



BSU Town Hall Q/A Responses

A critical part of Gonzaga's Mission Statement reads: *The Gonzaga experience fosters a mature commitment to the dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable.*

Diversity, equity, and inclusion are integral to the GU academic experience. While this is fundamental to our mission as an institution, we recognize that in many cases, actions speak louder than words.

Following the November 8th Zoom attack on the BSU students, a Town Hall was held for all GU community members – students, faculty, staff and alumni. The Town Hall included perspectives shared by institutional leadership about the opportunities for growth and improvement when it comes to our campus culture and the environment we create for our students, faculty and staff.

During and after the session, the more than 600 participants submitted 60 questions, responses to which appear in this document. We understand that time has passed since the Town Hall and we appreciate your patience as we worked to gather all of these updates and information to share in response. We thank all of those who attended the Town Hall, have continued to share in dialogue, and to those individuals who submitted specific questions.

We have organized the questions into six (6) thematic categories. All of the questions below have been included as they were submitted:

1. [Our Campus Climate](#)
2. [Our Academic Environment](#)
3. [Improving Faculty/Staff Diversity](#)
4. [Safety & Accountability](#)
5. [In the Community](#)
6. [What's Ahead](#)

These questions will be updated with new initiatives and information on program advancements. Please continue to check back for further accountability details such as specific actions, personal and/or departmental responsibility, measurable outcomes, timelines, and assessment methods as well as new initiatives and information.

Our Campus Climate

What ways can white students contribute to creating a socially just space for marginalized students, especially in a way that isn't "production" based?

White students can get involved in many ways through programs and initiatives within groups including:

- [DICE](#)
- [UMEC](#)
- [Lincoln LGBTQ+ Resource Center](#)
- GSBA Diversity Committee
- College of Arts & Sciences IDEAS in Action Committee
- Law School Initiatives

Another specific way that white students, not BIPOC students, can get involved is to demand changes to student course evaluation forms to include questions on antiracist pedagogies, culturally inclusive readings and assigned materials, or specific assignments and projects that promote diversity.

For additional ways on how white students can provide solidarity and action for fellow BIPOC students, click [here](#).

There were racist incidents or crimes that occurred in 1996 at GU. Maybe GU can't prevent people from being racist, but GU can improve the experience of Black people at the university. Aside from athletes, are there more Black students, faculty, staff, and executive administrators now than then? What has markedly changed in terms of life for Black people on campus?

Six percent of Gonzaga University students, faculty and staff are Black/African American (see GU's [factbook](#) for more information). Some examples of how GU is working to increase and support black students, faculty and staff include:

- In 2009, GU became a part of the Northwest Leadership Foundation (NLF) Act Six Scholarship Program, a program that has been a major contributing strategy to increasing student body diversity from 14% to 28%. We must continue to support the Act Six program that recruits, supports, retains and graduates a higher percentage of African American students, both graduate and undergraduate.
- The Underrepresented Minority Postdoctoral Fellows Program has been reimagined to assist GU in diversifying the professorate and in particular increase African American/Black faculty across all disciplines. There will be at least two URM Postdoctoral Fellows starting fall 2021.
- As a member of the Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA), Gonzaga will conduct campus surveys for racial equity aiming to address racial challenges and circumstances.

- Additionally, ODEI implemented the DiversityEdu curriculum for faculty and staff (which has 79% completion on 1,313 training modules deployed). We expect the program to run the rest of the Academic Year and will be deployed to all new faculty and staff. Additionally, by Fall 2021 ODEI is expanding upon the DiversityEdu curriculum to instructor-led curriculum for faculty and staff development.

Finally, as included in our [institutional strategic plan](#), by 2025, 20% of our faculty and staff will be from underrepresented minorities. This we commit to.

What more can Gonzaga do to be a leader in antiracism and in support of Black communities specifically? How can this be a university-wide strategic goal like rankings for affordability, access to undergraduate research, and study abroad? (Also, so good to see the familiar faces and an overdue hello to my dear mentor, Dr. Raymond Reyes!)

As Ibram Kendi has often and recently claimed, “anti-racism is as racial choice, a radical act of making conscious and consistent decisions that are equity-minded and grounded in deep historical awareness.”

Recently, the National Association of Diversity Officers in Higher Education (NADOHE) announced the establishment of a task force to determine an organizational antiracist system of structures. In a similar way, the Council for Diversity, Equity and Inclusion will explore the development of a task force commissioned to conduct an “equity-minded” audit, assessment or consciousness examen on the organizational & structural artifacts of the university.

Following are two specific examples of work being evaluated to date in this area of focus:

- The GU Council on Diversity, Equity & Inclusion (GUCDEI) is to be in consultation with subject matter experts and representatives from all areas of the campus, to research, develop and operationally implement a framework for institutionalizing and sustaining strategies and to create an equitable and inclusive campus in order to create a sense of belonging for all GU members.
- As a member of the Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA), Gonzaga will conduct campus surveys for racial equity aiming to address racial challenges and circumstances.

It sounds like part of a “solution” is hiring a more diverse workforce which is certainly part of it, but it seems to place the onus on staff of color (again, as it was my Gonzaga staff experience), on students of color (again, as it was my student experience) and alumni of color (again, as it is my alumni experience). As I am eager for more diverse students, staff, faculty how will you address the reality of being a PWI? How will you ensure POC students thrive, and not simply survive at GU without putting the burden on us? How will white students, faculty, staff and alumni be mobilized?

All Gonzaga faculty and staff are hired based on their scholarly or professional expertise and under clear job descriptions with roles and responsibilities that are defined and known from the moment of hire.

Today, it is the case that until representation and equity are achieved, people of color do carry a disproportionate share of having to be explicit in ways that might make them uncomfortable. This is not acceptable.

The Office of Advancement (Development, Donor Relations and Alumni Relations) has committed to the following over the next three years:

- Increasing staff of color for a more diverse workplace
- Increasing diversity-focused education and training for all Advancement staff
- Evaluating alumni programming to identify opportunities for greater inclusivity
- Creating affinity groups and dedicated programming for racial and ethnic minority alumni
- Promoting scholarships and programs to alumni and donors that support racial and ethnic minority students as well as University diversity initiatives
- Partnering with Career and Professional Development to enhance alumni mentor opportunities for racial and ethnic minority students
- Creating internship opportunities for racial and ethnic minority students within the Advancement department

One of the modules of DiversityEdu, a training now strongly recommended for all faculty and staff, addresses microaggressions and offers suggestions for what non-people of color can do in some situations to assist in advancing diversity, equity, and inclusion. This is not the end of a dialogue; this is the beginning and an area of continued focus for Gonzaga leadership. Additionally, ODEI is planning to implement DiversityEdu for Students for all New GU students starting fall 2021.

How can white students provide solidarity and action in solidarity for fellow students who are BIPOC?

There is much work to be done to understand our roles in the existing systems of oppression. Learning opportunities for our white students occur first so that action and solidarity can follow.

How can we actively and intentionally make GU a safe space? By learning as much as we can about bias and hate. And by actively supporting programs like BSU.

Following are specific ways that white students can provide solidarity for fellow BIPOC students:

- Complete the DiversityEdu intercultural fluency development program (beginning in Fall 2021).
- Get involved with UMEC programming and take an Intergroup Dialogue course or participate in Sustained Dialogue (DICE) and Courageous Conversations (GSBA) programs.
- Attend DICE programs, speakers and panels. A sampling of this year's offerings include: It's Not Good Cop vs. Bad Cop, DACA: What Lies Ahead, Rediscovering My Mother Tongue, Loretta Ross, Honoring MLK Jr., Fania Davis, Elle Hearn, Claudia Rankine, Justice Yu & Justice Whitener, Diversity Dialogues, School to Prison Pipeline.
- Attend events put on by GU's Cultural Clubs.
- Apply to be a Peer Justice Educator through DICE.
- Attend workshops/seminars on microaggression to increase your intellectual capital on these topics (see Morning Mail for details).
- College of Arts and Sciences majors and minors are welcome to join the Inclusion, Diversity, & Equity in the Arts & Sciences (IDEAS) in Action group, which includes faculty, staff, students, and soon alumni advisory board, that work on concrete actions to create an inclusive community.
- The School of Nursing and Human Physiology established the SNHP Diversity, Equity, and Inclusion (DEI) Committee, which will further curate training opportunities and create communication plans to provide regular updates for students. Additionally, the DEI Committee will promote study abroad opportunities and opportunities for students to interact with international students and students who have studied abroad as important avenues for students to increase their understanding and awareness of diverse cultures.

Why is the labor put on Black students to create change when events like this happen? The constant question of “how can we support you?” is offensive when we have been telling you for years how to support us, and nothing was done until the hate crime. Why did it take a crime for the University to respond to BLM and Black students?

This is something for which we as leaders must correct and make amends. We have witnessed this happen at several sponsored events. It is unacceptable. The onus should not be on BIPOC students to instill change after such a horrific event.

The BSU Zoom attack has further stressed the importance of keeping this at the forefront of our goals moving forward. We will have several BIPOC counselors and student services personnel in place in Student Affairs before the end of this semester. Several are already here: FT counselor plus counselors on contract, Center for Cura Personalis case manager, Unity Multicultural Education Center program manager, Center for Community Engagement assistant director, Center for Community Engagement coordinator, and Center for Student Involvement program coordinator. We will have BIPOC restorative justice facilitators on retainer (by contract) later this semester.

Additionally, the College of Arts and Sciences, working with department chairs, faculty, and staff to engage differently with BIPOC students, has created an Inclusion, Diversity, & Equity in the Arts & Sciences (IDEAS) in Action working group. Following the January 6th Capitol Riots, the Dean of the College provided anti-racist reflection resources (books *Me and White Supremacy* and *Presumed Incompetent II*) to CAS faculty and staff and more than 80 reached out in response to receive these resources, indicating a desire for increased education and ways to be better engaged.

How are you compensating students of color who have been doing diversity, equity and inclusion work and education on this campus?

As with so much knowledge creation, analysis, and interpretation in a university, the exchange of ideas is considered less labor and more an art or science. People of color have rarely been paid for their contributions to equity and inclusion. This does not make it right; it is the context in which the contributions are made.

The GU Council on Diversity, Equity & Inclusion provides institutional work study payment to the 8 students serving on the Council as well as working on their assigned committee. Additionally, there will be future funding opportunities for cultural clubs that host DEI programming.

What is the relevance of the words in parentheses after Kent Porterfield's name (he, him, his)? It seems to me that the words are insensitive to our female population of students, faculty, etc.

The significance of (he/him/his) on his Zoom profile is to acknowledge that whether we realize it or not, people frequently refer to us using pronouns and these pronouns assume a gender. People make assumptions based on a person's appearance or name, and these assumptions aren't always correct; the act of making an assumption can be hurtful/harmful. Using someone's correct personal pronouns is a way to respect them and create an inclusive environment, just as using a person's name can be a way to respect them. Sharing our personal pronouns is a way to be more inclusive, particularly for intersex, transgender, nonbinary, and gender nonconforming people. The practice of specifying gender pronouns is in keeping with our IPEDS data which indicates that at least 25% of our incoming first-year class do not subscribe to "male" or "female" categories. As a result, it is important that Gonzaga reflect on this and think through phrases like "men and women for others," but should consider instead the phrase "people for others," or to use "they" when one is unsure about another person's identification or preference. Such applications and attention signal our values and commitments to inclusivity and support for queer, bisexual, transgender, intrasex, gay/lesbian, and heterosexual students.

Hearing the message about solidarity also being political, and the message about safety for the most vulnerable amongst us, is it ok at that there's a Trump sign and co-opted BLM sign with a message that says Unborn Lives Matter facing Hemmingson from a window in Welch?

Our institution is predicated on freedom of speech even if that speech is not consistent with our beliefs or ideology. As a Jesuit university, our intention is to teach our students “how to think” and not “what to think.” We want to develop higher order critical thinking skills that inspire the courage and curiosity for students to challenge their assumptions and reconcile any cognitive dissonance. When speech is physically threatening harm to our students, staff, or faculty, CSPS responds quickly and appropriately to address their safety concerns. Gonzaga University has both college Democrat and college Republican clubs and a variety of points of views on politics, law, the economy, society, and culture are prized.

How do you see faith communities on campus as part of fighting white supremacy and cultivating a sense of belonging for BIPOC students?

A Catholic, Jesuit, humanistic university is guided by an understanding of what it means to educate the whole person so that students, faculty, staff, and the institution itself work toward the realization of the common good through the service of faith and promotion of justice. We are constantly working to invite our faith communities into this journey toward anti-racism.

The Second Vatican Council defines the common good as, “the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfillment more fully and more easily.” Both the Catholic and Jesuit traditions affirm that that the common good must be understood in light of social structures that push entire classes of persons and creatures to the margins and threaten their dignity. A commitment to the realization of the common good, therefore, involves a commitment to the transformation of social and historical situations marked by injustice toward justice. In other words, the common good can only be realized by striving, first, for justice for those who have historically pushed to the margins of society by those in power. In the context of white supremacy in the United States, the legacy of chattel slavery and continuing effects, and settler colonialism, this entails standing in solidarity with BIPOC communities, listening to them, and struggling within toward the realization of justice. This work is demanded by our [Jesuit, Catholic identity](#).

The late-Jesuit philosopher and theologian, Ignacio Ellacuría, argues that any university has the potential to be a social force in the community in which it is situated. Through both his academic work and his lived witness as president of the University of Central America in San Salvador, El Salvador, he demonstrates that the Catholic intellectual tradition and the Ignatian educational tradition call the Catholic and Jesuit university to be a social force that works toward the transformation of its own historical context toward justice. He argues, and both the Jesuits and the broader Catholic Social Tradition affirm, that this entails embodying God’s preferential option for the poor and marginalized.

Peter-Hans Kolvenbach, the former superior general of the Society of Jesus, draws on the work of Ellacuría to illustrate that Jesuit universities must adopt God's preferential option for the poor and marginalized as their own. This commitment, he argues, must be embodied by Jesuit universities in their structures, pedagogies, co-curricular commitments, student-body, and personnel because it sits at the heart of the faith-conviction that grounds the identity of a Catholic, Jesuit university.

Why is it the responsibility of BIPOC students to bring their concerns to the university? Why isn't the university being proactive in reaching out to BIPOC students?

The BSU attack was a wake-up call to reach out to students and share more details of the work going on behind the scenes. It is critically important to include students in our ongoing communications. Student Affairs staff, including the Vice Provost for Student Affairs, meet with BIPOC students through cultural organizations and the Unity Alliance of Cultural Clubs, and DICE and SIL are in regular contact. There has been a BIPOC affinity group in Student Affairs, white accountability space, and many Student Affairs staff have read *So You Want to Talk About Race*. All Student Affairs staff will have completed DiversityEdu, the Intercultural Development Inventory, and the Intercultural Conflict Style Inventory. In January, the entire Student Affairs Division participated in a colloquium on Intercultural Development and other conversations to increase awareness about racial equity and inclusion. Beginning this summer, each Student Affairs department will select one of the following prompts: One commitment to decentering whiteness, or One commitment that promotes historically underrepresented student safety and inclusion, or One commitment for reaching/serving different students equitably.

Additional initiatives underway with Academic partners include:

- Since Fall 2020, the Dean of the College of Arts & Sciences has reached out to BIPOC faculty and staff with coffee hours, as well as student coffee hours to keep students informed with monthly communication. In response to these invitations, students have reached out to share experiences and ideas, a communication loop that resulted in a Town Hall on January 29. Finally, students have been invited to Inclusion, Diversity, & Equity in the Arts & Sciences (IDEAS) in Action and additional invitations have been shared with cultural affinity groups inviting their participation in this work.
- The School of Nursing and Human Physiology DEI Committee identifies barriers that BIPOC community members face and work proactively to remove them. The School committed to working with the ODEI on educating, raising awareness, and training faculty, staff, and students to engage in proactive anti-racist discussions.

Do y'all think that this was a rare hate incident brought about by new technology protocols at GU? Or was this just caught because it was in a more public forum and the perpetrators thought they could get away with being anonymous / victims felt they could report it because it didn't just happen to one person? As a follow-up, how are you making students feel more comfortable with reporting possible or suspected bias incidents, even if they were the only victim? Even if the perpetrator was faculty or staff member?

While we may not know all of the facts yet in this zoom bombing, based on the attack at Seattle University's BSU and on those the authorities have traced internationally, we are aware that some groups target their trolling using key words, or affinity group names, and when they find an open room, they invade the space virtually until closed out. We do know there are ways to better protect our campus community through technological platforms like Zoom. The Center for Student Involvement has provided information and guidance on Zoom security and Zagtivities meetings. To learn more about the ways that GU has increased security protocols within its Zoom platform since the incident, click [here](#).

Ensuring that students feel comfortable with reporting possible or suspected bias incidents is fundamental to our mission and the ways in which we must operate. Previously, the BIAS Team had not taken an active role in campus-wide education efforts but rather worked to ensure that community members know how to identify and report bias through presentations to student leaders and faculty/staff groups. DICE, Residence Life, OHP, and First Year Experience programs offer bystander intervention programs and trainings focused on recognizing and disrupting incidents of bias. In partnership with the Office of Diversity, Equity, and Inclusion (ODEI), the Bias Incident Assessment and Support (BIAS) Team is conducting a review of current procedures and practices to ensure that stated goals and the current needs of the campus community are being met. A "think tank" of six members will be convened to facilitate this audit. The result of the audit will be a report of findings and a set of data-informed, strategic recommendations for university leadership to consider related to the BIAS Team. The report will be completed by May 1, 2021.

For more information and updates related to the investigation, click [here](#).

If the Bias team is intended to be educational in instances of discrimination and hate speech, when is the Resolution Center for Student Conduct and Conflict looped in? And are there standards set in place to ensure perpetrators are dealt with accordingly, rather than the case-by-case approach that is in place?

The Bias Incident Assessment and Support (BIAS) Team responds to incidents that do not rise to the level of harassment or hate speech. A bias incident is non-criminal conduct, speech, or expression motivated, in whole or in part, by bias or prejudice against an individual or group of people because of their real or perceived characteristics. If a report is received that appears to involve violations of campus policy or the law, or if in an initial meeting with a reporting party includes concerns of harassment, discrimination, or hate speech, the report and the reporting party are referred to the appropriate campus partner (including the Resolution Center for Student Conduct and Conflict, Campus Public Safety and Security, or Human Resources). This spring, the

BIAS Team and related processes are undergoing a review led by the co-chairs working with ODEI that will evaluate policies, procedures and practices to identify areas in need of improvement.

How are you encouraging students to actively identify, call out, or prevent bias incidents within their own peer groups? What can be done to encourage more students to do so?

Previously, the BIAS Team had not taken an active role in campus-wide education efforts but rather worked to ensure that community members know how to identify and report bias through presentations to student leaders and faculty/staff groups. DICE, Residence Life, OHP, and First Year Experience programs offer bystander intervention programs and trainings focused on recognizing and disrupting incidents of bias.

What happens after bias has been identified in a BIAS Report process?

The full BIAS report process is outlined on the [BIAS Team website](#). Following are specific process details:

- 1) All reports are received and followed up on as requested by the reporting party.
- 2) Reports that request response are assigned to members of the BIAS team. Those members meet with the individual who submitted the report to ensure that the impacted and reporting parties have access to campus resources and discuss strategies for desired outcomes.
- 3) The BIAS team members follow-through with appropriate actions.
- 4) Reports submitted anonymously are used for data tracking purposes and appear in the BIAS Team annual reports.

As this is a Catholic Jesuit institution, what voice is the spiritual side of the community adding to this discussion?

As a [Catholic, Jesuit institution](#), the Office of Mission and Ministry has engaged in several recent initiatives to ensure the spiritual side of the community is woven throughout this discussion:

- **2020**
 - o Facilitated, with the Office of Diversity Equity and Inclusion, Sacred Breath for Racial Justice: An Interfaith Vigil of Lament and Hope via Zoom (available online [here](#)).
 - o Read and discussed *Racial Justice and the Catholic Church* by Bryan N. Massingale, a theological ethicist and moral theologian at Fordham University and a priest of the archdiocese of Milwaukee.
 - o Partnered with DICE/UMEC to host a student conversation with author and activist Olga Segura, opinion editor at the National Catholic Reporter and author of *Birth of a Movement: Black Lives Matter and the Catholic Church* (Oribis Books, 2021).

- Hosted a three-part online forum on Voting for the Common Good, each session addressing racial justice.
- **2021**
 - Hosted a Martin Luther King, Jr. Day Ecumenical Prayer Service for Racial Justice.
 - Partnering with the Office of Tribal Relations to facilitate a reading group for 18 GU faculty and staff to explore the legacy of Christian complicity in settler colonialism by reading *Buffalo Shout*, *Salmon Cry: Conversations on Creation, Land Justice, and Life Together*.
 - Facilitating, with the Office of Diversity, Equity, and Inclusion, a learning community on “Mission and Racial Justice” for 15 GU faculty and staff members. This will explore not only the participation of the Catholic and Jesuit traditions in white supremacy and systemic racism but also resources from Ignatian spirituality and the growing edges of Catholic theology found in Black, Latin American, and U.S. Latinx liberation theologies that summon Catholic and Jesuit institutions to the hard work of racial justice in light of their past.
- Also, in the last several years, several of the Flannery Lectures in Catholic Theology, hosted by the Department of Religious Studies, have explored topics of racial justice:
 - Fall 2020 – “Perspectives from Public Health and Theology: COVID-19” with Shawnee M. Daniels-Sykes, R.N., Ph.D.; Teresia Mbari Hinga, Ph.D.; and Bob Lutz, M.D., M.P.H.; this panel explored the intersection of racial justice and the COVID-19 pandemic.
 - Spring 2019 – “From the Upper Room to Pentecost: Toward an Ethic of Racial Mercy” by Maureen O’Connell, Ph.D.; Fall 2018 – “Unrestricted Love: Blackness and Catholicity as Interrelated Marks of Christian Life” by Andrew Prevot, Ph.D.; Spring 2015 – “Love in a Weighted World: The Broken Heart of Catholic Identity” by Jeannine Hill Fletcher, Ph.D.
 - 2014 – “Toward a Mystical-Political Theology of Solidarity” by M. Shawn Copeland, Ph.D.; 2012 – “Cultured Indifference: The Culture of Racism and Catholic Ethical Reflection” by Fr. Bryan N. Massingale, S.T.D.

Given the fact that the Zoom attack on BSU included both racist and homophobic comments, what action are you taking to protect not only your Black students, Indigenous students, and other students of color, but also your queer students? As a queer student of color, I want to ask how you are planning on being intentional and intersectional in your approach to justice as ALL students from marginalized backgrounds deserve to feel safe, respected, and welcome on campus. In addition, are you planning to commit the university to being antiracist and educating your faculty, staff, and students on being antiracist?

It is inherent to Gonzaga’s mission to establish processes and protocols that protect our entire campus community. In particular, students that come from marginalized backgrounds absolutely deserve to feel safe, respected, and welcome on campus, and that starts with our leadership.

[There are many initiatives](#) that have been completed or are ongoing that provide the tools and resources to ensure that our students feel safe and protected including, but not limited to:

- Student Affairs staff have completed the DiversityEdu training, Intercultural Development Inventory, and Intercultural Conflict Style Inventory.
- Initiate hiring processes for counselor and case manager positions to directly support BIPOC student well-being.
- Develop a pool of external BIPOC consultants that the Resolution Center for Student Conduct and Conflict can contract with to facilitate restorative justice sessions, particularly those which involve race bias. This service will remove some of the burden that might be otherwise placed on BIPOC faculty or staff at Gonzaga to facilitate restorative justice practices.
- Implement a NASPA Undergraduate Fellows Program (NUFP) within multiple departments in Student Affairs.
- Develop a resource website for new staff to find community and connection across all identity groups.
- Establish training for implicit bias and additional restorative justice practices.
- Restorative Justice facilitators and Resolution Center conduct officers will complete the Implicit Bias Module Series through the Kirwan Institute for the Study of Race and Ethnicity. Training will be incorporated and administered during ongoing annual training plan.
- Facilitate listening sessions for students, faculty, staff, and campus partners.
- Develop, recruit, and train representatives for a Community Member Impact program.
- Office of Diversity, Equity, and Inclusion implemented DiversityEdu, an online cultural fluency program for Gonzaga University Faculty and Staff.
- University faculty and staff have participated in the Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA) learning opportunities.
- The [Lincoln LGBTQ+ Resource Center](#) provides a safe space for people of all sex, gender, sexual, and asexual identities that is safe and inclusive.
- Campus Security and Public Safety recognizes the diversity of our student population and the need to have a broader understanding of their unique experiences on campus. The team has undergone many training opportunities including:
 - o DiversityEdu
 - o De-escalation Training
 - o Autism Awareness Training
 - o SAGE (Sexual and Gender Equity) Training
- Crime Prevention and Education Officer Phil Tyler has reached out to all Cultural Clubs, to include the Queer Student Union, in October with the intention of creating a dialogue, checking-in, and understanding how Campus Security and Public Safety can better serve them. Tyler has met with the BSU and the International Student Union.

Is Gonzaga doing anything to protect other diverse student clubs?

Campus Security and Public Safety is constantly working to improve its service and relationship with diverse student populations, including Cultural Clubs. CSPA recognized a need, particularly with COVID, for our national racial reckoning and isolation, to reach out and strengthen relationships.

- ITS shared “3 Tips for Zoom Security” via Morning Mail that focused on tips to increase security and improve controls to keep Zoom meetings secure. By default, the Waiting Room feature is enabled for all Gonzaga accounts. Despite the availability of these features, if a meeting link is shared publicly such as via a public website, or on social media, without the settings of a waiting room or password enabled, anyone who has the link can join the meeting.
- Student Affairs staff have been working with ITS to identify and implement measures that student organizations can take to protect themselves when using Zoom.
- The Center for Student Involvement has provided information on Zoom security and how to limit who sees event requests on Zagactivities, how to create waiting rooms/passcodes on zoom, how to record meetings, and finally how to secure a meeting while in session.

How will you ensure incoming BIPOC/LGBTQ+ students that the administration has their backs in response to the hate crime that occurred?

The Office of Diversity, Equity and Inclusion has implemented DiversityEdu which is an online cultural fluency program for faculty and staff. Currently 79% of 1,313 faculty and staff have completed the program. DiversityEdu program covers issues such as equity, diversity, inclusion, implicit bias, micro-aggressions, White privilege, the power of language other issues critical to deepening and expanding the collective cultural competence of our community. ODEI convened a collaboration between the Center for Teaching and Advising, Productive Discomfort Affinity Group, and the Gonzaga University Institute of Hate Studies developed a program for Faculty Senate entitled, “Cura Personalis: Caring for Me is Knowing my Name.” The program represents one of several ODEI inclusive excellence programs sessions for the Faculty Senate.

The Division of Student Affairs has committed to many initiatives within their own team to ensure incoming BIPOC/LGBTQ+ students that there are support structures, offices, and staff familiar with the needs of students of color/LGBTQI students. All staff and departments completed the Intercultural Conflict Style (ICS) Inventory, the Intercultural Development Inventory (IDI), and DiversityEdu. Following are some of the next steps being taken in 2021-2022:

- Leadership team development (leading, collaborating & team building through a cultural lens).
- Incorporate DEI as a distinct measurable criteria in all performance evaluations.
- Initiate hiring processes for counselor and case manager positions to directly support BIPOC student well-being.
- Hire 2 therapists to specifically provide counseling/therapy to BIPOC students on contract basis until FT counselor can be hired.
- Hire case manager to specifically focus on and serve BIPOC students.

- Hire full-time therapist in HCS to specifically focus on and serve BIPOC students.
- Develop a pool of external BIPOC consultants that the Resolution Center for Student Conduct and Conflict can contract with to facilitate restorative justice sessions, particularly those which involve race bias. This service will remove some of the burden that might be otherwise placed on BIPOC faculty or staff at Gonzaga to facilitate restorative justice practices.
- Implement a NASPA Undergraduate Fellows Program (NUFP) within multiple departments in Student Affairs.
- Develop a resource website for new staff to find community and connection across all identity groups.
- Establish training for implicit bias and additional restorative justice practices.
- Restorative Justice facilitators and Resolution Center conduct officers will complete the Implicit Bias Module Series through the Kirwan Institute for the Study of Race and Ethnicity. Training will be incorporated and administered during ongoing annual training plan.
- Facilitate listening sessions for students, faculty, staff, and campus partners.
- Consult with Jazmyn Elise Story, International Restorative Justice Facilitator and founder of The People's Coalition, to review updated definitions, goals, participant roles, etc. to ensure updates are reflective of contemporary practices.
- Develop, recruit, and train representatives for a Community Member Impact program.
- Review *Liberating Restorative Justice from Co-optation within Colleges and Universities* webinar through the Zehr Institute.
- Hold a working dialogue session to create recommendations, process structures, demographical, safe space elements, script language, or other considerations during RJ processes responding to student misconduct.
- Develop a student leadership curriculum that addresses such issues as University structures and shared governance, organizational change, student activism, and social justice.

Prior to the incident, Campus Security and Public Safety had put in place departmental training to address any implicit or explicit bias, cultural insensitivity, and incompetence. These trainings have been completed by the entire staff and are part of an annual training curriculum mandate. The greater understanding of our diverse student population, the better we can effectively serve students of color and LGBTQ+ students.

I'm concerned about the point on the response site that says there will be a counselor hired with "expertise in supporting the counseling needs of students of color." I do not know of 1 single person who does or could have intimate knowledge and expertise in ALL cultures, stigmas about mental health resources, etc. in ALL communities of color. African American students may need a different therapeutic approach or different resources and understanding than an AAPI student, or an immigrant of color. How can you avoid doing further harm to BIPOC students if you're treating them as a monolith?

An immediate outcome following the BSU Zoom attack was the decision to hire a full-time therapist in HCS to specifically focus on and serve BIPOC students. We recognize fully that there will never be one individual who can understand all of the different experiences across all communities of color. We will provide additional allies for BIPOC students to be able to lean on whenever needed. We pledge to work hard to identify the support that students need and we realize this may require contract service providers and other creative solutions.

How will you ensure that individuals of color are not made to feel like they have to give light or carry the weight of explaining why bipoc feel a given way when it is woven into the classes, because given that GU is a PWI the number of bipoc students in each class is low and will cause great burdens on their emotional, social, and physical wellbeing.

It is not the responsibility of BIPOC students to make others feel better or to represent the entirety of their identities to others. Educating non-BIPOC students and faculty is the key to making real changes in attitudes and behavior. Some examples of how this is being done include:

- The IDEAS in Action group is identifying strategies for helping faculty/staff interact from a more inclusive/equitable space.
- We are contracting with BIPOC restorative justice facilitators, so the burden of facilitating does not fall so much on GU's BIPOC faculty and staff.
- We are continuing to review the entire process to make changes that do not create additional burden for BIPOC who participate when race bias occurs.
- We are initiating hiring processes for counselor and case manager positions to directly support BIPOC student well-being.
- ODEI and the BIAS Team chairs are reviewing the BIAS Team structure and approach so to not create additional burdens for BIPOC students to resolve issues.

Our Academic Environment

Moving forward with the assumption that the perpetrators were white GU students, how is the university going to ensure that racist and hateful students do not attend our university, as they shouldn't if they claim to accept our Mission Statement, and how will the university implement anti-racist education across all curriculums in more than the bare minimum 3-credit social justice core credit?

There is no evidence or proof that this Zoom attack and its racist and homophobic invective came from Gonzaga students. The authorities, local and federal, are continuing to investigate the specific IP addresses, review similar attacks across the country, and continue to share updates. To date, there is no conclusive identification of the attacker(s).

It is critical that each school/college engage in professional development with faculty and staff around critical awareness and pedagogy. 79% of the 1,313 faculty and staff across all academic programs have completed the DiversityEdu program. While this is just the beginning, we know that we must enter into this work as a community and support the internal development of faculty and staff so that that we can build an anti-racist educated community. Following are some ways we are enhancing these efforts:

- The Core Curriculum Committee is researching if certain courses might be designated as "Diversity, Equity, and Inclusion" courses that explore race, ethnicity, color, nationality, as well as cultural fluency. The Core Executive Committee will begin a curriculum mapping of all social justice, diversity and global culture courses to assess content (scope and depth) coupled with a triangulation to student learning outcomes and intercultural competence development into the end of the Spring 2021 semester.
- CRES 101 has been approved for behavior and social sciences studies designation.
- We have several speakers, a reading group and webinars that address issues of racism and white supremacy that are available to students, faculty, staff and alumni.
- Each department is conducting curriculum audits to further assess where and how we teach anti-racism and enhance this curriculum where there are gaps that includes developing a plan for faculty professional development.
- Part of providing strong education is about how we engage the discussion in the classroom. As such, Administration across all academic programs is reviewing policies and procedures.
- Deans are collaborating with faculty to review some admission policies and practices.
- Across the Dean's Council and the Office of Diversity, Equity and Inclusion, we are collaborating on a University-wide Speakers Series.

Implementation of core concepts within each course and program, in each academic School and College, must consider how content connects to humans in a variety of ways. This includes looking at the lives that are impacted by our students and the context of these lives. Following are specific examples of the ways our Academic Schools are evaluating and updating curriculum:

- In October 2020, the College of Arts and Sciences convened the Inclusion, Diversity, & Equity in the Arts & Sciences (IDEAS) in Action to begin addressing strategies that affect curriculum. In coordination with and as a complement to what the University Core Executive Committee, CTA, and ODEI are developing, the IDEAS in Action Curriculum and Course Design working group is identifying professional development for faculty in the arts and sciences around enhancing DEI in all disciplines and will be implementing new guidelines for curriculum review at the department and College level that will apply to all new courses and programs (and changes to programs) beginning June 1.
- Gonzaga in Florence provides an orientation workshop shortly upon students' arrival in Florence. This workshop includes a discussion about culture shock, as well as specific information about cultural differences in Italy concerning race and sexual orientation.
- Within the School of Law, the Assistant Dean of Students works directly with all students, with special attention to URM students. The Law School DEI Committee has student representation and meets weekly throughout the semesters to help ensure safety, acceptance, and inclusion for URM students. All incidents and situations are approached holistically, and the commitment to DEI transcends any one department, individual, committee, or group.
- The School of Education does a great deal of work and dialoguing with faculty and staff about the moral imperative to understand systems of oppression/privilege and how we are situated within them. By engaging in this practice, the School is changing curriculum and dialogue in the classroom and subsequently students feel more comfortable voicing when they do not feel heard. Various forums within the School (including directives given to all standing committees) are employed to meet established DEI goals.

Good evening. Thank you all for participating in this much needed discussion and dialogue. I am a former student-athlete and coach at Gonzaga, and I am deeply passionate about my alma mater. I will try to keep my question as brief as possible. I will also admit this question is being posed from my own experience having taken history classes at GU. As a sophomore at GU, I had to sit in class while a professor told me that most slaves enjoyed their lifestyle. Which, I think sitting here right now we can all see how this is hugely problematic and does nothing to tell the truth of American history. I say that to say, What if any measure has GU taken to take a deeper dive in its American history curriculum, so that it is not simply taught, or does not include just books from a white male perspective? And not just labeling it "Black History," since this history was very much American.

It can be difficult for students to know when and how to speak up and to whom, especially because of possible differentials of power. But it is important for our students to know that the Provost is always available to, and does frequently, meet or speak with any student about issues on DEI and other matters.

Within all programs, curriculum continues to be studied to ensure that multiple perspectives are assessed, considered, and honored. Narrow frames of reference or perspective in teaching curriculum can make us complicit in advancing racial hierarchies or not acknowledging what the history profession terms “racial pasts.” Not all faculty are trained to tackle all subject areas even within their own disciplines, but this is the place where the classroom can become even more of a learning environment. If students bring into the classroom contrary or different views, and are encouraged to speak, all their classmates and the professor can learn from and through difference.

There are many initiatives and programs underway to respond to and prevent macroaggressions and misinformation:

- The DiversityEdu training, taken by 79% of GU faculty and staff, discusses microaggressions and solutions for responding to them.
- The Dean of the College of Arts & Sciences convened the Inclusion, Diversity, & Equity in the Arts & Sciences (IDEAS) in Action group in October 2020, which includes faculty, staff, students, (and soon an alumni advisory board) to work on concrete actions to create an inclusive community in the College. The IDEAS in Action group is creating a resource page for students to empower them to report instances like these as they happen. This group is also looking to empower faculty and staff advisors in the same way so that issues like these are quickly dealt with at the department and Dean level. IDEAS in Action is working to ensure that faculty are hired that are truly aligned with our mission. The Dean of the College is also connecting with department chairs about the faculty reappointment process and how to include student evaluations and concerns in a way that conveys value. The College is also overhauling its new faculty orientation to address mission and expectations.
- In 2020, the History Department instituted minors in Asian American, African American, Latin American, and Native American histories as programs within the department.
- The School of Nursing & Human Physiology Diversity, Equity, and Inclusion Committee will further promote clinical and classroom opportunities for students to interact with diverse populations. The School will continue reviewing curriculum across programs to ensure that students are exposed to these issues and integrate anti-racism topics in the classroom, through the Diversity, Equity, and Inclusion Committee, and in consultation with the Office of Diversity, Equity, and Inclusion. To illustrate the importance of advocating for patients, the BSN program hosts a Poverty Simulation every semester, serving to educate students on the disparities in health, first-handedly illustrating how one's environment impacts health and healthcare access, and highlights the collective power of working with advocacy associations to help change health access imbalances.
- The Gonzaga in Florence curriculum responds and mirrors curriculum on the home campus; however, GIF is now looking to add a graduate certificate or graduate program in an emerging academic field, Mobility Justice, that encompasses diversity, equity, and inclusion. GIF students are offered a vast number of immersion experiences in Florence including visiting the Mosque in Florence, teaching English to local elementary and middle school children, and participating in Human Rights events with RFK Human Rights Italia.
- Within the School of Law, faculty are having discussions regarding DEI as it relates to required courses. While the subjects required are unlikely to change (required by the ABA), how we approach them—in terms of the primary and secondary sources of instruction used in the classroom—may indeed change as we become more thoughtful and aware with respect to DEI issues in the curriculum.

- The School of Education has the following in place:
 - o The Office of a Pedagogy of Hope Through Research and Practice (PoH Office) has provided a framework for culturally responsive instruction to be infused in curriculum throughout each program within each department. The PoH Office offers professional development to all faculty and students. Examples of ongoing work include:
 - School Psychology culturally responsive curriculum changes
 - 2021 Counselor Education culture lab development
 - Educational Leadership & Administration collaborative work with local school district equity practices and policies
 - Special Education curriculum focused solely on preparing future educators to serve K-12 students from marginalized populations
 - Discussions on the school-to-prison pipeline
 - Hope Dialogues
 - o A standing committee on Diversity and Social Justice currently in its 10th year
 - o Hope Dialogues – discussions meant to name, discuss, and address marginalizing policies, practices, etc.
 - o Strong collaborations with community agencies doing DEI work (Priority Spokane, Education and Talent Alliance, Spokane United Way, local schools, etc.)
 - o Strong collaborations with Gonzaga University agencies such as the Center for Community Engagement (CCE); a great deal of work in the community along with the CCE is being done that involves more than one department

Do we think that one three-credit course is sufficient for educating on the diverse experiences and complexity of identity in all facets... race, gender, sexuality and so on? Specific to Deena, how is she encouraging through Academic Council for Deans to implement DEI into their curriculum?

From the first to the last class, it is important that critical pedagogy is woven across the curriculum of all programs. While one course can introduce ideas to those unfamiliar to them, it will not transform practice.

The Academic Deans recognize that the work for acting on diversity, equity, and inclusion, including racial and social justice, is ongoing. When curricular changes are submitted to the Academic Council (comprised of faculty, staff, and students), the Council can (and does) ask questions about proposed decisions and regularly reviews each department or program via a sub-committee structure. We are all responsible for ensuring that we communicate our interest and need in greater attention to diversity of perspective, to a foundational knowledge base that pushes forward new ways of thinking, assesses the histories of people of color through more than their survival, but also their agency. These new trends in scholarship are important to the experiences of students in the 21st Century.

Following are specific examples of ongoing work underway in the College and Schools:

- Students are invited to serve on committees and can pursue academic degrees in Gender/Women's Studies, Native American Studies, and Critical Race and Ethnic Studies.
- The College of Arts & Sciences convened IDEAS (Inclusion, Diversity, Equity in the Arts & Science) in Fall 2020. This group is continuing to work on strategies to shape the curriculum in partnership with the U. Core Executive Committee, the Center for Teaching and Advising, as well as the Office of Diversity, Equity, and Inclusion (ODEI). Faculty hiring is a priority for the IDEAS group as well and the Associate Chief Diversity Officer is meeting with them to provide resources and tools to assist search committees in their outreach to underrepresented candidates of color.
- Following the BSU Zoom attack, the School of Nursing & Human Physiology established a DEI Committee to provide further training opportunities and communication with students. The School requires that students take a three-credit core course on social justice and health equity, unjust systems and structures, as well as community health, population health, and health policy content that follows the American Nurses Association's professional responsibility ethics. Working with the ODEI, the leadership team has also requested sessions on recruitment and retaining a diverse work force. Barriers for students, faculty, or staff of color are identified by the DEI Committee and remediation is being taken to remove the barriers.
- The School of Leadership Studies engages DEI work and projects beginning with reflections and questions around productive discomfort. All faculty and staff have completed the DiversityEdu training. The Dean is collaborating with other Deans and the Admissions Office to work to remove any practices that inhibit additional applications from eligible students of color at both the graduate and undergraduate levels. A University-wide Speakers' Series on DEI is being planned in collaboration with several academic partners.
- While Foley Library does not have a curriculum in the way that other areas do, they have been making changes to the ways in which the library is part of the academic structure of the university to better reflect concerns related to diversity, equity, and inclusion. They have increased their purchasing of databases and online archives covering topics related to DEI in recent years and are looking for opportunities to expand purchasing to increase the inclusivity of the collections. Changes are being implemented to book purchasing to ensure that significant titles related to DEI are received automatically going forward. Foley has also been partnering with the Institute of Hate Studies to develop archival collections documenting community-based strategies for countering hate in the Inland Northwest. They have also formed a DEI committee to help guide ongoing work, and future improvements will include increased incorporation of critical perspectives into library pedagogy, assessment of and improvement to library spaces and services for inclusivity, and ongoing training for faculty and staff.
- The School of Education believes that understanding systems of oppression is work that all members of the GU community must value and understand. That curriculum can be both an asset or complicit in advancing multiple perspectives, critical pedagogy, and applicable practices that advance questions designed to engage us all in transforming our practices. The School follows a specific hiring policy to diversify its faculty, to support incoming faculty, and has implemented initiatives to support critical action and thought (e.g., the Office of the Pedagogy of Hope).

- As Gonzaga in Florence employees, all staff are asked to take all of the trainings offered to GU faculty and staff.
- Every Law School faculty and staff member has completed the DiversityEdu training. This Spring, under the leadership of the DEI Committee, the Law School will be holding a full-day training/workshop, led by an outside facilitator, specific to DEI. This work will be followed up with an additional workshop in Fall 2021.

Since we are a predominantly white institution, what are you actively doing or going to implement to encourage the education of white students on topics of race and then racial justice?

DiversityEdu for students covers racial equity, white privileged, and other topics related to white privilege. For additional ways on how white students can provide solidarity and action for fellow BIPOC students, click [here](#).

To learn more about how white students can contribute to creating a socially just space, click [here](#).

Are all Gonzaga faculty and staff required to take diversity training? Do you think that requiring diversity training for all students, faculty, and staff could ever be implemented in the future?

Currently, diversity training for faculty, staff, and students is not required by the University but is strongly encouraged and is a culture norming expectation. Two DEI-related trainings are required for our workforce: all employees serving on a search committee must complete the Implicit Bias Awareness Training provided by HR as well a Title IX training. DiversityEdu has been completed by 79% of faculty and staff as of March 1, 2021.

This designation within the core does not whatsoever necessitate deep engagement with racial justice... how do we create the core such that classes are not designated as “social justice” without really offering deep engagement?

The addition of core courses can be difficult especially given major/minor requirements and graduation timelines for students. Currently, the Core Curriculum Committee is researching if certain courses might be designated as “Diversity, Equity, and Inclusion” courses that explore race, ethnicity, color, nationality, as well as cultural fluency. The Core Executive Committee will begin a curriculum mapping of all social justice, diversity and global culture courses to assess content (scope and depth) coupled with a triangulation to student learning outcomes and intercultural competence development into the end of the Spring 2021 semester.

Improving Faculty/Staff Diversity

According to our own IR factbook, our student body is far more diverse (26%) than our faculty (12%). It is striking that our group of academic deans are more diverse than our faculty. Will our academic leadership explain what obstacles would prevent it from committing now to hiring tenure-track faculty from underrepresented backgrounds and BIPOC communities so that our faculty, in each academic unit, represents the diversity of our overall student body?

Faculty are hired based on their expertise through an extensive review by other faculty approved to conduct a search. There is no single committee on faculty hiring; rather, faculty hiring takes place in a College or School, and by a search committee organized in the year before the search occurs. The process in total requires close to 200 hours and is budgeted well in advance of the hiring. Each search begins with faculty creating the job description, reporting their needs to the Dean and the Provost's Office, and then beginning to advertise the positions. Some positions receive hundreds of applications. If a job description, from the outset, does not carry information about an interest or expertise in diversity, equity, inclusion, or in the experiences of communities of color, it will draw fewer candidates of color. The Office of Diversity, Equity, and Inclusion participates in faculty searches as partners to assist with job descriptions and outreach to candidates of color.

The most difficult decision for most search committee members, in addition to expertise and potential alignment with mission and values, is choosing between three very qualified candidates. No one candidate brings everything, but some are close. Balancing DEI expertise, knowledge, and actual experience is important in selecting faculty for positions.

This past year, because of the work of Deans and Search Committees, several faculty of color candidates made the finalists' list and in at least 3 instances, faculty of color or underrepresented minorities were hired in tenure-track positions. This academic year, ODEI leaders will engage in workshops, meetings, and one-to-one conversations with Deans and Search Committees, as well as Human Resources, to secure participation in the Provost and President's priority of increasing our faculty of color.

Following are additional examples of how academic partners are focusing on increasing faculty diversity in recruitment efforts:

- We are identifying key networks for advertising and encouraging faculty of color to consider positions at Gonzaga in the coming year. From job descriptions that display or acknowledge the research interests of faculty of color, to responding and communicating with candidates of color, the process requires a search committee chair and Dean attuned to the topics or questions candidates of color might raise (e.g., types of schools, diversity in the schools, numbers of other faculty of color in a School or College).
- The Provost Office, ODEI and Mission & Ministry are in the final stages of a major revision to the Faculty Recruiting & Hiring Handbook for Search Committees. Many operational features of this handbook are based on inclusive excellence in hiring as well as aligned with our mission-based hiring policies and procedures.

- Gonzaga in Florence faculty fall into two categories: Gonzaga University faculty posted to Florence and local adjunct faculty. GIF faculty are hired based on recommendations from Academic Dean(s) and the Provost. Recently, requests have been made that include specific language asking Deans to consider diversity and inclusion when sending faculty to Florence. Local adjunct faculty undergo a simple search process and are often hired for brief periods to meet specific and temporary needs. Recruiting efforts for local faculty have created a diverse faculty with over half of faculty being women, including all of Business faculty. Faculty come from Europe, Asia, and Africa. GIF staff is made up by more women than men, and the last two hires have been members of the LGBTQ+ community.
- Foley Library is incorporating responsibilities and positional requirements related to promoting diversity, equity and inclusion in all positions. Every faculty position is being written to include assignments that advance Foley's efforts related to diversity, equity, and inclusion. Foley is requiring diversity statements as a part of all faculty recruitments to understand how prospective faculty hires will help contribute to DEI initiatives. Finally, they are developing more targeted recruiting strategies to bring diverse applicant pools to campus in every search.
- In collaboration with ODEI, and other Provost's Office units, the College of Arts and Sciences is undertaking a series of actions to hire AND retain a more diverse faculty. The Faculty/Staff Hiring and Retention working groups of Inclusion, Diversity, & Equity in the Arts & Sciences (IDEAS) in Action began meeting in October and have made several recommendations that have been shared with department chairs and faculty hiring committees. Search committees have been provided a resource folder with readings on best practices in ensuring a diverse candidate pool, first-person experiences of faculty of color in the job market, sample job ad language that is inclusive, a tool for identifying programs that graduate higher proportions of BIPOC faculty, and sample review rubrics to ensure transparency of job ads and selection, that include criteria for applicants' effectiveness at creating inclusive classrooms and/or inclusive curriculum. DEI and inclusive community work is a core part of the mission of GU and the College. Ads, placement plans, and rubrics will be reviewed, and the diversity of the pools will be monitored.
- The School of Nursing and Human Physiology is working closely with HR, the Provost's Office, and the Office of Diversity, Equity, and Inclusion to prioritize the recruitment, hiring, and retention of BIPOC faculty and staff. SNHP has established a Diversity, Equity, and Inclusion Committee with the purpose of collecting and analyzing data regarding faculty, staff, and student diversity to first establish a baseline. This Committee will identify and address barriers to recruitment, hiring, and retention of faculty, staff, and students from underrepresented groups, and identify solutions to removing those barriers. The committee will strategize ways to incorporate equity into the school's strategic plan. Additionally, the DEI Committee will collaborate with Admissions and Enrollment Management to create a long-term plan to recruit more diverse and BIPOC undergraduate and graduate students. Currently, the Physiology department is working ODEI to hire a BIPOC post-doc fellow for a three-year training tenure to eventually become faculty.
- Diversity is an important part of the School of Business Administration's hiring processes and they desire a pool of qualified diverse candidates. The School belongs to the PhD Project, an initiative designed to increase diversity in business schools.

- Building a more diverse faculty and staff is a strategic priority of the Law School, as committed to in their recent strategic plan approved by the faculty. Accordingly, every finalist pool will have one or more diverse candidates. For faculty hiring, a prospective faculty member's contribution to diversity is an objectively scored metric on the scoring sheets used by the hiring committee. Additionally, positions are being advertised "beyond the usual places," to better reach URM audiences.
- Established in May 2020, the School of Education's Hiring Policy for faculty requires that any questions be brought directly to the Dean's Office. Hiring Guidelines include: 1) All search committees must become familiar with the literature around the importance of recruiting diverse faculty (the Dean's office provides resources); 2) The chair of any search committee must submit to the Dean in writing, the process used to recruit diverse faculty members (where ads are listed, conferences, reaching out to HSI and HBCU schools, etc.); 3) The chair of any search committee will not submit a final pool of candidates for a position that does not reflect diversity and/or must include a rationale that explains why it may not. Staff hires are focused on increasing the number of diverse individuals who make up the School of Education. All search committee chairs must meet with the Dean before commencing any search to discuss expectations around the hiring of diverse staff members.

President McCulloh: Are there steps being taken to hire professors of color? Is there a committee work towards this goal?

The URM Post-Doctoral Fellows program is being relaunched by ODEI Spring 2021 semester with a recruiting effort to hire at least two (2) fellows to teach beginning Fall 2021 semester. We will target specific doctoral programs at Historically Black Colleges & Universities, Hispanic Serving Institutions and Tribal Colleges.

To learn more about the steps being taken to hire professors of color, click [here](#).

One of the long-term observations is that Gonzaga is not doing a good job of searching for, hiring, and supporting BIPOC faculty and staff. This has been a long-term call and observation, and yet, it seems we have continued to pass this off as "difficult" and that "it takes time". Yet, there are ways to be creative around this. My question is what specific actions are being taken to address this challenge, both in the short term and long term?

Hiring faculty and staff of color needs to be done. We are engaged in new and updated processes that have been very successful in these efforts. The last seven officers of the University hired (Deans, Provost, Associate Chief Diversity Officer, Vice Provost) resulted in a total of six categories of underrepresentation being recognized as important to the position. The President has also established among the Cabinet (the Vice Presidents who oversee the major divisions of the University) a priority for DEI hiring and each has begun to formulate plans for achieving results. Academic Deans are working with search committees to ensure diversity in finalist lists for

faculty searches. If the finalist list is not diverse, the Provost will ask each Dean and search committee to offer a stated explanation for consideration.

Searching for, hiring, and supporting BIPOC faculty and staff is a priority of GU and new searches have implemented strategic practices leading to the increase of hiring diverse administrators and faculty. This includes reviewing the language of position posts and expanding the network of where and how we recruit. Similarly, we recognize, once hired, we must be active in the ways in which we provide ongoing support. While there is still much to be done, evidence of beginning success can be seen by the hiring of BIPOC across the leadership of GU, (Provost, Deans, Academic Affairs positions and Office of Diversity, Equity and Inclusion) and an increase of faculty of diverse background hired in the past 2 years. The work continues in this area with several strategic initiatives; an example includes the re-launching of the Underrepresented Minority Post-Doctoral Fellow program. The re-assessment and re-organizing of this program will serve to strengthen GU's ability to recruit and retain diverse faculty and their families.

We are taking this matter very seriously. We anticipate increased results each year toward a goal of parity at 20% faculty/staff of color by 2025 as the [University's Strategic Plan](#) articulates.

Following are additional examples of how Academic partners are working to address the challenge:

- The five deans most recently hired (CAS, SOE, SEAS, SNHP, and SLS), plus the hiring of a Provost as well as an Associate Chief Diversity Officer, has shown significant progress in improving underrepresentation. Six of these seven hires between 2019 and 2020/21 resulted in the hiring of underrepresented groups at GU (ethnicity, race, gender and sexuality).
- In collaboration with ODEI, and other Provost's Office units, the College of Arts & Sciences is undertaking a series of actions to hire AND retain a more diverse faculty and staff. The Faculty/Staff Hiring and Retention working groups of Inclusion, Diversity, & Equity in the Arts & Sciences (IDEAS) in Action began meeting in October 2020 and have made several recommendations that have been shared with department chairs and faculty hiring committees. The following has been implemented by the Provost's Office: Search committee meetings that included Associate Chief Diversity Officer Dr. Robin Kelley where resource folders were shared. These resources included readings on best practices in ensuring a diverse candidate pool including domestic BIPOC faculty, first-person experiences of women and faculty of color in the job market to enlighten them about the difficulties that BIPOC people face both on search committees and as candidates, sample job ad language that is inclusive, a tool for identifying programs that graduate higher proportions of BIPOC faculty, and sample review rubrics to ensure transparency of job ads and selection, including criteria for applicants' effectiveness at creating inclusive classrooms and/or inclusive curriculum. DEI and inclusive community work is a core part of the mission of GU and the College. Position ads will continue to be reviewed as well as where they are placed and rubrics. The Dean's Office will provide support to committees about how to engage their faculty in this work and will monitor the diversity of the pool throughout the process.
- The School of Education has a specific hiring policy, mentor teams to support incoming faculty, and several initiatives to support critical action and thought for the entire School.

Our demographic data for 2018 shows that our staff community is predominately white (86%), what is Gonzaga doing to rectify this imbalance in its hiring practices?

According to federal and state equal employment laws, it is illegal to discriminate against anyone (applicant or employee) on the basis of that person's protected class such as race, color, religion, sex (including gender identity, sexual orientation, pregnancy and related medical conditions), national origin, age (40 or older), disability, genetic information, or protected veteran status in every aspect of employment. Due to these laws, Gonzaga University cannot state in any employment position advertisement that we will hire a person of color; however, we will continue to encourage people of color to apply to posted positions. One example is to specify in position postings that we are seeking candidates with experience in or with communities of color, working with BIPOC, POC clients, with preference given to experience in race identity formation, racial trauma, racial justice, marginalized populations within PWI setting; counseling and development of support services congruent with contemporary DEI methodologies; and expertise working with emerging adult development (specifically BIPOC, POC).

To learn more about what Gonzaga is doing to rectify the imbalance in hiring practices, click [here](#).

I ask this not for quota's sake but want to know how we are ensuring that the staff we are hiring is not only more diverse, but embodying our mission and is encouraged to seek out racial equity.

The use of the word "quota" is reminiscent of the 1970s Affirmative Action debates. Goals are not quotas, and quota has a difficult, tragic history in the United States. Institutions are allowed to establish goals and objectives that meet their learning mission, their identity and values, or their academic orientation. These goals allow an institution to flourish and meet the society where it is, diverse in demographics and rich in a history of change, reform, and progress toward equity and inclusion.

To learn more about how Gonzaga is ensuring the hiring of diverse staff that embody the mission, click [here](#).

What new training or ideas has CSPA developed to better address future incidences like virtual hate crimes?

As of February 2021, there have been no major developments on potential suspect identification of the BSU Zoom attack. The FBI continues to be the lead investigative authority for the case. In speaking with other institutions that have had similar attacks, as well as meetings with the FBI, these cases rarely get resolved due to the complex nature of cyber tracking. Going forward CSPA will not stop prompting the investigators until we are informed the case is closed.

Following are additional trainings that CSPA staff have completed and are in the process of developing:

- All Campus Security & Public Safety officers/staff completed DiversityEdu as of January 2021.
- Becky Wilkey is researching investigator training for hate crimes/bias incidents.
- Every CSPS officer completed bias training in August of 2020 from Calibre Press that focused specifically on law enforcement and security response.
- New officers will be trained in the same program as part of their onboarding.

For more information on additional security measures put into place, click [here](#).

Safety & Accountability

Given that ITS could have forced default settings to protect consumers of Zoom, what steps have been taken post-incident? Has the Chief Information Security Officer been involved?

There is no excuse for the horrific incident that occurred on November 8th. Even with all the security measures put into place with technology platforms like Zoom, there are still opportunities for unwanted and malicious actions to occur.

When Zoom was deployed at Gonzaga, the goal was to set it up in a way that would best serve the needs of students, faculty and staff. As there would often be opportunities to invite non-Gonzaga guests to Zoom meetings, the standard configuration set up created fairly open meetings, but with configuration options for the host to add more security where needed. A comprehensive [web site was created](#) to provide Zoom hosts with tools to manage security and other configurations around meetings and a [security specific site](#) was also created.

When the Zoom tools were launching, ITS used Morning Mail to make the community aware of these available resources and students were also able to visit the Next Gen Tech Bar in the Hemmingson Center to get in-person assistance, an opportunity that is still available to all students. ITS leadership, including the Chief Information Officer, Information Security Officer, and Chief Technology Officer have been involved in configuring Zoom to provide maximum security while maintaining a user-friendly experience. ITS is continually working with Zoom on updates and product security.

The event on November 8th shed light on updates and process changes to recommend to the full Gonzaga community when using the Zoom tool. We remain committed to continuing the work to provide our community with the best possible experience.

Some examples of work underway to improve security enhancements include:

- End to end encryption to prevent hackers from listening in on meetings.
- Multi factor authentication (for Gonzaga through Microsoft Azure Active Directory) for logged in users (not for guests).
- Suspend Participant Activities, let hosts and co-hosts pause a meeting, remove an uninvited user and notify Zoom's Trust and Safety team. After the host or co-host has reported the user, they can re-enable meeting features like video, audio, in-meeting chat or screen sharing, which are put on hold as they're blocking the disruptor.
- Report by Participants, which lets users report an intruder directly from the Zoom client by clicking the top-left security icon.
- At Risk Meeting Notifier, which scans public posts online and across social media for Zoom meeting links. If it finds publicly posted meeting information that suggests a meeting is at high risk of being disrupted, Zoom will notify account owners and administrators via email.
- In direct response to the attack on the Black Student Union, ITS has disabled the ability for guests to rename themselves during the meeting (e.g., entering the meeting pretending to be a student and then changing their name).

- We will also be offering in person Zoom training classes for students during the spring semester.

When a call is made to campus security, at any hour, who (job title) is the one to answer and respond to the call? Additionally, who is next in line to follow up with certain calls like associated with these hate crimes?

Campus Security & Public Safety is available to all students, staff and faculty 24 hours a day, 7 days a week, 365 days a year. Every call to the 509-313-2222 number is answered by a trained Communications Officer and subsequently, a Security Officer is dispatched to respond to the call in-person or if appropriate, by phone or Zoom. If the incident requires documentation, the officer completes a report. When a bias or hate crime is reported, the Security Officer will speak to the caller, document the incident, and notify the Security Administrator on-call. The Security Administrator, usually the Director or the Associate Director of CSPA, will notify the Student Affairs Administrator on-call and if necessary, the Resident Director on-call. The report is reviewed by the Lead Security Officer on the shift as well as the Associate Director and the Director. All documented reports of bias are forwarded to the GU Bias Team. All hate crimes are reported to the Spokane Police Department and the Bias Team. CSPA will follow-up with the appropriate departments and external law enforcement agencies.

Some of the responses so far have been reactive. What are some tangible proactive action items the university has to protect Black students?

As with any incident of this kind, there are certainly responses that feel reactive. These responses are put in place to ensure that processes are implemented that will protect our campus community going forward. Campus Security and Public Safety (CSPA) recognized a need, particularly with COVID, for our national racial reckoning and isolation. Ahead of the traumatic Zoom bombing, it was important to reach out and strengthen our relationships with our Black students and other marginalized students. Personal and public safety for people of color at Gonzaga is of utmost importance.

Our Trustees and Regents expressed both personally and in statements their concern for student safety. Together, this community has rallied to create processes that respond to students when there is danger, potential harm or perceived threat to any student. We will continue to work and monitor our progress on this front, including reaching out to student clubs or organizations, providing assistance, and reporting back our findings.

Training, bias response, and critical incident response are keys to improving this culture of safety. Some of these trainings include:

- Prior to the incident, departmental trainings were put into place within CSPA to address any implicit or any explicit bias, and cultural insensitivity and incompetence we needed to address. Training sessions included, implicit bias, Diversity.edu, De-escalation, Autism

Awareness, and most recently SAGE (Sexual and Gender Equity). These trainings have been completed by the entire CSPA staff and are part of an annual training curriculum.

- Additionally, due to the heightened emotion from the 2020 election, CSPA submitted a post-election safety article with the Gonzaga Bulletin discussing how to remain safe on/around campus.

As a student of color who has experienced a great number of racist remarks from both Gonzaga students and professors, what type of response/punishment will be enacted to deal with these incidents in order to ensure the safety of your students of color?

Racist remarks from GU community members are never tolerated. Incidents must be reported, with subsequent investigations and a letter of expectations from the Provost and the Dean, stating consequences if the behavior continues.

Faculty and students that do not come from minoritized populations may not understand how they are situated within systems of oppression. Courses, webinars, networks, and resources can help faculty understand how their remarks, made with whatever intention, might have unintended consequences. In the exchange of ideas in a classroom, regulating speech or behavior can have as big of an effect as ignoring microaggressions or bias. The key is to find ways to identify the situations that get in the way of learning and work to practice better methods of communication. Students can also remember to share feedback in their final course evaluation forms.

Following are additional ways our Academic College and Schools are addressing these unacceptable situations:

- The College of Arts & Sciences convened the Inclusion, Diversity, & Equity in the Arts & Sciences (IDEAS) in Action group in October 2020, which includes faculty, staff, students, (and soon alumni advisory board) working on concrete actions to create an inclusive community. The IDEAS in Action working group is creating a resource page for students to empower them to report instances like these as they happen (there are already processes to report but students may not be aware of the many ways they can voice their concerns). This group is looking to empower faculty and staff advisors in the same way so that they know what they can do when they learn about these situations.
- The Dean of the College has also begun speaking with department chairs about the faculty reappointment process, and how to include student evaluations and concerns in a way that conveys our values.
- To complement the work that CTA, Mission and Ministry, and ODEI do to onboard faculty, the College will also overhaul its new faculty orientation to address mission and what we expect from faculty. In addition, as noted in response to another questions here, IDEAS in Action is working to ensure we hire faculty who are truly aligned with our mission.
- Students can meet with the College CAS Dean, through coffee hours, and also have a voice by volunteering on IDEAS in Action.

- The College CAS Dean is launching a student advisory board in Fall 2021 to hear directly from students about how they'd like to see the College move forward to create an inclusive and excellent environment.
- The School of Nursing & Human Physiology Dean's Office swiftly engages faculty and staff to ensure that any incidents are reviewed and responded to appropriately in consultation with the SNHP DEI Committee and the Office of Diversity, Equity, and Inclusion.

To Becky, Philip, and/or Thayne, where are we in the investigation process and how close are we to discovering the perpetrators of this hate crime?

As of March 1, there have been no changes or updates to the investigation. It is an open case, and the investigation is ongoing.

Gonzaga's Campus Security and Public Safety, Information Technology, Spokane Police Department, Federal Bureau of Investigation, and Zoom Trust & Safety departments are all currently working on identifying the individuals responsible for the November 8th incident. The most up-to-date information shared with CSPS and ITS is that the FBI is currently trying to track the IP addresses found to be used in the Zoom meeting. Many of the IP addresses are from foreign countries which makes it more challenging. Masking and rerouting of the IP addresses is a common ploy among nefarious groups or individuals when trying to cover their tracks. According to the FBI, this case could take several months if not longer to solve. Two additional things to know: (1) CSPS and ITS have been working on this investigation since the incident occurred, and (2) Continuous emails, phone calls, meetings, committee work, and many concerns from community members have been addressed.

To President McCulloh: Was the individual who stole the George Floyd sign from the #SayTheirNames memorial disciplined, and if not, why? Moving forward, what can students representing vulnerable communities expect when a hate crime is committed against them by another student?

We cannot comment on matters protected by FERPA.

Was it shared publicly that GU determined who took the signs? What happened to the perpetrator?

We cannot comment on matters protected by FERPA.

You may want to differentiate between a "hate incident" vs a "hate crime." I believe a hate CRIME should be reported to law enforcement.

The Zoom bombing attack is being investigated as a hate crime. From the University perspective the Zoom bombing attack is a hate incident since GU is not law enforcement.

Thank you for all of your remarks this evening. Could you please let us know when we can expect an update on the investigation into this matter?

To learn more about updates on the investigation, click [here](#).

In the Community

If some Board of Trustees members, other deans, and prominent parents, etc. still take problem with the ideas of Black Lives Matter, how can we expect any legitimate disruptions/changes in the system to occur?

Trustees and Regents are not selected on the basis of their political views, and so likely, many different political perspectives are represented on the Board. Similarly, Deans are not hired on the basis of their outlooks, perspectives, and political opinions but on the record of their achievements, their vision for the position, and through a process that involves students, faculty, and staff who are able to ask questions and meet with candidates. There are many vocal Trustees who have voiced their support for the BSU and for all students of color in this particular incident as well as on other occasions.

Following are additional steps that were taken following the BSU incident:

- The Academic Deans sent messages of support to the BSU and to their own student groups in the weeks that followed the attack.
- All of the Deans are committed to hiring a more diverse faculty and working with the faculty-led search committees including the 170 faculty who signed a petition in support for the BSU's agenda.
- The Deans gathered with their faculty, staff, and students to listen to concerns.
- Five Academic Deans have created DEI councils or committees within their School or College.
- Faculty allies can make a large difference in hiring people of color because it is faculty who devise job descriptions, serve on the search committees, select the lists of finalists, interview finalists, and submit recommendations to their Dean.
- Students can check with their majors/minors and departments to be involved in faculty searches, as the inclusion of students varies by department and school; each search for a faculty position involves an average of 200 hours of time and commitment.
- Recently, the [Council on Diversity, Equity, & Inclusion](#) provided five goals that are underway this year:
 - o **Philosophy, Mission, and Campus Climate:** Draft a statement committing the university to be an anti-racist institution, to be approved by the Council and sent to the Cabinet by the end of Fall 2020.
 - o **Faculty and Curriculum Support:** By the beginning of spring semester, develop and distribute a communication plan for faculty to check in on the holistic well-being of their students.
 - o **Staff Support:** Keep staff and faculty candidate pools open until a 30% diversity benchmark is met for all positions opening February 2021 and beyond.
 - o **Student Support:** By March 1, 2021, create a template for discussion on DEI and inclusive excellence to be implemented in all Blackboard course shells for the first day of Summer Session 2021.
 - o **Administrative Leadership:** Create a microaggressions course for all faculty in order to equip faculty with tools and skills to respond to incidents in the classroom by the summer 2021 semester.

If members on the board of Trustees do not support Black Lives Matter, how will Gonzaga ever achieve support for students and racial justice?

25 Regents completed the DiversityEdu program and participated in a 4-hour DEI retreat development session on February 25 facilitated by Dr. Kelley and Dr. Reyes. To learn more about how university leadership are selected, click [here](#).

If an “all lives matter” donor commits a transformational gift, how will you go about that? Will you accept those funds? How will you navigate donors who disagree with the irrefutable fact that Black lives matter?

Generally, donors are discouraged from creating a new theme, but instead encouraged to support initiatives that have been vetted and work with our values; in this case, we would be interested in donors and friends who want to encourage more diversity, whether through hiring or programming. We have never had anyone approach the institution with an “all lives matter” gift, but we do know that the practice and tradition at Gonzaga is to spend considerable time with donors and friends to match our institutional and Jesuit, Catholic, humanistic values with any potential gift.

How do we as an institution better support staff and faculty of color in a town that is systemically racist and predominantly white?

For more than 130 years, Gonzaga has been interwoven in the fabric of the Spokane community. It has been a constant in the heart of our institutional mission to support the community in which we reside.

We recognize the challenges that come from being part of a community that is predominately white. As with any institution in the heart of a city, there are many things out of our control; however, we have put systems in place and prioritized partnerships with key local organizations to support our communities of color, including but not limited to:

- Deep ties with the local NAACP in Spokane.
- Gonzaga faculty and administrators work with Hispanic Business groups and participate annually in student scholarship initiatives.
- The President of Spokane Community College is both a Gonzaga Trustee and Latina.
- Opportunity Northeast is funded by friends of the University intending to create student opportunities to support local community needs.
- For the last 25 years, Gonzaga has sponsored, hosted and supported three community-wide ethnic community graduation celebrations: The American Indian Community Graduation Celebration; The African American Community Graduation Celebration; and the Hispanic Business & Professional Association (HBPA) Community Graduation Ceremony.

- Prior to COVID-19, The Office of Tribal Relations hosted and sponsored the Tribal Language Committees from the regional area reservation communities. The gatherings came from the First People's Language Initiative designed to preserve and support tribal language revitalization and sustainable development.
- The Office of Tribal Relations has also coordinated several Native Education Symposiums with the School of Education for regional area K-12 school districts and other colleges and universities.
- The School of Law has conducted several "continuing education" professional development programs addressing tribal law topics.
- The School of Nursing & Human Physiology has worked with the Spokane Urban Indian Health Center, NATIVE Project and the Coeur d'Alene Tribal Medical Clinic in Plummer, Idaho to create practicums, internships.
- The School of Business Administration students and faculty have worked with minority-owned businesses in the Spokane area to assist with developing business development plans and resource development strategies.

Students can learn more about these partnerships by involving themselves with the organizations that provide introductions through our several community engagement projects and offices.

What is Gonzaga doing to help influence the culture of Spokane to become more inclusive? I was the Filipino American Student Union president in 2012-2013 my senior year, and I felt that Asians were for sure more accepted than our black classmates. But the greater Spokane community was a challenge once I graduated and lived there post-graduation.

Gonzaga is proud to be a part of the Spokane community. We recognize that the broader region is predominately white and therefore work hard to build and sustain partnerships with organizations that support our students of color. Click [here](#) to learn more about what Gonzaga is doing to help influence the culture of Spokane.

Are alumni aware of the hate crime?

Yes, all alumni email addresses in our database were included in the outgoing messages shared to the Gonzaga community about the hate incident. In addition, days after the BSU incident, Dr. Raymond Reyes and Dr. Robin Kelley joined the University's regional alumni chapter leadership for a virtual conversation about the incident and ways that the alumni community can support BSU students and other BIPOC students at Gonzaga. Alumni were also invited to the Town Hall and the recording was made available to those who could not attend the live session. The Advancement Office continues to dialogue and work with alumni volunteer leaders on developing and providing educational curriculum and programming for staff, volunteers, and the alumni base to best meet the needs of a diverse student and alumni community.

Aside from our responsibility in our communities and families as a parent, away from the campus community, how can we support BSU and BIPOC students at Gonzaga?

Gonzaga's commitment to racial justice is rooted in its Catholic and Jesuit mission and identity. In fact, working toward racial justice is essential to living into that identity and mission. The superior general of the Jesuits, Fr. Arturo Sosa, S.J., has called Jesuit universities to be sources of reconciliation. But he and his three most recent predecessors have also acknowledged that such reconciliation is only possible if justice is first realized in light of historical injustices. Having its foundation in a faith that does justice, Gonzaga is called by the Jesuit and Catholic traditions to work toward realization of the justice through the lens of God's preferential option for the poor and marginalized. In other words, the common good can only be realized by striving, first, for justice for those who have historically been pushed to the margins of society by those in power. In the context of white supremacy in the United States, the legacy of chattel slavery and continuing effects, and settler colonialism, this entails standing in solidarity with BIPOC communities, listening to them, and struggling within toward the realization of justice.

What's Ahead

'@ Kent Porterfield and President McCulloh, what are your specific plans to disrupt the systems that have led to this attack among others in our community? Can you give us tangible, concrete ideas that you are currently working on?

Recently, the Division of Student Affairs adopted [three DEI Commitments](#) that speak to the disruption of current systems and affecting changes that are more inclusive, equitable and just. Following are specific examples of work already underway and planned over the next year:

- CSPS is developing a project to implement RAVE Guardian. RAVE Guardian places a safety tool in the palm of the student's hand via a smartphone app. It provides students greater agency in managing their own safety as well as looking out for the safety of their friends. The "guardian" aspect of the application comes from students' ability to name another student your guardian, so they know where you are and when you are scheduled to arrive safely home.
- ITS released "[3 Tips for Zoom Security](#)" and disabled the "Allow Participants to rename themselves" Zoom option. Participants can no longer change their screen name displayed to other participants. The Zoom "At Risk" functionality has been turned on since September; this scans public posts on social media sites and other public online resources for Zoom meeting links. When it identifies publicly posted meeting information that indicates a given meeting may be at high risk of being disrupted, Zoom notifies account owners and admins by email. ITS is also partnering with students from the Next Gen Tech Bar on a Zoom training for students that focuses on managing meetings, especially meetings that may be open to the public.
- Student Involvement sent an email to student club leaders instructing them about how to limit attendance/viewing on Zagtivities using event registration. Staff have moved some student organization meetings to private so they can only be seen by those in the Gonzaga community.

Within your own spheres of influence at GU, what are you doing to move that space into being "anti-racist"? What's next for you in either Student Affairs or Academic Affairs or so on

The Division of Student Affairs has adopted three DEI Commitments with many elements of which some have already been put into place:

1. **Capacity Building** initiatives develop an individual's, department's, and the division's ability to create a more diverse, equitable, and inclusive campus. This work encompasses the living, working, and learning environment.

We commit to building our capacity, because we believe in life-long learning and know that to be better staff and administrators for Gonzaga University and our students, we must understand how our own social identities and the dominant systems within our institution impact our goal of being a diverse, equitable, and inclusive campus. Our commitment to build capacity requires us to apply our knowledge, skills, and attitudes in leadership toward this goal.

2. **Staff Recruitment & Retention** initiatives address the goals of increasing the demographic diversity (including race or ethnicity, gender identity, sexual orientation, ability) of the staff within the Division of Student Affairs and improving staff support, satisfaction, and retention. This work encompasses the living, working and learning environment.

We commit to recruiting and retaining a diverse workforce to best serve the diverse population of Gonzaga students. We believe a diverse staff and leadership is imperative to advance DEI related goals, operate with inventive creativity, and support students from all social identities.

3. **Program Review** initiatives relate to the ways in which each department and program within the Division of Student Affairs works to integrate a DEI lens into our work through assessment, evaluation, and continuous improvement.

We commit to reviewing our programs, policies, and practices, because we understand that “whiteness” impacts our work in ways that serve the dominant culture better than non-dominant cultures. Examining our work using a critical lens allows us to unpack this biased system and redesign it in service to our diverse student population.

Academic Affairs is developing a Strategic Plan, which includes the Schools and College, two Vice Provosts (Student Affairs and Academic Affairs Administration) and three Associate Provosts (Enrollment Management, ODEI, and Educational Effectiveness). That plan will reflect our thinking about our work across every arena, grounded in our mission and values, interests and pursuit of racial and social justice, and concerns for all members of our community who are underrepresented (racial, religious, political, sexual, gender, and class under-representations). This plan will identify initiatives and projects at the forefront of our dedication toward making Gonzaga a University that is a place where all are welcome.

Following are specific examples of how Academic Partners are continuing to move that space into being “anti-racist”:

- 40 committed College of Arts & Sciences faculty, staff, and students are working on strategies affecting curriculum in coordination with many other units including University Core Executive Committee, CTA, ODEI, and Student Affairs. The Dean has created faculty/staff and student coffee hours, some open to all, and some open to BIPOC or other groups (e.g., religious minorities at GU, LGBTQ+), to connect with people and allow them to voice experiences, hopes, and concerns to create a more inclusive community where everyone can thrive.
- Briefly after the BSU Zoom attack, the School of Nursing & Human Physiology reached out to faculty with a list of resources and trainings to serve as a basis for skill-building in having productive discussions around anti-racism topics, particularly in classrooms that lack diversity and after traumatic events. Participating in dialogue with other offices engaged in this work on campus, inviting BIPOC to be guest speakers in multiple venues, and working with HR and the Office of the Provost, will make clear that there are consequences of promoting racist behavior. The School’s DEI Committee engages faculty, staff, and students in productive, anti-racist conversations in the classroom and the boardroom. Resources and training opportunities are made available to faculty, staff, and students, and

they are encouraged to attend these events. The SNHP RSCE initiative is researching and pursuing grant opportunities that promote funding for scholarships and traineeships for students from underrepresented groups. Examples of this include:

- The Dean and Associate Dean for Undergraduate Nursing met with upper division nursing students to discuss inclusion of diversity content in 5 BSN courses, as well as the purchase of non-white simulators to better represent diversity and for teaching purposes. They also met with the undergraduate nursing student population to check in with students and seek their input on how they would like to be supported.
- The Dean's Leadership Team will be holding their spring retreat and has engaged the ODEI to provide sessions on recruiting and retaining diverse faculty and staff. ODEI will also be providing a townhall session open for faculty and staff on how to create more inclusive classrooms.
- Despite the distance, Gonzaga in Florence is a part of the Gonzaga University community, and pledges to prioritize diversity in activities. As an Italian entity, they operate under a different legal framework, obliged to follow Italian Law and MIUR (Ministero di dell'Istruzione e Ministero dell'Università e della Ricerca) guidelines, which, at times, differ significantly from U.S. Law and guidelines. The study abroad experience defines itself as an encounter with other cultures in their own context, and GIF embraces diversity as a founding principle of its mission.
- The School of Law's deep engagement with DEI predates the BSU Town Hall incident. The incident, however, underscores the urgency and importance of these efforts and our collective work. The School is committed and on the path, and thankfully, some of its efforts are bearing fruit. This year's entering 1L class was 27% diverse, the highest ever. In this year's admissions cycle, applications from URM students are up 2x in real numbers from this time last year (~100 v. ~200).
- The School of Education recently opened the Office of a Pedagogy of Hope through Research and Practice (PoH Office). One its central functions is to provide ongoing training for all faculty, unpacking systems of oppression. This work will provide an avenue where faculty, staff, and students can engage with critical questions that will change curriculum, practice, and relationships. Additionally, the Office will enhance existing partnerships with offices both on and off campus so that learning and acting with and for one another is a true community experience. Transformational practices that promote love for all through equity, respect, and reverence with and for ALL community members in the field of Education is the goal.

Additionally, the Academic Deans, Academic Council, and Committees awarding grants or fellowships are highly encouraged to reflect on how a proposal or initiative assists the institution overall in advancing diversity, equity, and inclusion. Reflection is a critical part of decision-making, and all decision-makers are encouraged to inquire about affordability and accessibility. Taken together, these steps help ground us in a culture that honors and advances in its actions DEI:

- The School of Law has created a full-ride scholarship, named after Black Gonzaga Law School alumnus Frank Burgess, for one exceptional diverse student per entering class. The Carl Maxey Social Justice Scholarship program, a full-ride scholarship program offered to 3 entering students per class, requires diversity and a commitment to social justice. This

past fall, the School's Center for Civil & Human Rights launched the Lincoln LGBTQ+ Rights Clinic, one of the first of its kind in the nation, and the only at a Catholic Law School. The Center for Civil & Human Rights sponsors flagship events at the Law School, including its Social Justice Friday lunch series in partnership with other units across campus. Diverse speakers are prioritized through these events.

- The Florence Scholars program works to increase student diversity through targeted scholarships for students to attend GIF. These scholarships contributed to a more diverse cohort of students in Spring 2020.

Why was there not a member of the BSU selected to be on the panel, if student voice is that important?

BSU requested that the panel be comprised of administration and declined to participate as a member of the panel.