presence of international students enriches Gonzaga's culture and the educational experience for all students. The presence of international students also aligns Gonzaga with the Jesuit commitment to encounters across cultures. Since 2010, 1-2% of the incoming undergraduate classes and 10-12% of graduate students have come from outside the United States.

Goal 3: 30% of each entering undergraduate class will comprise students from racially, ethnically, or culturally diverse populations, including international students (using federally-defined categories). (Target: 2020)

Engagement across racial and ethnic lines contributes to a student's academic development, satisfaction with college, level of cultural awareness and commitment to promoting tolerance and understanding. Additionally, this experience better prepares graduates to beneficially participate in a multi-cultural and diverse society. Over the last five years students from diverse populations have comprised on average 25.26% of the entering undergraduate class.

Goal 4: 80% of undergraduate students will engage in and reflect upon their internship, cooperative education, social entrepreneurship, or social enterprise during their time at Gonzaga. (Target: 2020)

Providing access to field-related, external learning environments is essential to making the case for the long-term value of a Gonzaga degree. Additionally, one of the differentiators of premier institutions is the ability to provide students access to networks in business, public service, education and other sectors. Endeavors such as social entrepreneurship, for example, involve sound and sustainable business principles and concepts in addressing societal problems for the benefit of the common good. Venture philanthropy is an excellent example of such activities. The University currently has only anecdotal evidence of student involvement in these activities, although a system for tracking internship placement is in process. This goal challenges the institution to do a more comprehensive job of tracking social enterprise and social entrepreneurship opportunities.

Goal 5: 90% of undergraduate students successfully transition to their next educational, professional or vocational stage within one year of graduation, and at least 10% of these are engaged in an innovative or entrepreneurial venture. (Target: 2020)

The success of graduates in securing either educational or vocational placement is one of the ways that potential students (and their parents) measure the success of the educational program. Currently, our surveys indicate that 87% of the University's undergraduates are either employed, involved with service, or seeking an advanced degree within one year of graduation. The University does not yet track the percentage of students who are engaged in entrepreneurial ventures. The deadline of 2020 will provide time to develop a strategy to do so and to raise the overall performance to or above the 90% target.

Goal 6: 10% of students regularly enter formal post-graduate service (JVC, Peace Corps, AmeriCorps, etc.). (Target: 2020)

The pursuit of social justice work, through exemplary co-curricular and academic experiences, is one of the hallmarks of a Jesuit education. Currently 7-10% of graduates choose to enter into these types of service opportunities. The 2020 target date will allow time to implement additional steps to maintain a consistent 10% participation rate.

Goal 7: Recognized nationally as a university that focuses on resiliency, well-being and healthy living. (Target 2020)

Using Healthy Campus 2020 as a foundation, as well as other research conducted both within and outside institutions of higher education, resiliency, well-being, and healthy living are identified as critical issues and components for overall student success on a college campus. Consistent with our Jesuit, Catholic, humanistic values and the principles of cura personalis - developing the whole person, this work will be a cornerstone of our integrated student experience.

Goal 8: Strengthen the durability and competitiveness of all Division I intercollegiate programs to differentiate Gonzaga as a nationally-recognized athletic institution. In particular, The University will support its successful men's and women's basketball programs in an effort to maintain and improve the competitive position these create for the University. (Target: 2022)

Intercollegiate athletics serves as an important element of the student experience at Gonzaga – for both athletes and those who support them. Gonzaga's ability to attract high-caliber student athletes, as well as students for whom athletic competition is a value, is an important element of the overall enrollment strategy for the University, and the provision of strong programs in all sports contributes significantly to that aim.

Gonzaga's reputation as a relevant institution nationally has, in no small part, been served by the success of its NCAA Division I basketball program. The continued success of the program enables the University to enjoy continued renown as well.

Goal 9: Community engagement and community-based partnerships will increase from 9% to 18% and ensure every student who wants a quality civic engagement learning experience will be offered the opportunity. (Target: 2022)

Evidence of this engagement will occur through inclusion in nationally-recognized publications and classifications such as the Carnegie Community Engagement Classification.

Goal 10: Ensure that all students are afforded structured opportunities to engage in High-Impact Educational Practices. (Target: 2020)

The Association of American Colleges and Universities (AACU) has identified a number of High-Impact Educational Practices that have been widely tested and have shown to be beneficial for college students from many backgrounds. These practices take many forms, depending on learning characteristics and on institutional priorities and contexts. Many of the identified practices are already a component of the Gonzaga learning experience.



COMMITMENT 4:

OPTIMIZE INSTITUTIONAL STEWARDSHIP AND SUSTAINABILITY

GOALS

Goal 1: Continually manage operating revenues and expenses to consistently deliver a net operating margin of 3% to 5%, a healthy range for institutional viability.

The achievement of this goal reflects the University's ability to successfully manage its operating revenues and expenses so as to sustain its mission and fund strategic goals. At the highest level, this is measured by the operating results shown on the University's annual audit report. A series of subsidiary measures will track annual progress towards achieving this year-end goal.

Goal 2: Strengthen Gonzaga's brand position as a premier Jesuit, liberal arts-based institution as indicated by elevating key factors including academic excellence, career preparedness, and value. (Target: 2020)

Gonzaga University's image is strong thanks to great care and stewardship exercised by all major areas of the institution. Given the dynamic changes in the higher education landscape over the past few years, it is incumbent upon the administration to be diligent and intentional in communicating the results of its constituents' perceptions with the same results for the nation's top universities.

Goal 3: Develop a comprehensive "people strategy" focused on capturing current activities and potential opportunities in the areas of professional development, compensation/benefits, work-life balance, respect and appreciation, and workplace environment. Evidence of success would be honor roll status in "Great Colleges to Work For" survey. (Target: 2020)

Concern for the welfare and support of our faculty, staff and administrators is fundamental to creating a context within which the vital work of educating students can be assured. This survey is administered annually by the Chronicle of Higher Education. The overall institution assessment has two components: (1) a questionnaire about institutional characteristics (demographic data, workplace policies, benefits, etc.); (2) a faculty/staff evaluation of the institution across twelve categories (diversity, job satisfaction, work/life balance, etc.).

Goal 4: Achieve at least \$70 million per year in gift commitments. (Target: 2020)

In tandem with Goal 7 below, this goal speaks to the ability of the University to strengthen its financial stability by lessening its dependence on tuition and fee revenue. A goal of \$70m/year raises the bar based on an assessment of the University's current donor base and the pipeline potential for new donors.

Goal 5: Establish an institutional "base," initially dedicated to supporting area alumni and developing career internships or job opportunities, in a major metropolitan area. (Target: 2020)

Some of the opportunities that creating a center in a major metropolitan area afford us are the chance to develop: (a) relationships with companies that have an interest in educational programs, as well as the



creation of internship and employment opportunities for Gonzaga graduates; (b) an infrastructure to support alumni; and (c) a base for the engagement of prospective students.

Goal 6: In service of mission, formalize a system for assessing and benchmarking the financial performance of every area of the institution: one that in turn supports key tactical and strategic academic decisions. (Target: 2020)

Stewardship entails responsible use of all resources in service of mission and mindful attention to the array of programs and activities an institution undertakes to achieve that mission. By attending to the material realities of academic and co-curricular programs, those charged with institutional leadership can make informed decisions about how to allocate resources to realize institutional mission in light of shifting trends, and environmental challenges and opportunities in the space of higher education. Achieving this goal will require, for example, the annual review of academic costing information by academic unit (college and schools) and by graduate program.

Goal 7: Increase the endowment of the University to \$500 million. (Target: 2022)

Achieving this goal will significantly strengthen the University's long-term financial stability, enabling it to, for example, be more competitive in recruiting students and better able to support the professional development of faculty and staff. Raising the endowment to this level will be a function of increasing contributions into the endowment, achieving favorable returns on invested funds, the annual inflation rate and adhering to an appropriate spend rate out of the endowment.

Goal 8: Reduce the institution's carbon footprint by 20% (from 2009 levels) through institutional and community member efforts by increasing awareness, efficiency and conservation related to environmental sustainability. (Target: 2020)

The University committed to reducing the institution's carbon footprint by 20% by 2020 (from 2009 levels) when it signed the American College and University Presidents' Climate Commitment in November 2010. Current estimates indicate the University has reduced its carbon footprint by 16% from 2009 levels.

Goal 9: Enhance renewal and replacement funding for the Physical Plant and Information Technology infrastructure to ensure our learning environments, facilities and grounds remain conducive to carrying out our mission. Target annual facilities renewal and replacement spending of approximately \$10M. (Target: 2020)

The University must maintain and continuously improve the living and learning environments, which includes the physical infrastructure of our campus as well as information technology systems, applications, and tools.



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