

Inclusive Excellence Strategic Plan  
Five-Year Strategic Objectives,  
Measures and 2024-2028 Actions

Preface: Inclusive Excellence Strategic Plan

Overview, Unit Mission, Vision, and Values, Planning Process, Data and Analysis

- I. Priority 1: Recruit, Retain, and Foster the Success of a Diverse Community
- II. Priority 2: Nurture an Inclusive Campus Climate and Intergroup Relationships
- III. Priority 3: Promote Inclusive Teaching, Scholarship, and Service
- IV. Priority 4: Build Capacity through Education, Training, and Development
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## School of Engineering and Applied Science

### Preface: Inclusive Excellence Strategic Plan

#### Overview

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

#### Diversity, Equity, and Inclusion Goals:

**Diversity:** We are committed to maintaining an environment that supports and celebrates individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin and ability and cultural, political, religious, or other affiliations).

**Equity:** We are committed to creating opportunities for historically underserved populations to have equal access to and participate in educational programs that can close the achievement gaps in student success and completion. We uphold values of equity, recognizing that all students, faculty, staff, administrators, and alumni should expect and enjoy a safe, healthy, and fair learning and work environment.

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

## Inclusive Excellence in the School of Engineering and Applied Science

#### Preface. A. The School of Engineering and Applied Science Mission

The School of Engineering and Applied Science at Gonzaga University produces broadly-educated and capable engineers and computer scientists ready to contribute innovative solutions for a better world.

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### **Preface. B. The School of Engineering and Applied Science Vision**

The School of Engineering and Applied Science will be a leading-edge innovator in high-quality undergraduate engineering and computer science education for the global marketplace.

### **Preface. C. The School of Engineering and Applied Science Values**

1. We strive to be an exemplar of exceptional undergraduate and graduate engineering education
2. We seek to have a common vision across our faculty and staff for educating our students
3. The hallmarks of our programs are quality, innovation, creativity, and scholarship
4. Collaboration, assessment, and continuous improvement are essential to accomplishing our vision
5. We create awareness in students and in each other of professional responsibility to ethical practice contributing to society
6. We embrace the Jesuit educational tradition even while we struggle to better understand that tradition
7. We are dedicated to personal interaction with our students
8. We communicate openly and treat people fairly

## Planning Process

### **Responsible Party**

Planning Lead: Luke Johnson

Planning Team: Mark Muszynski, Brandon Sargent, and Jason Schnagl

### **Planning Process Summary**

- Narrowed University wide priorities, tactics and actions and objectives to fit the scope of our school
- Institutional Research provided statistical information on student demographics and identities, Human Resources provided statistical information on staff and faculty demographics and identities.
- Individual committee members reviewed the data collected and we discussed goals and plans based on the data provided about our collective priorities.

### **Improvements to the Plan**

We understand that this document is imperfect, and we have received very good feedback from survey respondents about ideas that were overlooked in this document, specifically Accessibility and Sexual Orientation. We hope that in future revisions, these ideas are incorporated. The University's IESP makes no mention of these concepts explicitly and we also missed this blind spot. These concepts are important and the members of our community that struggle with accessibility and inclusion along these lines are valuable and important.

### **Data and Analysis:**

#### What data did we ask for?

Data relevant to the Priorities of the University Inclusive Excellence Strategic Plan.

Our committee asked the following questions after looking at the University Level Priorities (focusing on Priority 1) and identifying statistics that would direct our prioritization. This data would allow us to understand where we are so we can construct a 5-year plan.

1. What is the most up-to-date percentage of full-time faculty and staff from racially ethnically, or culturally diverse populations (using federally defined categories) for the School of Engineering and Applied Science (SEAS)? 24%
2. What is the current percentage of tenured or tenure-track faculty who identify as women in SEAS? 28%
3. What percentage of applicants for the searches in SEAS faculty for the years 2022-2024 who identify as women?  
The percentage of female applicants for SEAS faculty for the years 2022-present: 8.63% (this includes unknown) or 12.7% (this excludes unknown)

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3. What is the current percentage of administrative leadership (director level and above) in SEAS from racially ethnically, or culturally diverse populations (using federally defined categories)? 16.7%
  
4. What is the current percentage of undergraduate students in SEAS from racially ethnically, or culturally diverse populations including international students (using federally defined categories)? Fall 2023: 29%
  
5. What is the SEAS retention until graduation rate, as a percentage, from undergraduate students from racially ethnically, or culturally diverse populations (using federally defined categories)?  
As-of Fall 2023, College/School Retention Rate (i.e. SEAS students retained in SEAS):  
Second year retention in SEAS: 76% (Non-Minority 80%)  
Third year retention in SEAS: 62% (Non-Minority 64%)  
Fourth year retention in SEAS: 70% (Non-Minority 71%)
  
6. What are the four-year graduation rates for student from racially ethnically, or culturally diverse populations in SEAS and what are the four-year graduation rates from students who are not from racially ethnically, or culturally diverse populations in SEAS?  
As-of Fall 2023 (i.e. Fall 2019 most recent cohort reaching 4 years. Percentage beginning in SEAS and graduating in SEAS):  
Minority students: 56%  
Non-minority students: 67%

Using this data, we determined that some of the University IESP goals have already been met in SEAS and that other goals are very far from their respective levels.

Worth noting, is that this data is far from precise, as these demographic groups are not necessarily reflective of the identities of the people who report them. When candidates do not share demographic information, they may still be characterized along one or more demographic lines hence there is some ambiguity in the data listed above.

\*All strategic objectives and related actions will be pursued in accordance with university policies and local, state, and federal laws.

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**I. Priority One: Recruit, Retain, and Foster the Success of a Diverse Community**

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

**5-Year Strategic Objective One:**

Increase the number of faculty applicants who identify as women to minimally match the national rate of graduation in Engineering and Computer Science (28.7% as of 2023).

**Key Results:**

Increase in applicants who identify as women compared to prior year (starting with 2022-2024 baseline).

**Actions Planned:**

Advertise SEAS job postings on the SWE career center and other similar job boards, seek DEI recruitment resources from the Inclusive Excellence Division

**Group/persons accountable:**

Search Committee Chairs  
Department Chairs  
Dean

**Resources needed:**

Funding for Search Advertisement, seek support from Inclusive Excellence Division

**IE Tactics/Actions:**

1.2, 1.3, 1.4, 1.8

**5-Year Strategic Objective Two:**

Minimally, 28.7% of tenured and tenure track faculty will comprise of individuals who identify as women.

**Key Results:**

Increase in tenure track faculty who identify as women in SEAS.

**Actions Planned:**

Follow the applicable recommendations in, "Evidence-based Strategies for Attracting and Retaining Girls and Women in STEM" from SWE<sup>ixx</sup>.

- Emphasize Communal Goals and Opportunities for Practice
- Foster Engagement Among Key Entities and Stakeholders
- Provide More Informal STEM Learning Environments
- Enhance Professional Development for Educators: Content, Context, and Connection

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- Confront Gender-Based Biases and Provide Supportive Spaces
- Use Targeted Messaging and Conversations to Build Interest and Confidence
- Encourage Mentoring and Role Modeling from Female Faculty
- Embrace Work-life Balance and Family-friendly Policies.

Group/persons accountable:

Dean

Associate Dean

Department Chairs

Resources needed:

Funding for new programming and policies

IE Tactics/Actions:

1.2, 1.4, 1.8, 1.9

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**II. Priority Two: Nurture an Inclusive Campus Climate and Intergroup Relationships**

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

**5-Year Strategic Objective Three:**

Survey Staff and Faculty about salary and advancement. Review the Faculty Survey data from Fall 2023.

**Key Results:**

In the 2017 Campus Climate Survey, 47% of Faculty respondents, and 48% of Staff respondents reported seriously considering leaving the institution and almost half of those were because of salary or lack of opportunities for advancement. Understanding how SEAS fits into the larger demographic would help us understand what responses we need to make locally to maintain our staff and faculty.

**Actions Planned:**

In the first year, develop an anonymous survey for faculty and staff to fill out that asks about salary satisfaction, salary goals, and advancement desires and opportunities. Review the survey data from the Fall 2023 Faculty Survey given by the Inclusive Excellence Division.

**Group/persons accountable:**

Dean and Associate Dean(s)  
Department Chairs  
IESP Committee

**Resources needed:**

Survey Instrument, data of results from the Fall 2023 Faculty Survey

**IE Tactics/Actions:**

2.1, 2.7

**5-Year Strategic Objective Four:**

Provide Career Development Plans for Staff in SEAS.

**Rationale:**

Building an inclusive environment in SEAS means supporting the growth and development of all our community members. Having explicit requirements for career advancement helps our community members that have less access to informal mentoring and career advancement opportunities.



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Key Results:

Taking the above statistics into account, staff should have an understanding of both opportunities for advancement and the requirements of eligibility for those opportunities.

Actions Planned:

By the end of the second year, each staff member should have, in writing, a career development plan that lays out the next career steps, the criteria for advancement and a plan for growth.

Support the development of formal mentoring and professional affinity groups.

Group/persons accountable:

Dean

Associate Dean(s)

Resources needed:

Fiscal flexibility

IE Tactics/Actions:

2.7

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**III. Priority Three: Promote Inclusive Teaching, Scholarship, and Service**

Promote faculty involvement in implementing and advancing diversity, equity, inclusion, belonging and justice (DEIBSJ) 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.

**5-Year Strategic Objective Five:**

Create a measurement survey for faculty and staff to document DEIBSJ related activities.

**Key Results:**

There will be a survey that is maintained by the IESP committee in SEAS

The results of these surveys are intended for use in reappointment, promotion, and retention proceedings.

**Actions Planned:**

At the end of the five-year period, there will have been a survey issued, and one revision cycle completed that assessed the efficacy of the instrument to accomplish the following goals:

- Measure rates of engagement with DEIBSJ themes in professional, scholarship, teaching, and service settings at an aggregated level.
- Provide information to the Dean's Office in order to facilitate the recognition of individuals and groups that demonstrate excellence in DEIBSJ engagement.
- Provide a source of documentation and evidence for individual Faculty RTP processes and staff promotion and reappointment.
- Consulting OIE for best practices in the development and deployment of the survey instrument

**Group/persons accountable:**

IESP Planning Lead

Dean

**Resources needed:**

Survey Design consultant (internal or external)

Survey collection and data analysis when conducted

**IE Tactics/Actions:**

3.1, 3.2, 3.3, 3.4, 3.5, 3.9, 3.11, 3.12

**5-Year Strategic Objective Six:**

Increase faculty scholarship that incorporates DEIBSJ projects through exposure and collaboration.

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Rationale:

Increasing travel and collaboration across different regions encourages interaction across difference. Even conferences that do not explicitly cover DEI related topics can expose SEAS Faculty and Staff to new ideas, new peoples, new cultures, and new ways of approaching community.

Key Results:

Increase the number of faculty who report DEIBSJ engagement in scholarship

Actions Planned:

In order to expose and promote collaboration with existing field experts in Inclusive Engineering Scholarship the SEAS Deans office will:

- Encourage conference attendance (especially international conferences) for faculty and staff, regardless of whether they present.
- Provide resources to create and promote the use of professional development materials for staff and faculty in DEIBSJ engagement.
- Collaborate with external office's and sources of funding for Faculty/Staff travel and professional development.

Group/persons accountable:

Dean  
IESP Committee

Resources needed:

Funding for travel to DEIBSJ related conferences  
Funding for Resource Development (Faculty Fellowship, Consultant, or Staff Hire)

IE Tactics/Actions:

3.1, 3.3, 3.4, 3.5, 3.10

**5-Year Strategic Objective Seven:**

Increase engagement in the community\* among underrepresented and underserved groups.

Key Results:

Increase the number of staff and faculty who report community engagement.

Actions Planned:

- Encourage and promote existing community engagement opportunities.
- Encourage the creation of new partnerships, collaborations, programs and events.
- Invite and support community member attendance at applicable meetings/events.
- Explicit allocation of time/effort (including possible reductions in other duties) in staff and faculty workloads to enable community-based action\*.
- Inclusion of reports of these activities in staff performance management processes and faculty RTP Processes.

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Group/persons accountable:

IESP Committee

Dean

Resources needed:

Staff time reallocations

Faculty Service Load Reduction

Resource to support community projects/actions.

IE Tactics/Actions:

3.1, 3.2, 3.3, 3.4, 3.5, 3.9, 3.11, 3.12

\* Community-based action requires both the establishment and maintenance of relationships with community partners. This work takes more time and resources than internal partnerships because of scheduling, physical and digital logistics, and other institutional and individual circumstances. Initially, high amounts of time and resources may be required to start new actions. As these relationships flourish and deepen, resource and time asks will likely increase over time. Thusly, the amount of reduction must exceed the anticipated amount of additional work.

**5-Year Strategic Objective Eight:**

Increase in SEAS faculty teaching abroad.

Key Results:

Increase the number of SEAS faculty who report teaching abroad

Actions Planned:

Encourage faculty participation in Study Abroad teaching opportunities

Group/persons accountable:

Dean's Office

Resources needed:

Teaching load allocation to study abroad campuses

IE Tactics/Actions:

3.1, 3.3, 3.7, 3.8, 3.11

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**IV. Priority Four: Build Capacity through Education, Training, and Development**

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

**5-Year Strategic Objective Nine:**

Increase Intercultural Fluency for Faculty and Staff.

**Key Results:**

- Increase faculty attendance to conferences.
- Increase understanding of Intercultural Communication and Fluency through engagement with professional development resources specific to intercultural communication.
- Increase funds for faculty to attend conferences without regard to whether a faculty is giving a presentation or not at a particular conference.

**Actions Planned:**

- Increase monetary allowance for faculty travel and conference costs
- Encourage Faculty to apply for the International Education Council Grant
- Allow faculty participation in conferences even if not a presenting author
- Follow up with interested faculty who are unable to attend conferences as to the barriers of their attendance and generate plans to help remove these limitations.
- Develop workshops, events, and programs for faculty on intercultural fluency with the support of Gonzaga's experts.

**Group/persons accountable:**

SEAS administration  
SEAS Leadership Team  
SEAS faculty

**Resources needed:**

Additional funds for faculty travel

**IE Tactics/Actions:**

4.1, 4.3, 4.5, 4.6, 1.2, 2.7, 3.3, 5.3, 5.4, 6.1

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**5-Year Strategic Objective Ten:**

Increase Intercultural Fluency for Staff.

**Key Results:**

- Increase staff attendance to professional development opportunities, both internal and external
- Increase resources for staff professional development

**Actions Planned:**

- Provide monetary allowance for staff professional development, including registration costs, time off to attend internal or external events, travel costs, etc.
- Follow up with staff who do not engage in professional development as to why they do not attend and generate plans to help remove these limitations.
- Curate a list of offerings at GU for staff.
- Encourage staff and faculty to take the Intercultural Development Inventory through OIE.

**Group/persons accountable:**

SEAS administration  
SEAS staff

**Resources needed:**

Funds for staff travel/professional development opportunities  
PTO for staff for professional development opportunities

**IE Tactics/Actions:**

4.1, 4.5, 4.6, 1.2, 2.7, 3.4, 3.5, 5.3, 5.4, 6.1

**5-Year Strategic Objective Eleven:**

Increase the importance of conference attendance in the RPT review, once funds are available

**Key Results:**

Emphasized value on mission, diversity, equity, inclusion, belonging, and social justice in SEAS RTP document criteria.

**Actions Planned:**

- First, provide sufficient resources to travel to conferences.
- Second, once the funds are in place, put emphasis in RPT guidelines that the candidate should include efforts to improve cultural fluency through activities such as conference or community-engagement as part of their narrative as a criterion for professional development. Include language that states that their narrative should emphasize how their actions have furthered Gonzaga's mission to inclusive excellence by increasing their intercultural fluency.

**Group/persons accountable:**

SEAS Leadership Team

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SEAS faculty

Resources needed:

Additional funds for faculty travel

IE Tactics/Actions:

4.3, 3.1, 3.2

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**V. Priority Five: Strengthen and Deepen Community Relations and Partnerships**

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

**5-Year Strategic Objective Twelve:**

Faculty and staff will be encouraged to serve on a board or participate in a group working on local, regional, or national issues or interests.

**Key Results:**

50% of faculty/staff will be a part of a group of this type

**Actions Planned:**

- Staff accrue 1 hour per week, for a total of 52 hours/year for community engagement, service, and/or board membership.
- Faculty may require some available time/relief from either advising, teaching, or research in order to serve in this way (depending on the scale of the community involvement)
- Work with existing Gonzaga community engagement resources and personnel on integrating the SEAS community with the Spokane Community.

**Group/persons accountable:**

Dean

**Resources needed:**

Staff currently have 4 hours per year to use in this way. Increasing Service Time Release might require more monetary and staffing resources.

**IE Tactics/Actions:**

5.3, 5.4, 5.7

**5-Year Strategic Objective Thirteen:**

Senior design participants, and projects, will revolve around an important societal issue or challenge to be solved (e.g., new devices to help people of multiple types of ability)

**Key Results:**

30% of senior design groups arising from broadened, bolstered, relationships\*  
More career satisfaction for faculty/staff



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Actions Planned:

- Encourage GU/SEAS to become better known, understood, and respected in the community.
- Increase the number of quality senior design projects coming in from community organizations.

Group/persons accountable:

Dean  
SEAS Leadership Team  
CEDE Director

Resources needed:

Additional staffing/faculty Release to find community partners for projects.

IE Tactics/Actions:

5.3, 5.4, 5.7

\* Community-based action requires both the establishment and maintenance of relationships with community partners. This work takes more time and resources than internal partnerships because of scheduling, physical and digital logistics, and other institutional and individual circumstances. Initially, high amounts of time and resources may be required to start new actions. As these relationships flourish and deepen, resource and time asks will likely increase over time. Thusly, the amount of reduction must exceed the anticipated amount of additional work.

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

- This document creates a standing SEAS Inclusive Excellence Strategic Planning Committee in SEAS to ensure the execution and maintenance of the plan. The committee will be made up of at least three eligible faculty and at least one eligible staff member voted on by the eligible faculty and staff of SEAS (Eligibility means eligible to vote in the Faculty Assembly or Staff Assembly). Any Faculty or Staff eligible to vote is eligible to self-nominate to the committee. Appointment terms are one year in length and members can serve in consecutive terms. Terms begin September 15<sup>th</sup>. The election process will hold a vote for each candidate independently. The voting options will either approve, deny, or abstain for each candidate. A simple majority of approving votes are required for an appointment. In the case that there are not at least three self-nominated and elected faculty and one elected staff member, the dean will select members from the faculty and/or staff who did not self-nominate. The committee having been convened, will elect a planning lead from the members of the committee.
- The charge of the committee is to perform the work and tasks required to facilitate the goals outlined and approved in the 5-year plan. At the end of the 5-year plan, the committee will submit a report of progress, successes, and failures with respect to the plan to the dean and the Office of Inclusive Excellence.
- Once per academic year, the committee may suggest amendments to the SEAS IESP, which will then be voted on by the eligible faculty and staff and adopted if approved by a 60% majority of respondents.
- At the end of the IESP's 5-year window, in coordination with the Office of Inclusive Excellence and other relevant University Offices, the replacement of the plan may occur with a new 5-year plan, as voted, and approved by the faculty and staff.
- SEAS will provide annual progress reports to OIE including revisions.

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**VII. Glossary of Terms**

**Antiracism**

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

**Anti-oppression**

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

**Belonging**

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

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

**Bias**

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

**Bias Incident**

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

**Common Good**

The sum of those conditions of social life which allow social groups and their individual members relatively thorough and ready access to their own fulfillment.<sup>v</sup>

#### Diversity

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

#### Equity

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

#### Inclusion

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

#### Inclusive Excellence

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

#### Intersectionality

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

#### Marginalized Communities

Groups and communities that experience discrimination and exclusion (social, political, educational, and economic) because of unequal power relationships across economic, political, social and cultural dimensions.<sup>xi</sup>

#### Privilege

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

#### Racism

Racism involves one group having the power to carry out systematic discrimination through society's institutional policies and practices and by shaping the cultural beliefs and values that support those racist policies and practices.<sup>xii</sup>

#### Restorative Justice

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

#### Social Justice

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

#### Spousal/Partner Accommodation

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

#### Underrepresented Group

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

#### Underrepresented Minority (URM)

An underrepresented minority (URM) is someone who self identifies as one or more of the following racial or ethnic group:

- African American / Black

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- 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.<sup>xvii</sup>

**White Supremacy**

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

## VIII. References

- i Kendi, I. X. (2019). How to be an antiracist. One World.
- ii Hurtado & Carter. (1997)
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