

Inclusive Excellence Strategic Plan

Five-Year Strategic Objectives, Measures and FY24 Actions Overview

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Preface: Inclusive Excellence Strategic Plan

Overview

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.

Inclusive Excellence in the School of Health Sciences

A. School of Health Sciences Inclusive Excellence Mission

The mission of the Gonzaga University School of Health Sciences Inclusive Excellence Initiative is to cultivate a vibrant and inclusive academic environment that embraces diversity in all its forms, fosters mutual respect, and champions social justice. We are committed to recruiting, retaining, and supporting a diverse community of students, faculty, and staff, while nurturing an inclusive campus climate that promotes intergroup relationships and collaboration.

B. School of Health Sciences Inclusive Excellence Vision

Our vision is to be a beacon of excellence in diversity, equity, and inclusion within the health sciences, where every individual has a sense of belonging and is empowered to thrive and contribute to a just and equitable society. We envision a dynamic and diverse community that excels in inclusive teaching, pioneering research, and compassionate service, dedicated to improving health outcomes and advancing social justice locally, nationally, and globally.

C. School of Health Sciences Inclusive Excellence Values

1. Commitment to Diversity: We value the richness that diversity brings to our community and are dedicated to recruiting, retaining, and fostering the success of individuals from varied backgrounds, experiences, and perspectives.

2. Inclusive Excellence: We strive for excellence in all our endeavors by promoting inclusive teaching, scholarship, and service that addresses the needs of diverse and underserved populations, thereby enriching our academic and community impact.

3. Equity and Access: We are committed to creating equitable opportunities for all, ensuring that every member of our community has access to the resources and support they need to succeed and thrive.

4. Respect and Empathy: We believe in treating all individuals with respect and empathy, fostering an inclusive campus climate where everyone feels valued and heard.

5. Lifelong Learning and Development: We champion continuous education, training, and professional development, empowering our community with the knowledge and skills to advance diversity, equity, and inclusion.

6. Collaboration and Partnership: We recognize the power of collaboration and seek to strengthen and deepen our relationships with health communities locally, nationally, and globally, working together to address health disparities and promote social justice.

7. Social Justice and Advocacy: We are dedicated to pursuing social justice by serving vulnerable populations and advocating for equitable health outcomes through our research, teaching, and community engagement.

8. Accountability and Transparency: We are committed to supporting, tracking, and updating our strategic plan with transparency, ensuring accountability and continuous improvement in our DEI initiatives.

9. Innovation and Impact: We value innovative approaches to teaching, research, and service that drive positive change and make a meaningful impact on the health and well-being of diverse communities.

10. Integrity and Ethical Practice: We uphold the highest standards of integrity and ethical practice in all our actions, fostering a culture of trust and responsibility within our community.

D. School of Health Sciences Inclusive Excellence Inclusive Excellence Efforts Over Time

The School of Health Sciences is deeply committed to fostering an environment of inclusive excellence, recognizing that diversity, equity, and inclusion are essential to achieving academic and professional success. Over time, we aim to create a welcoming atmosphere where every individual, regardless of background, feels valued and supported. We strive to continuously assess and improve our policies, curricula, and community engagement initiatives to ensure they reflect our unwavering dedication to inclusivity.

Planning Process

Responsible Party: Julie Wolter (Dean, School of Health Sciences)

Planning Leads: Robin Pickering (Chair, Public Health)

Planning Team/Implementation Team/Working Groups: Julie Wolter (Dean, School of Health Sciences), Robin Pickering (planning lead, Chair and Professor of Public Health), Patrick Crosswhite

(Chair, Human Physiology), Joan Owens (Associate Dean, Department of Nursing), Scott Pettey (Department of Nurse Anesthesia), Chris Sloan (Department of Nursing), Jeffery Ramirez (Nursing)

Planning Process Summary: The School of Health Sciences leadership team will work regularly as a group, and individually with their respective teams, to implement the actions described below.

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

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.

Objective 1: Update Job Postings to Reflect Evidence-Based Practice

Summary of Key Results:

- Revised, evidence-based job postings as compared to previous version.
- Increased diversity in applicant pools for faculty and staff positions as compared to the previous year.
- Higher subjective satisfaction with the hiring process among underrepresented candidates as compared to previous year.

Detailed Actions Planned:

- Conduct a review of current job postings.
- Research and integrate best DEI practices in job postings.
- Provide training to hiring managers on inclusive job posting strategies.
- Implement sustainable, revised job postings.

Responsible Group or Person:

- Planning Lead
- SHS Dean
- Human Resources Department

Resources Needed:

- Examples of evidence-based job postings
- Training materials and sessions

- Time allotment in departmental leadership meetings and all-school meetings

5-Year Strategic Objective: Create a robust recruitment process that ensures a diverse and talented pool of candidates, leading to a 25% increase in faculty and staff from underrepresented groups by 2029.

Objective 2: Update the Onboarding Process and Packet to reflect the SHS's Commitment to Belonging and Retention

Summary of Key Results:

- Enhanced inclusivity in the onboarding experience as compared to previous year.
- Increased retention rates of new hires from underrepresented groups as compared to previous year.
- Updated onboarding process and packet to reflect best DEI practices.

Detailed Actions Planned:

- Review and assess current onboarding process and materials.
- Collaborate with DEI experts to redesign onboarding materials.
- Pilot the updated onboarding process with a small cohort.
- Fully implement the new onboarding process and packet.

Responsible Group or Person:

- School of Health Sciences Dean
- Planning Lead
- SHS Department Leadership Team

Resources Needed:

- Examples of evidence-based onboarding process and packet.
- Training materials and sessions
- Time allotment in departmental leadership meetings and all-school meetings
- SHS DEI Support Intern time

5-Year Strategic Objective: Establish an inclusive onboarding process that improves the retention of new hires, aiming for a 90% retention rate of employees from underrepresented groups by 2029.

Objective 3: Establish a SHS Inclusive Excellence Planning and Evaluation Committee to Demonstrate our Commitment to Inclusive Excellence

Summary of Key Results:

- Formation of a diverse committee with clear roles and responsibilities.
- Regular DEI-focused meetings and initiatives.
- Measurable progress on DEI goals.

Detailed Actions Planned:

- Identify and invite potential committee members annually.
- Define the committee's charter, goals, and meeting schedule at the beginning of each academic year.
- Maintain a student internship focused on DEI support annually.

Responsible Group or Person:

- School of Health Sciences Dean
- Planning Lead
- SHS Department Leadership

Resources Needed:

- Administrative support for scheduling and documentation
- RPT support for participation in DEI initiatives and program participation
- SHS DEI support internship sponsorship

5-Year Strategic Objective: Ensure continuous focus on DEI by having an active committee that monitors and drives progress, achieving specific DEI benchmarks annually.

Objective 4: Establish Ongoing DEI Programming Speakers and Events to Create a Sustainable Commitment to Inclusive Excellence

Summary of Key Results:

- Regular DEI events that engage the community.
- Increased awareness and understanding of DEI issues.
- Enhanced sense of belonging among underrepresented groups.

Detailed Actions Planned:

- Develop a list of potential DEI speakers.
- Secure funding and sponsorships for the DEI speaker series.
- Schedule and promote the first DEI speaker event.
- Host at least one DEI speaker event per semester.

Responsible Group or Person:

- SHS Departmental Leadership Team
- Planning Lead
- SHS Dean

Resources Needed:

- Budget for speaker fees and event costs
- Marketing and promotional materials
- SHS DEI Support Intern time

5-Year Strategic Objective: Create a sustained and impactful DEI programming schedule that fosters an inclusive community and promotes continuous learning, contributing to an inclusive culture and diverse environment.

Priority One: Recruit, Retain, and Foster the Success of a Diverse Community					
Action Planning Table with Details and Accountabilities					
5-Year Strategic Objective	Key Results	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*
Objective One: Update Job Postings to Reflect Evidence-Based Practice					
Create a robust recruitment process that ensures a diverse and talented pool of candidates, leading to a 25% increase in faculty and staff from underrepresented groups by 2029.	Revised, evidence-based job postings as compared to previous version. Increased diversity in applicant pools for faculty and staff positions as compared to the previous year. Higher subjective satisfaction with the hiring process among underrepresented candidates as compared to previous year.	Conduct a review of current job postings in the SHS. Research and integrate best DEI practices for job postings. Provide training to leadership on inclusive job posting strategies. Implement revised job postings and store in SharePoint database.	SHS Dean Planning Lead SHS Departmental Leadership Team Human Resources Department	Examples of evidence-based job postings Training materials and sessions Time allotment in departmental leadership meetings and all-school meetings	1.2 1.4 1.6 1.8
Objective Two: Update the Onboarding Process and Packet to Reflect the SHS's Commitment to Belonging and Retention					
Establish an inclusive onboarding process that improves the retention of new hires, aiming for a 90% 6-year retention rate of employees from underrepresented groups by 2029.	Updated onboarding process and packet to reflect best DEI practices. Enhanced inclusivity in the onboarding experience. Increased retention rates of new hires from underrepresented groups.	Review and assess current onboarding process and materials. Collaborate with DEI experts to redesign onboarding materials. Pilot the updated onboarding process with a small cohort. Fully implement the new onboarding process and packet.	SHS Dean SHS Department Leadership Team Human Resource Department	Examples of evidence-based onboarding process and packet. Training materials and sessions Time allotment in departmental leadership meetings and all-school meetings SHS DEI Support Intern time	1.6 1.8 1.4 1.10
Objective Three: Establish a SHS Inclusive Excellence Planning and Evaluation Committee to Demonstrate our Commitment to Inclusive Excellence					
Ensure continuous focus on DEI by having an active committee that monitors and drives progress, achieving specific DEI benchmarks annually.	Diverse committee with clear roles and responsibilities. Regular DEI-focused meetings and initiatives. Measurable progress on DEI goals.	Identify and invite potential committee members annually. Define the committee's charter, goals, and meeting schedule at the beginning of each academic year. Maintain a student internship focused on DEI support annually	School of Health Sciences Dean Planning Lead SHS Departmental Leadership	Administrative support for scheduling and documentation RPT support for participation in DEI initiatives and	1.2 1.5 1.6

				program participation SHS DEI support internship sponsorship	
Objective Four: Establish Ongoing DEI Programming Speakers and Events to Create a Sustainable Commitment to Inclusive Excellence					
Create a sustained and impactful DEI programming schedule with at least one event annually that fosters an inclusive community, promotes continuous learning, and contributes to an inclusive culture and diverse environment.	Annual DEI-specific speaking event.	Develop a list of potential DEI speakers and topics. Secure funding and sponsorships for the DEI speaker series. Schedule and promote the DEI speaker events.	School of Health Sciences Dean Planning Lead SHS Departmental Leadership SHS DEI Intern	Budget for speaker fees and event costs Marketing and promotional materials Budgeting of time within the all-school meeting for content.	1.6

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.

Objective 1: Increase DEI Literacy and Competency to Demonstrate Inclusive Excellence Commitment

Summary of Key Results:

- All faculty and staff completed inclusive excellence training.
- Improved DEI literacy and competency among faculty and staff as compared to previous year.
- Enhanced inclusive teaching and administrative practices as compared to previous year.

Detailed Actions Planned:

- Identify and curate a list of relevant DEI training sessions, seminars, and webinars.
- Require faculty and staff to register for and attend at least one DEI training session.
- Conduct a follow-up survey to assess the impact of the training sessions.
- Review and refine the training program based on feedback.

Responsible Group or Person:

- SHS Dean
- Planning Lead
- SHS Departmental Leadership Team
- Human Resources Department

Resources Needed:

- Budget for training registration fees and/or speaker fee
- Time allocation for training participation
- SHS DEI Support Intern time

5-Year Strategic Objective: Develop a culture of continuous DEI education, with at least 90% of all SHS faculty and staff participating in annual DEI training, leading to a more inclusive and supportive academic environment.

Objective 2: Establish Ongoing DEI Speaker Programming to Create Sustainable Practice

Summary of Key Results:

- Regular DEI events that engage and educate the community.
- Increased awareness and understanding of DEI issues.
- Strengthened intergroup relationships within the university community.

Detailed Actions Planned:

- Develop a list of potential DEI speakers and topics.
- Secure funding and sponsorships for the DEI speaker series.
- Schedule and promote the DEI speaker event.
- Host at least one DEI targeted speaker event per year.

Responsible Group or Person:

- SHS Dean
- SHS Planning Lead
- SHS Department Leadership Team

Resources Needed:

- Budget for speaker fees and refreshments
- Marketing and promotional materials
- Time allocation in SHS all-school meeting
- Time allocation in SHS departmental leadership team meetings
- SHS DEI Support Intern time

5-Year Strategic Objective: Maintain support for an annual, vibrant, DEI speaker series that fosters continuous dialogue and learning, contributing to an inclusive and engaged campus climate by 2029.

Objective 3: Remove Barriers to Participation in DEI Activities to Encourage Robust School Representation

Summary of Key Results:

- Increased participation in DEI activities by students, faculty, and staff as compared to previous year.
- More reported access to DEI resources and opportunities as compared to previous year.

- Enhanced reported sense of support for DEI event engagement as compared to previous year.

Detailed Actions Planned:

- Departmental leads Informally survey departments to identify perceived barriers to DEI participation.
- Analyze survey results and prioritize the top three barriers in leadership meeting.
- Develop and implement strategies to remove identified barriers.
- Monitor and report on participation rates in DEI activities.

Responsible Group or Person:

- DEI Task Force
- SHS Dean
- Planning Lead

Resources Needed:

- Time allocation in SHS departmental meetings
- Time allocation in SHS leadership team meetings to implement barrier-removal strategies.
- SHS DEI Support Intern time

5-Year Strategic Objective: Create an inclusive community where all members have equitable access to DEI activities, leading to increased participation and a stronger sense of perceived belonging by 2029.

Objective 4: Integrate DEI Participation into RPT Expectations to Create a Sustainable Commitment to Inclusive Excellence

Summary of Key Results:

- DEI engagement standardized in faculty evaluation as compared to previously distributed RPT departmental versions.
- Increased faculty involvement in DEI initiatives as compared to previous year.
- Strengthened commitment to creating an inclusive campus climate as compared to previous year.

Detailed Actions Planned:

- Review current RPT guidelines and identify areas for DEI integration.
- Develop specific departmental DEI participation criteria.
- Implement and communicate the updated RPT guidelines to all faculty.

Responsible Group or Person:

- SHS Dean
- SHS Department Leadership Team
- Planning Lead

Resources Needed:

- Time and expertise to review and update RPT guidelines.
- Evidence-based examples of inclusive excellence related RPT guidelines.
- Time allotment in SHS departmental leadership meetings.

5-Year Strategic Objective: Ensure that DEI engagement is a core component of faculty evaluation, fostering a culture of inclusive excellence and accountability by 2029.

Priority Two: Nurture an Inclusive Campus Climate and Intergroup Relationships					
Action Planning Table with Details and Accountabilities					
5-Year Strategic Objective	Key Results	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*
Objective One: Increase DEI Literacy and Competency to Demonstrate Inclusive Excellence Commitment					
Develop a culture of continuous DEI education, with at least 90% of SHS faculty and staff participating in annual DEI training, leading to a more inclusive and supportive academic environment by 2029.	<p>Attendance from all faculty and staff at annual inclusive excellence training.</p> <p>Improved DEI literacy and competency among faculty and staff as compared to previous year.</p> <p>Enhanced inclusive teaching and administrative practices as compared to previous year.</p>	<p>Identify and curate a list of relevant DEI training sessions, seminars, and webinars.</p> <p>Require faculty and staff to register for and attend at least one DEI training session.</p> <p>Conduct a follow-up survey to assess the impact of the training sessions.</p> <p>Review and refine the training program based on feedback.</p>	SHS Dean SHS Planning Lead SHS Departmental Leadership Team Human Resources Department	<p>Budget for training registration fees and/or speaker fee</p> <p>Time allocation for training participation</p> <p>SHS DEI Support Intern time</p>	2.3 2.7
Objective Two: Establish Ongoing DEI Speaker Programming to Create Sustainable Practice					
Maintain support for an annual, vibrant, DEI speaker series that fosters continuous dialogue and learning, contributing to an inclusive and engaged campus climate by 2029.	<p>Regular DEI events that engage and educate the community.</p> <p>Increased awareness and understanding of DEI issues compared to previous year.</p> <p>Strengthened intergroup relationships within the university community compared to previous year.</p>	<p>Develop a list of potential DEI speakers and topics.</p> <p>Secure funding and sponsorships for the DEI speaker series.</p> <p>Schedule and promote the DEI speaker event.</p> <p>Host at least one DEI targeted speaker event per year.</p>	SHS Dean SHS Planning Lead SHS Department Leadership Team	<p>Budget for speaker fees and refreshments</p> <p>Marketing and promotional materials</p> <p>Time allocation in SHS all-school meeting</p> <p>Time allocation in SHS departmental leadership team meetings</p> <p>SHS DEI Support Intern time</p>	2.2 2.3 2.7
Objective Three: Remove Barriers to Participation in DEI Activities to Encourage Robust School Representation					
Create an inclusive community where all members have equitable access to DEI activities, leading to increased participation and a stronger sense of perceived belonging by 2029.	<p>Increased participation in DEI activities by students, faculty, and staff as compared to previous year.</p> <p>More reported access to DEI resources and opportunities as compared to previous year.</p>	<p>Departmental leads Informally survey departments to identify perceived barriers to DEI participation.</p> <p>Analyze survey results and prioritize the top three barriers in leadership meeting.</p>	SHS Dean SHS Planning Lead SHS Department Leadership Team	<p>Time allocation in SHS departmental meetings</p> <p>Time allocation in SHS leadership team meetings to</p>	2.2 2.4

	Enhanced reported sense of support for DEI event engagement as compared to previous year.	Develop and implement strategies to remove identified barriers. Monitor and report on participation rates in DEI activities.		implement barrier-removal strategies. SHS DEI Support Intern time	
Objective Four: Integrate DEI Participation into RPT Expectations to Create a Sustainable Commitment to Inclusive Excellence					
Ensure that DEI engagement is a core component of faculty evaluation, fostering a culture of inclusive excellence and accountability by 2029.	DEI engagement standardized in faculty evaluation as compared to previously distributed RPT departmental versions. Increased faculty involvement in DEI initiatives as compared to previous year. Strengthened commitment to creating an inclusive campus climate as compared to previous year.	Review current RPT guidelines and identify areas for DEI integration. Develop specific departmental DEI participation criteria. Implement and communicate the updated RPT guidelines to all faculty.	SHS Dean SHS Planning Lead SHS Department Leadership Team	Time and expertise to review and update RPT guidelines. Evidence-based examples of inclusive excellence related RPT guidelines. Time allotment in SHS departmental leadership meetings.	2.3 2.4

III. Priority Three: 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.

Objective 1: Update RPT Guidelines to Recognize DEI Teaching and Scholarship to Demonstrate Prioritization of Inclusive Excellence

Summary of Key Results:

- Updated RPT guidelines that explicitly value DEI contributions.
- Increased faculty engagement in DEI-related teaching and scholarship as compared to previous year.
- Enhanced recognition of faculty efforts in promoting DEI as compared to previous year.

Detailed Actions Planned:

- Review current RPT guidelines and identify gaps.
- Consult with DEI experts and faculty to draft new criteria.
- Obtain leadership approval for the updated guidelines.
- Implement the updated RPT guidelines and communicate with impacted faculty.

Responsible Group or Person:

- SHS Dean
- SHS Planning Lead
- SHS Departmental Leadership Team

Resources Needed:

- Allocated time for RPT review and updates
- Allocated time in all-school meetings
- Allocated time in SHS departmental leadership meetings

5-Year Strategic Objective: Create a culture where DEI teaching and scholarship are integral to faculty development and recognition, leading to increased faculty involvement in DEI initiatives and a more inclusive academic environment by 2029.

Objective 2: Nominate Faculty for DEI Awards to Elevate Commitment to Inclusive Excellence

Summary of Key Results:

- Regular recognition of faculty engaged in DEI work as compared to previous year.
- Strengthened faculty commitment to DEI efforts among faculty and departments as compared to previous year.

Detailed Actions Planned:

- Identify relevant DEI awards and create a nomination calendar.
- Form a committee to oversee the nomination process.
- Solicit nominations and supporting materials from faculty and staff.
- Submit at least three, annual, nominations for DEI awards.

Responsible Group or Person:

- DEI Taskforce
- Planning Lead

Resources Needed:

- Administrative support for the nomination process (creation and management of nomination materials)
- Resources for compiling and submitting nomination materials.
- Time allotment in SHS departmental leadership meetings
- Time allotment in SHS all-school meetings
- Time allotment in SHS departmental meetings

5-Year Strategic Objective: Establish a consistent and effective process for recognizing faculty contributions to DEI, fostering a culture of appreciation and motivation for continued DEI work by 2029.

Objective 3: Regularly Update Curriculum to Reflect Diverse Scholars

Summary of Key Results:

- All courses embedded with diverse perspectives and contributions.
- Increased student exposure to a wide range of scholarly voices as compared to previous year.
- Enhanced inclusivity and relevance of the SHS curricula as compared to previous year.

Detailed Actions Planned:

- Conduct regular curriculum audits to identify current representation of diverse scholars.
- Develop guidelines and resources for integrating diverse perspectives into course content.

- Provide annual training and support for faculty to review and update their curriculum.
- Implement updated course content materials in all courses on a regular basis as compared to previous versions.

Responsible Group or Person:

- Planning Lead
- SHS Dean
- SHS Leadership Team

Resources Needed:

- Support for curriculum development workshops
- Access to diverse scholarly resources
- Time allotted for presentations, material collection, and course revamping.
- Time allocation in SHS all-school meetings
- Time allocation in SHS departmental leadership meetings.

5-Year Strategic Objective: Ensure that the curriculum consistently reflects diverse perspectives, preparing students to engage with a wide range of ideas and experiences, thereby promoting inclusive excellence in education by 2029.

Objective 4: Engage Staff and Students in DEI Service and Recognition to Invest in Sustained Scholarship and Service

Summary of Key Results:

- Increased participation in DEI service activities by staff and students as compared to previous year.
- Implemented annual event recognizing DEI contributions from staff and students.
- Enhanced sense of community and belonging as compared to previous year.

Detailed Actions Planned:

- Develop a calendar of DEI service opportunities for staff and students.
- Launch a campaign to promote DEI service activities.
- Plan and conduct annual DEI recognition event.
- Track DEI-related event participation rates and gather feedback from participants.

Responsible Group or Person:

- SHS Dean

- Planning Lead
- SHS Departmental Leadership

Resources Needed:

- Budget for DEI service activities and recognition event/award
- Time allocation for service recognition
- Time allocation in SHS leadership meetings
- Administrative support for event planning and coordination

5-Year Strategic Objective: Cultivate a campus culture where DEI service is a valued and recognized component of the community, leading to sustained engagement and a stronger sense of belonging among all members by 2029.

Priority Three: Promote Inclusive Teaching, Scholarship, and Service					
Action Planning Table with Details and Accountabilities					
5-Year Strategic Objective	Key Results	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*
Objective One: Update RPT Guidelines to Recognize DEI Teaching and Scholarship to Demonstrate Prioritization of Inclusive Excellence					
Create a culture where DEI teaching and scholarship are integral to faculty development and recognition, leading to increased faculty involvement in DEI initiatives and a more inclusive academic environment by 2029.	Updated RPT guidelines that explicitly value DEI contributions. Increased faculty engagement in DEI-related teaching and scholarship as compared to previous year. Enhanced recognition of faculty efforts in promoting DEI as compared to previous year.	Review current RPT guidelines and identify gaps. Consult with DEI experts and faculty to draft new criteria. Obtain leadership approval for the updated guidelines. Implement the updated RPT guidelines and communicate with impacted faculty.	SHS Dean Planning Lead SHS Departmental Leadership Team	Allocated time for RPT review and updates Allocated time in all-school meetings Allocated time in SHS departmental leadership meetings	3.1 3.2 3.4
Objective Two: Nominate Faculty for DEI Awards to Elevate Commitment to Inclusive Excellence					
Establish a consistent and effective process for recognizing faculty contributions to DEI, fostering a culture of appreciation and motivation for continued DEI work by 2029.	Regular recognition of faculty engaged in DEI work as compared to previous year. Strengthened faculty commitment to DEI efforts among faculty and departments as compared to previous year.	Identify relevant DEI awards and create a nomination calendar. Form a committee to oversee the nomination process. Solicit nominations and supporting materials from faculty and staff. Submit at least three, annual, nominations for DEI awards.	SHS Dean Planning Lead SHS Departmental Leadership Team	Administrative support for the nomination process (creation and management of nomination materials) Resources for compiling and submitting nomination materials. Time allotment in SHS departmental leadership meetings Time allotment in SHS all-school meetings Time allotment in SHS departmental meetings	3.2 3.3 3.4 3.11 3.12
Objective Three: Regularly Update Curriculum to Reflect Diverse Scholars					
Ensure that the curriculum consistently reflects diverse perspectives, preparing	All courses embedded with diverse perspectives and contributions.	Conduct regular curriculum audits to identify current representation of diverse scholars.	School of Health Sciences Dean	Support for curriculum	3.6 3.7 3.8

<p>students to engage with a wide range of ideas and experiences, thereby promoting inclusive excellence in education by 2029.</p>	<p>Increased student exposure to a wide range of scholarly voices.</p> <p>Enhanced inclusivity and relevance of the SHS curricula.</p>	<p>Develop guidelines and resources for integrating diverse perspectives into course content.</p> <p>Provide annual training and support for faculty to review and update their curriculum.</p> <p>Implement updated course content materials in all courses on a regular basis as compared to previous versions.</p>	<p>Planning Lead</p> <p>SHS Departmental Leadership</p>	<p>development workshops</p> <p>Access to diverse scholarly resources</p> <p>Time allotted for presentations, material collection, and course revamping.</p> <p>Time allocation in SHS all-school meetings</p> <p>Time allocation in SHS departmental leadership meetings.</p>	
<p>Objective Four: Engage Staff and Students in DEI Service and Recognition to Invest in Sustained Scholarship and Service</p>					
<p>Cultivate a campus culture where DEI service is a valued and recognized component of the community, leading to sustained engagement and a stronger sense of belonging among all members by 2029.</p>	<p>Increased participation in DEI service activities by staff and students as compared to previous year.</p> <p>Implemented annual event recognizing DEI contributions from staff and students.</p> <p>Enhanced sense of community and belonging as compared to previous year.</p>	<p>Develop a calendar of DEI service opportunities for staff and students.</p> <p>Launch a campaign to promote DEI service activities.</p> <p>Plan and conduct annual DEI recognition event.</p> <p>Track DEI-related event participation rates and gather feedback from participants.</p>	<p>School of Health Sciences Dean</p> <p>Planning Lead</p> <p>SHS Departmental Leadership</p>	<p>Budget for DEI service activities and recognition event/award</p> <p>Time allocation for service recognition</p> <p>Time allocation in SHS leadership meetings</p> <p>Administrative support for event planning and coordination</p>	<p>3.12</p>

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.

Objective 1: Implement Comprehensive DEI Training for Faculty and Staff to Promote Cultural Competence and Humility

Summary of Key Results:

- All faculty and staff have completed DEI training annually.
- Improved cultural fluency and intercultural engagement among faculty and staff as compared to previous year.
- Enhanced perceived ability to embody the university's educational mission in daily practices among faculty and staff as compared to previous year.

Detailed Actions Planned:

- Identify and select a comprehensive DEI training program/educational agenda annually.
- Schedule and organize training sessions annually.
- Mandate faculty and staff enrollment/participation in DEI trainings annually.
- Collect and analyze feedback on training effectiveness annually.

Responsible Group or Person:

- SHS Dean
- Planning Lead
- SHS Departmental Leadership

Resources Needed:

- Time allocation for faculty and staff participation
- Time allocation in SHS all-school meetings
- Time allocation in SHS departmental leadership meetings
- Resource allocation for DEI training
- Time allocation in departmental meetings to gather feedback.

5-Year Strategic Objective: Establish a continuous DEI education requirement for faculty and staff, leading to sustained cultural fluency and improved intercultural interactions across the university community by 2029.

Objective 2: Develop Intercultural Competence Workshops for Students to Invest in an Improved Campus Climate

Summary of Key Results:

- Increased student attendance in intercultural competence workshops as compared to previous year.
- Increased awareness and skills for engaging with diverse identities and backgrounds among students as compared to previous year.
- Enhanced students' perceived ability to interact effectively in diverse environments as compared to previous year.

Detailed Actions Planned:

- Collaborate with student organizations and DEI experts to design (or advertise existing) workshop content.
- Promote and schedule workshops throughout the academic year.
- Facilitate workshops and track student participation.
- Evaluate the impact of workshops on student intercultural competence and humility.

Responsible Group or Person:

- SHS Dean
- Planning Lead
- SHS Departmental Leadership Team

Resources Needed:

- Budget for workshop materials and facilitators
- Marketing and promotion resources
- Committee time allotment for event planning
- Time allotment in SHS departmental meetings
- Time allotment in SHS all-school meetings

5-Year Strategic Objective: Integrate intercultural competence workshops into the standard student orientation and development programs, ensuring all students receive ongoing DEI education throughout their academic journey by 2029.

Objective 3: Establish a DEI Professional Development Program for Faculty and Staff to Invest in an Improved Professional Climate

Summary of Key Results:

- Faculty engaged in annual DEI professional development.
- Increased knowledge and skills for inclusive teaching and scholarship among faculty as compared to previous year.
- Improved faculty ability to support a diverse student body as compared to previous year.

Detailed Actions Planned:

- Develop a catalog of annual DEI professional development opportunities.
- Require faculty participation in at least one activity per year.
- Provide incentives for faculty to engage in additional DEI development activities.
- Monitor and report on faculty participation and outcomes annually.

Responsible Group or Person:

- SHS Dean
- Planning Lead
- SHS Departmental Leadership

Resources Needed:

- Time allocation for calendar creation
- Time allocation in SHS departmental leadership meetings
- Administrative support for tracking participation

5-Year Strategic Objective: Create a robust and ongoing DEI professional development program that becomes an integral part of faculty advancement, leading to enhanced inclusive practices in teaching and research by 2029.

Objective 4: Launch a DEI Leadership Development Initiative to Nurture an Integrated Approach to Inclusive Excellence

Summary of Key Results:

- Leadership trained in DEI principles and skills.
- Increased capacity to lead and implement DEI initiatives among leadership as compared to previous year.
- Enhanced ability to foster an inclusive campus climate as compared to previous year.

Detailed Actions Planned:

- Identify leadership development needs and potential program providers.
- Design and launch the DEI leadership development initiative.
- Enroll and train all departmental leadership.
- Evaluate the effectiveness of the initiatives and plan for revised programming annually.

Responsible Group or Person:

- SHS Dean
- SHS Departmental Leadership
- Planning Lead

Resources Needed:

- Budget for leadership training programs
- Time allocation in SHS departmental leadership meetings.

5-Year Strategic Objective: Ensure all university leaders have undergone DEI leadership training, fostering a cohesive and proactive approach to DEI across all levels of administration and governance by 2029.

Priority Four: Build Capacity through Education, Training, and Development					
Action Planning Table with Details and Accountabilities					
5-Year Strategic Objective	Key Results	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*
Objective One: Implement Comprehensive DEI Training for Faculty and Staff to Promote Cultural Competence and Humility					
Establish a continuous DEI education requirement for faculty and staff, leading to sustained cultural fluency and improved intercultural interactions across the university community by 2029.	All faculty and staff have completed DEI training annually. Improved cultural fluency and intercultural engagement among faculty and staff as compared to previous year. Enhanced perceived ability to embody the university's educational mission in daily practices among faculty and staff as compared to previous year.	Identify and select a comprehensive DEI training program/educational agenda annually. Schedule and organize training sessions annually. Mandate faculty and staff enrollment/participation in DEI trainings annually. Collect and analyze feedback on training effectiveness annually.	School of Health Sciences Dean Planning Lead SHS Departmental Leadership	Time allocation for faculty and staff participation Time allocation in SHS all-school meetings Time allocation in SHS departmental leadership meetings Resource allocation for DEI training Time allocation in departmental meetings to gather feedback	4.1 4.2 4.6
Objective Two: Develop Intercultural Competence Workshops for Students to Invest in an Improved Campus Climate					
Integrate intercultural competence workshops into the standard student orientation and development programs, ensuring all students receive ongoing DEI education throughout their academic journey by 2029.	Increased student attendance in intercultural competence workshops as compared to previous year. Increased awareness and skills for engaging with diverse identities and backgrounds among students as compared to previous year. Enhanced students' perceived ability to interact effectively in diverse environments as compared to previous year.	Collaborate with student organizations and DEI experts to design (or advertise existing) workshop content. Promote and schedule workshops throughout the academic year. Facilitate workshops and track student participation. Evaluate the impact of workshops on student intercultural competence and humility.	SHS Dean Planning Lead SHS Department Leadership Team	Budget for workshop materials and facilitators Marketing and promotion resources Committee time allotment for event planning Time allotment in SHS departmental meetings Time allotment in SHS all-school meetings	4.4 4.6 4.8
Objective Three: Establish a DEI Professional Development Program for Faculty and Staff to Invest in an Improved Professional Climate					
Create a robust and ongoing DEI professional development program that becomes an	Faculty engaged in annual DEI professional development.	Develop a catalog of annual DEI professional development opportunities.	School of Health Sciences Dean	Time allocation for calendar creation	4.6 4.8 4.9

<p>integral part of faculty advancement, leading to enhanced inclusive practices in teaching and research by 2029.</p>	<p>Increased knowledge and skills for inclusive teaching and scholarship among faculty as compared to previous year.</p> <p>Improved faculty ability to support a diverse student body as compared to previous year.</p>	<p>Require faculty participation in at least one activity per year.</p> <p>Provide incentives for faculty to engage in additional DEI development activities.</p> <p>Monitor and report on faculty participation and outcomes annually.</p>	<p>Planning Lead</p> <p>SHS Departmental Leadership</p>	<p>Time allocation in SHS departmental leadership meetings</p> <p>Administrative support for tracking participation</p>	
<p>Objective Four: Launch a DEI Leadership Development Initiative to Nurture an Integrated Approach to Inclusive Excellence</p>					
<p>Ensure all university leaders have undergone DEI leadership training, fostering a cohesive and proactive approach to DEI across all levels of administration and governance by 2029.</p>	<p>Leadership trained in DEI principles and skills.</p> <p>Increased capacity to lead and implement DEI initiatives among leadership as compared to previous year.</p> <p>Enhanced ability to foster an inclusive campus climate as compared to previous year.</p>	<p>Identify leadership development needs and potential program providers.</p> <p>Design and launch the DEI leadership development initiative.</p> <p>Enroll and train all departmental leadership.</p> <p>Evaluate the effectiveness of the initiatives and plan for revised programming annually.</p>	<p>School of Health Sciences Dean</p> <p>Planning Lead</p> <p>SHS Departmental Leadership</p>	<p>Budget for leadership training programs</p> <p>Time allocation in SHS departmental leadership meetings.</p>	<p>4.3</p> <p>4.5</p> <p>4.6</p>

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.

Objective 1: Establish Community-Based Internships and Service-Learning Opportunities to Invest in an Inclusive Community Climate

Summary of Key Results:

- Increased opportunities for diverse community-based internships and service-learning programs that advance inclusive excellence goals as compared to previous year.
- Enhanced student engagement with the local community as compared to previous year.
- Improved outcomes for underserved populations through student service as compared to previous year.

Detailed Actions Planned:

- Identify and connect with local community organizations that advance inclusive excellence goals.
- Develop internship and service-learning program frameworks in collaboration with these organizations.
- Promote and recruit students for these programs.
- Launch and sustain the internships and service-learning opportunities.

Responsible Group or Person:

- Community Engagement Coordinator
- SHS Dean
- Planning Lead
- SHS Departmental Leadership

Resources Needed:

- Support for partnerships with local community organizations
- SHS support for community engagement coordinator
- SHS administrative support to create service-learning and internship database.

5-Year Strategic Objective: Establish a sustained and growing portfolio of community-based internships and service-learning opportunities that continuously engage students in meaningful DEI work, benefiting both the community and the university by 2029.

Objective 2: Develop Grant Project Partnerships with Community Organizations to Advance Strategic Connections

Summary of Key Results:

- Sustained grant-funded partnerships to address community equity issues.
- Increased collaboration between the university and community organizations as compared to previous year.
- Measurable reduction in local equity gaps through targeted projects as compared to previous year.

Detailed Actions Planned:

- Identify potential community organization partners and relevant grant opportunities.
- Develop and submit joint grant proposals.
- Secure funding and initiate project planning.
- Implement grant projects and track progress.

Responsible Group or Person:

- Gonzaga Grant Office
- SHS Dean
- SHS Departmental Leadership
- SHS Faculty

Resources Needed:

- Departmental and university support for grant writing and project implementation and administrative support
- Time allocation for community partnership opportunities
- Time allocation in SHS departmental leadership meetings
- Time allocation in SHS all-school meetings

5-Year Strategic Objective: Create a robust network of grant project partnerships that consistently address and reduce equity gaps in the local community, enhancing the university's impact and reputation by 2029.

Objective 3: Foster Community Relationships through DEI Education and Resources to Improve Community Cultural Competence and Humility

Summary of Key Results:

- Increased participation in DEI workshops and resource events as compared to previous year.
- Strengthened relationships with community partners as compared to previous year.
- Enhanced DEI awareness and practices among local organizations as compared to previous year.

Detailed Actions Planned:

- Develop DEI workshop content and resource materials.
- Identify and invite community partners to participate in DEI programming.
- Schedule and promote the workshops and events.

Responsible Group or Person:

- SHS Dean
- SHS Departmental Leadership
- Planning Lead

Resources Needed:

- Budget for workshop materials and event marketing
- Venue and logistical support
- Time allotment in SHS departmental leadership meetings

5-Year Strategic Objective: Establish ongoing DEI educational programs that support community partners in adopting inclusive practices, fostering a more equitable local environment by 2029.

Objective 4: Create and Support Community Equity Gap Reduction Initiatives to Maintain Strategic Social Climate Improvements

Summary of Key Results:

- Launch of three initiatives focused on equity gap reduction.
- Increased university-community collaboration as compared to previous year.
- Increased subjective positive impact on historically underrepresented and underserved populations as compared to previous year.

Detailed Actions Planned:

- Identify key equity gaps and potential initiatives through community needs assessment.
- Collaborate with interested parties to design and plan initiatives.
- Secure necessary resources.

- Implement and monitor the initiatives.

Responsible Group or Person:

- Planning Lead
- SHS Dean
- SHS Departmental Leadership
- SHS Faculty and Staff

Resources Needed:

- Funding for initiative implementation
- Partnerships with community organizations
- Time allotment in SHS departmental meetings

5-Year Strategic Objective: Develop long-term, sustainable initiatives that effectively reduce equity gaps in the Spokane region, positioning the university as a leader in community engagement and social justice by 2029.

Priority Five: Strengthen and Deepen Community Relations and Partnerships					
Action Planning Table with Details and Accountabilities					
5-Year Strategic Objective	Key Results	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)	Associated IE Tactic(s)/ Action(s)*
Objective One: Establish Community-Based Internships and Service-Learning Opportunities to Invest in an Inclusive Community Climate					
Establish a sustained and growing portfolio of community-based internships and service-learning opportunities that continuously engage students in meaningful DEI work, benefiting both the community and the university by 2029.	Increased opportunities for diverse community-based internships and service-learning programs that advance inclusive excellence goals as compared to previous year. Enhanced student engagement with the local community as compared to previous year. Improved outcomes for underserved populations through student service as compared to previous year.	Identify and connect with local community organizations that advance inclusive excellence goals. Develop internship and service-learning program frameworks in collaboration with these organizations. Promote and recruit students for these programs. Launch and sustain the internships and service-learning opportunities.	SHS Dean Planning Lead SHS Departmental Leadership Team Service Learning and Internship Department/Community Engagement Coordinator	Support for partnerships with local community organizations SHS support for community engagement coordinator SHS administrative support to create service-learning and internship database	5.2 5.3 5.4 5.7 5.8 5.10
Objective Two: Develop Grant Project Partnerships with Community Organizations to Advance Strategic Connections					
Create a robust network of grant project partnerships that consistently address and reduce equity gaps in the local community, enhancing the university's impact and reputation by 2029.	Sustained grant-funded partnerships to address community equity issues. Increased collaboration between the university and community organizations as compared to previous year. Measurable reduction in local equity gaps through targeted projects as compared to previous year.	Identify potential community organization partners and relevant grant opportunities. Develop and submit joint grant proposals. Secure funding and initiate project planning. Implement grant projects and track progress.	Gonzaga Grant Office SHS Dean SHS Departmental Leadership SHS Faculty	Departmental and university support for grant writing and project implementation and administrative support Time allocation for community partnership opportunities Time allocation in SHS departmental leadership meetings Time allocation in SHS all-school meetings	5.3 5.4 5.7 5.8 5.11
Objective Three: Foster Community Relationships through DEI Education and Resources to Improve Community Cultural Competence and Humility					
Establish ongoing DEI educational programs that support community partners in adopting inclusive practices, fostering a more	Increased participation in DEI workshops and resource events as compared to previous year.	Develop DEI workshop content and resource materials.	School of Health Sciences Dean Planning Lead	Budget for workshop materials and event marketing	5.8 5.10 5.11

equitable local environment by 2029.	<p>Strengthened relationships with community partners as compared to previous year.</p> <p>Enhanced DEI awareness and practices among local organizations as compared to previous year.</p>	<p>Identify and invite community partners to participate in DEI programming.</p> <p>Schedule and promote the workshops and events.</p>	SHS Departmental Leadership	<p>Venue and logistical support</p> <p>Time allotment in SHS departmental leadership meetings</p>	
Objective Four: Create and Support Community Equity Gap Reduction Initiatives to Maintain Strategic Social Climate Improvements					
Develop long-term, sustainable initiatives that effectively reduce equity gaps in the Spokane region, positioning the university as a leader in community engagement and social justice by 2029.	<p>Launch of three initiatives focused on equity gap reduction.</p> <p>Increased university-community collaboration as compared to previous year.</p> <p>Increased subjective positive impact on historically underrepresented and underserved populations as compared to previous year.</p>	<p>Identify key equity gaps and potential initiatives through community needs assessment.</p> <p>Collaborate with interested parties to design and plan initiatives.</p> <p>Secure necessary resources.</p> <p>Implement and monitor the initiatives.</p>	<p>School of Health Sciences Dean</p> <p>Planning Lead</p> <p>SHS Departmental Leadership</p> <p>SHS Faculty and Staff</p>	<p>Funding for initiative implementation</p> <p>Partnerships with community organizations</p> <p>Time allotment in SHS departmental meetings</p>	<p>5.5</p> <p>5.7</p> <p>5.8</p>

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

- The SHS Planning team will consist of the Planning Lead, the School of Health Sciences Dean, and the School of Health Sciences Leadership Team. The team will meet at least four times annually to advance Inclusive Excellence goals. Each departmental lead will meet with their respective departmental teams at least twice annually for the same purpose. Time allotment in SHS all-school meetings will be dedicated to Inclusive Excellence initiatives annually.
- Formative review of all SHS Inclusive Excellence initiatives will occur at least once per semester, annually. Summative review will occur at the end of each academic year.
- Formative and summative review will consider both qualitative and quantitative data. Each department lead will take the lead on respective data collection and leadership meetings will include opportunities to pool data for analysis and planning purposes. The planning lead will facilitate an end of year summary to accomplishments and identified opportunities for growth at the end of year all-school meeting.

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.¹

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.¹¹

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.ⁱⁱⁱ

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.^{iv}

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.^v

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).^{vi}

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.^{vii} 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.^{viii}

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.^{ix}

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.”^x

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.^{xi}

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.^{xii}

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.^{xiii}

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.^{xiv}

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.^{xv}

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.^{xvi}

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
- 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. ^{xvii}

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. ^{xviii}

VIII. References

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v The Second Vatican Council (1965), Gaudium et Spes [The Pastoral Constitution on the Church in the Modern World, §26]

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vii Hurtado & Carter (1997)

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xiv

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