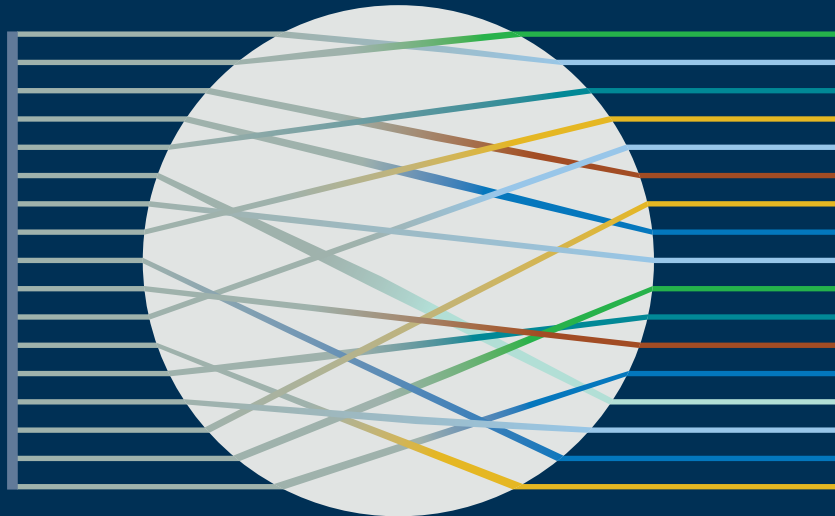# Inclusive Excellence Strategic Plan

2024-2025

School of Education

From the President

In keeping with our Catholic, Jesuit and humanistic heritage and identity, Gonzaga University seeks to engage students, faculty and staff in a culture of inclusive excellence that creates an exemplary learning community and fosters the holistic development of the whole person. From hiring and training of employees, to curriculum development and student activities, the work of inclusive excellence belongs to each and every one of us.

Thayne M. McCulloh, D.Phil.

Gonzaga University Mission Statement

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

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

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

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

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Message from the Chief Diversity Officer

Dear University Community:

This plan is designed to meet Gonzaga's aspiration to become a more inclusive and equitable institution and authentically embody our educational mission in an increasingly culturally diverse world. The goals and objectives outlined in the plan reflect concrete aspirations which will require organizational coordination, investment and leadership. The objectives include various outcomes representing short-term and long-term tactics and actions. This strategic plan serves as a unified roadmap for diversity, equity, inclusion, belonging and justice. We aspire to reach the University's highest levels of inclusive and academic excellence for the common good. In keeping with our Catholic, Jesuit, humanistic heritage and identity, Gonzaga engages students in a culture of inclusive excellence and creates an exemplary learning community that fosters the holistic development of all human qualities. Gonzaga's person-centered educational mission embraces intercultural and diverse identities, backgrounds and experiences, and prepares students for leadership, social justice-driven citizenship leading to an antiracist future, and equity for all. The Plan includes priorities, tactics and strategics, objectives, new investments, assessment and accountability efforts. Most critically, this plan represents the voices of our campus community.

We are determined to demonstrate through deeds and actions that our University's commitment to the principles of diversity, equity, inclusion, belonging and social justice is more than mere words. The Inclusive Excellence Strategic Plan represents the next phase in our pursuit of being a distinguished university that advances equitable access, inclusive learning and engagement in a diverse community. The goal of this plan builds upon the investments and intentions made by multiple university members to create and sustain transformational change. In collaboration with campus partners, the Office for Inclusive Excellence will monitor planned efforts and annually share progress on Gonzaga University's Inclusive Excellence Strategic Plan objectives and related plans for individual units (academic and administrative) across campus. We adopted a phased approach to strategic planning. Phase one of the process was the creation of the Gonzaga University strategic plan. The objectives reflect high-level action steps, not necessarily specific, measurable, attainable, relevant and time-bound in all areas. Phase two will be the development of detailed unit plans to include specific, measurable, attainable, relevant and time-bound objectives.

We are building a community that engenders a sense of belonging. As such, all members of our community are responsible for this plan, and campus leaders are accountable for executing the plan. The Gonzaga University Inclusive Excellence Strategic Plan would not be possible without the leadership of President Thayne McCulloh, the GU Council on Diversity, Equity and Inclusion, and the beloved campus community.

Thank you for engaging in this important work with us and remaining dedicated to supporting efforts to make Gonzaga University a place where everyone belongs.

Sincerely,

Robin Kelley, Ph.D.
Chief Diversity Officer

PRIORITY 1
Recruit, retain and foster the success of a diverse community

Create a critical mass of exceptional and talented students, faculty and staff who will represent Gonzaga University's academic excellence and diversity. Create and revise protocols, policies, procedures and practices that establish a pipeline for high-caliber students, staff and faculty from underrepresented and underserved groups to join, stay and succeed at Gonzaga University. *RESPONSIBLE UNITS: ALL UNITS*

TACTICS AND ACTIONS

1.1: Increase enrollment of undergraduate and graduate students from underrepresented and underserved groups.

1.2: Develop hiring and retention policies and procedures that effectively bring and keep individuals who help diversify Gonzaga's workforce and capitalize on Gonzaga's mission and values.

1.3: Establish teaching assistantships, graduate assistantships, fellowships and partnership programs that create a pipeline for traditionally underrepresented populations' paths to the professoriate at the university.

1.4: Evaluate and develop metrics to gauge faculty and staff recruitment efforts, including the entire recruitment process from candidate vetting to onboarding. Review and update recruitment policies, processes and procedures.

1.5: Create communities of practice for inclusive mentoring of faculty, staff and students, highlighting on-campus and external best practices for retention and success.

1.6: Build and sustain a campus-wide infrastructure for inclusive mentoring of students, faculty and staff as a core value of the campus community.

1.7: Develop and institutionalize innovative techniques and programs such as Target of Opportunity, Dual Career, Spousal Accommodations, Underrepresented Minority and diversity Postdoctoral Fellowship program, future faculty programs, and cluster hires to increase the diverse composition of faculty and staff at Gonzaga University.

1.8: Incorporate diversity, equity, inclusion, belonging, and bias education into search processes for all Gonzaga University positions.

1.9: Conduct stay interviews with faculty and staff to encourage retention and to address any issues early.

1.10: Create collaborative recruitment programs across the Spokane region, state of Washington and nationally to increase campus exposure and attractiveness to underrepresented population.

OBJECTIVES

Objective 1: Minimally, 20% of full-time faculty and staff will comprise employees from racially, ethnically or culturally diverse populations (using federally defined categories). (Target: 2028)

Objective 2: Minimally, 30% of each entering undergraduate class will comprise students from racially, ethnically or culturally diverse populations, including international students (using federally-defined categories). (Target: 2028)

Objective 3: Minimally, 50% of tenure and tenure track faculty will comprise of individuals who identify as women. (Target: 2028)

Objective 4: Minimally, 25% of administrative leadership (director level and above) will comprise employees from racially, ethnically or culturally diverse populations (using federally defined categories). (Target: 2028)

Objective 5: The University will retain, until graduation, a minimum of 90% of undergraduate students from racially, ethnically or culturally diverse populations (using federally defined categories) and underserved and underrepresented groups. (Target: 2028)

Objective 6: The University will endeavor to annually improve upon retention rates for faculty and staff from racially, ethnically or culturally diverse populations (using federally defined categories). (Target: 2023-2028)

Objective 7: The University will endeavor to annually improve upon retention rates of tenure track faculty who identify as women. (Target: 2023-2028)

Objective 8: The University will endeavor to annually improve upon retention rates for faculty who identify as individuals with disabilities, veterans and LGBTQ. (Target: 2023-2028)

Objective 9: Strive to progressively close student success and equity gaps in terms of four year graduation rates of students of racial/ethnic populations that are 80% and below. (Target 2023-2028)

PRIORITY 2
Nurture an inclusive campus climate and intergroup relationships

Cultivate a community at Gonzaga University where members with diverse backgrounds, experiences, identities and perspectives enhance the pursuit of academic and inclusive excellence. Create a sustainable, inclusive community where all members are welcomed, valued and supported and have a sense of belonging.

RESPONSIBLE UNITS: ALL UNITS

TACTICS AND ACTIONS

2.1: Conduct university-wide campus climate surveys every five years to understand faculty, staff and students' perspectives and experiences. Use the data collected from the campus climate survey to comprehensively assess the present campus climate to inform current and future decisions about building a more diverse, inclusive and vibrant university environment and community.

2.2: Raise awareness about reporting climate concerns and biases. Develop and implement a campus-wide education effort to raise awareness among students, faculty and staff about the ways to report climate concerns through BIAS reporting and other mechanisms.

Create a campus environment where all faculty, students and staff have full access to campus resources and participate, contribute and thrive at Gonzaga University.

2.3: Implement multidisciplinary and holistic strategies — such as town halls, mediation, facilitation and restorative justice services — to respond to bias incidents that cause harm.

2.4: Annually review programs, policies and practices to ensure a culture of inclusion and equity for students, staff and faculty.

2.5: Provide orientation and onboarding experiences with DEIB and SJ* content for search committees, chairs, managers, supervisors and leaders. Consult with CDO and OIE.

2.6: Provide DEIB and SJ information, training and support to develop and engage alumni affinity groups and donors.

2.7: Create a campus environment where all faculty, students and staff have full access to campus resources and support to participate, contribute and thrive at Gonzaga University.

2.8: Create a disability awareness and access committee to serve as an advisory group for improving accessibility for students, faculty and staff at Gonzaga University.

2.9: Create and continue to provide inclusive University facilities. Establish a Facilities Accessibility Working Group to establish campus-wide guidelines to create a more accessible and physically inclusive environment.

2.10: Create an undergraduate and graduate student DEIBJ subcommittee and advisory group out of the GU Council on Diversity, Equity and Inclusion to advise the president, provost and chief diversity officer on student-focused inclusion and belonging initiatives.

OBJECTIVES

Objective 1: Decrease the number of annual bias incidents by 25%. (Target: 2023-2028)

Objective 2: Address recommendations identified in the 2017 campus climate survey. (Target: 2023)

Objective 3: Decrease the number of discrimination and harassment complaints by faculty, students and staff by 25%. (Target: 2028)

Objective 4: Include questions about belonging on faculty, student and staff surveys. (Target: 2027)

Objective 5: Address all recommendations identified in the 2021, 2022 and 2023 National Assessment of Collegiate Campus Climates (NACCC) Survey for students, staff and faculty. (Target: 2028)

* DEIBJ and SJ = Diversity, equity, inclusion, belonging and social justice

PRIORITY 3
Promote inclusive teaching, scholarship and service

Promote faculty involvement in implementing and advancing diversity, equity, inclusion, belonging and justice in their role as teachers, scholars and colleagues, and ensure that faculty receive recognition. Ensure that staff and students are engaged and involved in diversity, equity, inclusion and belonging service and receive recognition. *RESPONSIBLE UNITS: ACADEMIC AFFAIRS; OFFICE OF INCLUSIVE EXCELLENCE EXCELLENCE*

TACTICS AND ACTIONS

3.1: Encourage faculty to pursue diversity, equity, inclusion, belonging and justice in teaching, scholarship, and service.

3.2: Recognize faculty involvement in diversity, equity, inclusion, belonging and social justice during reviews, tenure processes, promotion and sabbaticals.

3.3: Provide various incentives to faculty (funds for diversity conferences and professional development) to pursue diversity, equity, inclusion, belonging and social justice activities.

3.4: Recognize staff involvement in diversity, equity and inclusion practices during the performance management process. Encourage staff to pursue diversity, inclusion and equity in their work and service.

3.5: Provide staff with various incentives (funds for diversity conferences, professional development) to pursue diversity, equity, inclusion, belonging, and social justice activities.

3.6: Ensure that the substantial value for diversity, equity and inclusion is readily apparent throughout the curricular offerings at the University.

3.7: Utilize diversity, equity and inclusion principles to shape course content, pedagogy, and project design. Promote the integration of a variety of inclusive teaching and learning approaches designed to respond to students' diverse identities, lived experiences, and backgrounds.

3.8: Train and encourage faculty to include student learning outcomes that focus on diversity, equity and inclusion as part of their typical assessment practices.

3.9: Incorporate diversity, equity, inclusion, belonging, and social justice as a mission aligned quality of faculty, staff, student service efforts and extra curricular activities.

3.10: Develop resources and tools for faculty to learn, use and evaluate inclusive teaching practices and scholarly research.

3.11: Promote and incentivize faculty mentorship of student research and student participation in faculty research and scholarship related to diversity, equity, inclusion, belonging, and social justice.

3.12: Provide campus wide recognition for student, faculty, and staff participation in diversity, equity, inclusion, belonging and social justice activities.

OBJECTIVES

Objective 1: Increase the number of faculty members who embed diversity, equity, inclusion, belonging and social justice in the curriculum and teaching practices. (Target: 2028)

Objective 2: Increase the number of faculty, staff and students involved in service, co-curricular and extracurricular activities that integrate a value for diversity, equity, inclusion, belonging and social justice. (Target: 2028)

Objective 3: Increase the number of faculty and students involved in diversity, equity, inclusion, belonging and justice scholarship. (Target: 2028)

Objective 4: Increase diversity, equity, inclusion, belonging and social justice grant-funded initiatives (e.g. NSF Advance program, NIH, financial institutions, professional organizations). (Target: 2028)

PRIORITY 4
Build capacity through education, training and development

Gonzaga University aspires to increase all campus members' cultural fluency and practices necessary to authentically embody the university's educational mission. The university desires that community members have increased awareness, knowledge, skills and abilities to engage interculturally, and understand how to adapt attitudes and behaviors to interact more effectively with individuals with diverse identities, backgrounds and experiences. *RESPONSIBLE UNITS: ACADEMIC AFFAIRS; OFFICE OF INCLUSIVE EXCELLENCE EXCELLENCE*

TACTICS AND ACTIONS

4.1: Increase the institutionalization and ongoing professional development for students, faculty and staff regarding diversity, equity, inclusion, belonging and justice. Provide interactive education and training for all staff, faculty and students on hate/bias, cultural intelligence, unconscious bias, diversity, equity, inclusion, intersectionality, racism, antiracism, social justice, white identity, privilege, white supremacy, antisemitism and other anti-oppression concepts.

EVERY VOICE MATTERS

4.2: Include diversity, equity, inclusion, belonging and social justice (DEIB and SJ) in every staff position description to ensure accountability beyond attendance at training or education sessions.

4.3: Include (DEIB and SJ) in faculty development programs to ensure accountability beyond attendance at training or education sessions.

4.4: Include (DEIB and SJ) in student co-curricula, extra curricula, experiential learning, and first-year experience programs. Offer many opportunities and options to enhance all students' cultural fluency.

4.5: Provide ongoing professional development opportunities so that faculty, staff, and leaders develop and improve skills and knowledge on best practices in inclusive excellence specific to each profession, discipline, or area of scholarship.

4.6: Incentivize faculty, students and staff to attend on campus events, workshops, conferences and cultural events that develop higher diversity, equity, inclusion, belonging and social justice competencies.

4.7: Ensure that new students, staff, faculty and leaders understand Gonzaga's commitment to (DEIB and SJ) and the connection to the University's mission. Education should include common language, key terminology, policies, resources and expectations around diversity, equity, inclusion, belonging and social justice.

4.8: Develop a series of workshops each academic year to help faculty respond to challenging (DEIB and SJ) issues and develop the ability to have classroom discussions.

4.9: Improve the institutional coordination of diversity, equity, inclusion, belonging and social justice training, education, and professional development efforts by centralizing key programs, strategies, goals, initiatives, resources and services.

OBJECTIVES

Objective 1: Build capacity for diversity, equity, inclusion, belonging and social justice professional development for all campus members. (Target: 2028)

Objective 2: Ensure that staff have diversity, equity, inclusion and belonging performance management goals. (Target: 2028)

Objective 3: Ensure that faculty have diversity, equity, inclusion, belonging and social justice embedded in formal review and feedback processes. (Target: 2028)

Objective 4: Increase all campus members' cultural fluency. Ensure that campus members practice and master the intercultural fluency to authentically embody the Gonzaga University mission. (Target: 2028)

PRIORITY 5
Strengthen and deepen community relationships and partnerships

Engage community partners and provide education, resources and opportunities to broaden the impact of diversity, equity, inclusion, belonging and social justice principles beyond the University. Leverage Gonzaga's mission, values and identity as a Catholic, Jesuit, liberal arts university to engage the community. Strengthen the links between the University and community. Foster community relationships and partnerships that improve outcomes and sense of belonging for university members in the surrounding community, and reduce disparities for historically underrepresented groups and underserved populations at Gonzaga University and in the Spokane region, Washington state, nationally and globally.

RESPONSIBLE UNITS: ACADEMIC AFFAIRS; OFFICE OF INCLUSIVE EXCELLENCE

TACTICS

5.1: Provide diversity, equity, inclusion and belonging leadership throughout Spokane, Eastern Washington and Washington state.

5.2: Increase outreach to historically underrepresented groups and underserved populations throughout Washington state.

5.3: Develop and implement new community-based programs and initiatives to promote and advance the inclusive excellence, educational equity and career aspirations of all groups.

5.4: Expand formal structures for university and community interactions to strengthen the university's culture.

5.5: Create reciprocal relationship with alumni who represent diverse populations within the community. This diligent work includes an active donor base, board representation and involvement in curricular and co-curricular activities as consultants, advisers and participants.

5.6: Create a community advisory group to develop partnerships with local and regional business leaders and community organizations to support underrepresented groups' access to education and employment and align the curriculum to businesses' needs.

5.7: Cultivate opportunities to serve the community and provide education and resources to community organizations through active engagement on business and community boards and committees.

5.8: Build collaborative partnerships to create innovative solutions to community-wide diversity, equity, inclusion, belonging and justice challenges.

5.9: Develop and support alumni groups focused on maintaining and growing relationships with alumni from underrepresented and marginalized communities by leveraging existing diversity, equity and inclusion assets and initiatives.

5.10: Increase partnerships with businesses and vendors owned by underrepresented community members.

5.11: Partner with local businesses and agencies to increase resources and services for students, faculty and staff from underrepresented communities.

OBJECTIVES

Objective 1: Increase partnerships with organizations that have explicit diversity, equity, inclusion, belonging and social justice-driven mission statements. (Target: 2028)

Objective 2: Increase partnerships with community organizations, community leaders, civic organizations, government officials and community members to support campus community needs. (Target: 2028)

Objective 3: Increase engagement of faculty, staff and students in the local community. (Target: 2028)

Objective 4: Partner with community members to create a sense of belonging for underrepresented faculty, staff and students in the Spokane community. (Target: 2028)

PRIORITY 6
Develop university infrastructure to assess, report and ensure accountability

Track metrics that represent crucial factors in assessing progress toward our goals and objectives. Track progress on plan-related action steps such as implementation and participation in programs, utilization of services, increased awareness, demographic representation, retention and other leading measures of progress. Longer-term measures will include trends in the demographic composition of our campus over time but also will consider shifts in climate and critical indicators of equity across all populations. *RESPONSIBLE UNITS: ALL UNITS; OFFICE OF INCLUSIVE EXCELLENCE*

TACTICS

6.1: Support a culture of continuous improvement. Create and sustain an infrastructure that effectively supports progress in achieving diversity, equity, inclusion, belonging and justice goals that align with Gonzaga University's mission, vision, values and strategic plan.

6.2: Every school, college and campus division will create and maintain a unit inclusive excellence strategic plan addressing its unique needs, challenges and opportunities while remaining consistent and in line with Gonzaga University's Inclusive Excellence Strategic Plan.

6.3: Every school, college and division will designate a lead to shepherd the unit plan.

6.4: Annually, every school, college and campus unit will submit a Unit Inclusive Excellence Strategic Plan progress report to the chief diversity officer.

6.5: OIE with campus partners will develop metrics and a diversity score card to assess annually how the university is meeting its goals and objectives as listed in the Inclusive Excellence Strategic Plan.

6.6: OIE will provide annual reporting on the Inclusive Excellence Strategic Plans and progress to include metrics and data.

6.7: OIE and an Advisory Group will review the Inclusive Excellence Strategic Plan objectives every two years and revise and update them if necessary.

6.8: The chief diversity offi cer and OIE, with support from the GUCDEI, will conduct regular audits of Gonzaga's diversity, equity, inclusion, belonging and justice assets along with the return on investment and alignment with goals and objectives.

OBJECTIVES

Objective 1: Every university, school, college, and division has an inclusive excellence strategic plan that is consistent with the Inclusive Excellence Strategic Plan. (Target: 2023)

Objective 2: Ensure data-driven decisions by assessing, auditing and sharing data. (Target: 2028)

Objective 3: Every two years assess the objectives of the Inclusive Excellence Strategic Plan.

Objective 4: Analyze progress made by each school, college and division towards the Inclusive Excellence Strategic Plan objectives. (Target: 2024-2028)

Objective 5: Transparently communicate Gonzaga University's initiatives, programs, progress and successes as the University advances inclusive excellence. (Target: 2023-2028)

GLOSSARY OF TERMS

ANTIRACISM

The work of actively opposing racism by advocating for changes in political, economic, and social life. Because racism is structural, institutional and systemic, being an antiracist is an active process of identifying and opposing racism to actively change the policies, behaviors and beliefs that perpetuate racist ideas and actions. [i]

ANTISEMITISM

The belief or behavior hostile toward Jews just because they are Jewish. It may take the form of religious teachings that proclaim the inferiority of Jews, for instance, or political efforts to isolate, oppress, or otherwise injure them. It may also include prejudiced or stereotyped views about Jews. [ii]

ANTI-OPPRESSION

Actions that seek to provide equitable approaches and practices to mitigate the effects of oppression.

BELONGING

The feeling of being valued through positive connections with others and the ability to bring the authentic self to the educational and work environment—the development of a sense of connection where people are more engaged and able to contribute fully. A sense of belonging is the psychological feeling of belonging or connectedness to a social, cultural, professional or other type of group or a community. [iii]

A feeling of belonging at work is strongly correlated to elevated levels of engagement, and an increased sense of belonging leads to collaboration, problem-solving, and better decision-making. Only when people feel a sense of belonging can they share ideas, confidently speak up, and fully contribute to Gonzaga University's success. A sense of belonging is what unlocks the power and value of diversity.

BIAS

An inclination or preference, especially one that interferes with impartial judgment. Biases can be negative or positive (affinity bias) and can be innate or learned. People may develop biases for or against an individual, a group, or a belief. [iv]

BIAS INCIDENT

An intentional or unintentional act targeted at a person, group, or property expressing hostility based on perceived or actual gender, race, religion, ethnicity, sexual orientation or disability. Bias incidents may consist of name-calling, epithets, slurs, degrading language, graffiti, intimidation, coercion or harassment directed toward the targeted person or group. Acts qualify as bias acts even when delivered with humorous intent or presented as a joke or a prank. [v]

COMMON GOOD

The sum of those conditions of social life which allow social groups and their individual members relatively thorough and ready access to their own fulfillment. [vi]

DIVERSITY

Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin and ability and cultural, political, religious or other affiliations). [vii]

EQUITY

The creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that can close the achievement gaps in student success and completion. [viii] Equity recognizes that all students, faculty, staff, administrators and alumni should expect and enjoy a safe, healthy and fair learning and work environment.

INCLUSION

The promotion, integration and celebration of varying individual and group/social differences that advance the value placed on the dignity of the human person through holistic living, learning and working environments. The active practice of creating a sense of belonging for all individuals with respect to each person's values and traditions, beliefs, backgrounds and ways of being. The intentional and ongoing engagement with diversity in people, in the co-curriculum and in communities to serve the common good. [ix]

INCLUSIVE EXCELLENCE

A strategic planning process that assists an institution in efforts to embed and establish a comprehensive and coordinated set of systemic actions that focus on fostering more significant equity, diversity, inclusion and accountability at every level of the institution. It reflects an endeavor for excellence in higher education that is more inclusive through recruitment, admissions, hiring and retention, into the curriculum and co-curriculum, and into administrative structures and practices. Equity, diversity and inclusion efforts move beyond numbers of students, faculty and staff or numbers of programs. Equity, diversity and inclusion become multilayered processes and accountability structures through which excellence is achieved in learning; teaching and research; student development; institutional functioning; local and global community engagement; and workforce development. [x]

INTERSECTIONALITY

The idea that when it comes to thinking about how inequalities persist, categories like gender, race, sexual orientation, gender identity and class are best understood as overlapping and mutually constitutive rather than isolated and distinct. Intersectionality "is a lens through which you can see where power comes and collides, where it interlocks and intersects." [xi]

MARGINALIZED COMMUNITIES

Groups and communities that experience discrimination and exclusion (social, political, educational, and economic) because of unequal power relationships across economic, political, social and cultural dimensions. [xii]

OBJECTIVE

A specific and measurable action that might be cable of being achieved in a short amount of time and is often related to a goal. No percentage established in this Plan is a quota.

PRIVILEGE

Society's formal and informal institutions accord unearned social power to all dominant group members (white privilege, male privilege). Privilege is usually invisible to those who have it because we are taught not to see it. Still nevertheless, it puts them at an advantage over those who do not have it.

RACISM

One group having the power to carry out systematic discrimination through society's institutional policies and practices and by shaping the cultural beliefs and values that support those racist policies and practices.[xiii]

RESTORATIVE JUSTICE

A theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those most affected by wrongdoing. It gives equal concern to the victim, the offender, and the surrounding community. Restorative responses are meant to repair harm, heal broken relationships and address the underlying reasons for the offense. Restorative justice emphasizes individual and collective accountability. Crime and conflict generate opportunities to build community and increase grassroots power when restorative practices are employed.[xiv]

SOCIAL JUSTICE

The belief that all people should have equal rights and opportunities. How these rights and opportunities are made accessible and equal may not look or be the same for everyone. The differences in how equality is achieved for everyone is equity at work.[xv]

SPOUSAL/PARTNER ACCOMMODATION

Programs that support spouses and partners of faculty and staff in identifying employment opportunities on campus outside of the competitive search process and match well-qualified prospective employees with identified university needs. All participants hired under the Partner Accommodation policy must be fully qualified for the specified position. A spouse or partner accommodation program is not a guarantee of employment.[xvi]

UNDERREPRESENTED GROUP

A group that is less represented in one subset (e.g., employees in a particular sector, such as higher education or STEM) than in the general population, and this can refer to gender, race/ethnicity, physical or mental ability, females, LGBTQ+ status and many more – also referred to as minorities, underrepresented minorities or marginalized populations.[xvii]

UNDERREPRESENTED MINORITY (URM)

Someone who self identifies as one or more of the following racial or ethnic groups:

- African American / Black
- Asian: Filipino, Hmong or Vietnamese only
- Hispanic / Latinx
- Native American / Alaskan Native
- Native Hawaiian / Other Pacific Islander
- Two or more races, when one or more are from the preceding racial and ethnic categories in this list. [xviii]

WHITE SUPREMACY

The idea (ideology) that white people and their opinions, thoughts, beliefs and actions are superior to People of Color and other marginalized groups, and their ideas, thoughts, beliefs and actions. While most people associate white supremacy with extremist groups like the Ku Klux Klan and the neo-Nazis, white supremacy is ever-present in our institutional and cultural assumptions that assign value, morality, goodness and humanity to the white group while casting people and communities of color as worthless (worth less), immoral, evil and inhuman and "undeserving." Drawing from critical race theory, the term white supremacy also refers to a political or socioeconomic system where white people enjoy structural advantages and rights that other racial and ethnic groups do not, both at a collective and an individual level.[xix]

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