Gonzaga School of Law
Inclusive Excellence Strategic Plan
Five-Year Strategic Objectives, Measures

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 Law

Preface. A. Gonzaga School of Law: Mission
To provide an excellent legal education informed by our humanistic, Jesuit, and Catholic traditions and values.

Preface. B. Gonzaga School of Law: Vision
To instill in our graduates the ethical values, substantive knowledge, and practical skills they need to become effective advocates and compassionate counselors. As a humanistic institution, we recognize the essential role of human creativity, intelligence, and initiative in the construction of society and culture. As a Jesuit institution, we are committed to educating the whole person to serve the public good, to engaging in a dialogue with all cultures and religious or ethical traditions, and to pursuing justice. As a Catholic institution, we believe that laws and legal

institutions are subject to a moral order which transcends human whim and caprice. As a law school, we are committed to a healthy and respectful environment of free intellectual inquiry and exchange, and the protection of freedom of thought.

Preface. C. Gonzaga School of Law: Values

Commitment to Diversity:

Gonzaga University School of Law is actively engaged in cultivating a vibrant and strong community that values the dignity of all its members and fosters their personal and professional growth. We do not discriminate on the basis of sex, race, ethnicity, color, religion, national origin, sexual orientation, honorably discharged veteran or military status, gender identity, gender expression, age, marital status, familial status, immigration status, citizenship, language, or disability in any of our educational programming. As a Jesuit institution, we commit to creating a more just society. We diligently work to provide a respectful and supportive environment that holds a multitude of diverse perspectives that contribute to a meaningful, respectful, and robust learning experience required in the 21st century. We recognize diversity, equity, and inclusion as cornerstones of social and economic justice and we seek to intentionally build a community that welcomes those who have been historically excluded from the legal profession.

Community Agreements:

These Relational Community Agreements set forth how we, as a group, want to be in relationship with one another. With these Agreements, we will strive to proceed with courage—recognizing that tension is where we grow. Each element, working together, will help us achieve a more healthy and effective work environment.

Element 1: Respect

We agree to be Considerate and Appreciative.
We agree to actively listen to people's contributions, engage with their ideas, and let them know they are valued.
We agree to be Civil and Professional.
We agree to listen with empathy, accept that viewpoints may differ, and honor each person's contributions.
We agree to be Reliable.
We agree to follow through consistently, meet our responsibilities, and ensure work is completed on time and with excellence.

Element 2: Teamwork

We agree to be Supportive.
We agree to provide encouragement to our colleagues, assist them when necessary, and recognize their unique skills and contributions.
We agree to be Collaborative.
We agree to listen, empathize, and contribute so we can work together effectively, build healthy relationships, and promote a positive working environment.
We agree to be Accountable.
We agree to set and seek clarification of expectations, fulfill the obligations of our roles, follow through on our word, and take responsibility for our actions.

Element 3: Constructive Communication
We agree to be Clear and Responsive.
We agree to engage in timely exchanges to provide or seek necessary information, including context, expectations, timeframes, and desired outcomes.
We agree to be Discreet.
We agree to recognize and protect sensitive information, understand the impact of improper disclosures, and strive to build and maintain trust.
We agree to be Conscientious.
We agree to assume positive intent, be mindful of our words and actions, and be thoughtful when listening and speaking. Gonzaga Law Relational Community Agreements

Element 4: Diversity, Equity, and Inclusion
We agree to be Compassionate.
We agree to treat others with understanding, care, and concern.
We agree to be Open-Minded.
We agree to exercise genuine curiosity and consider new ideas or information, while suspending preconceived notions, assumptions, and biases.
We agree to be Welcoming.
We agree to recognize different lived experiences, accept others without judgment, and create a supportive environment for all.

Element 5: Trust
We agree to be Intentional.
We agree to engage with purpose, professionalism, and thoughtfulness.
We agree to be Honest.
We agree to speak and act with authenticity and sincerity, own our words and actions, and consider their impact.
We agree to be Trustworthy.
We agree to hold our communications and work product to a standard that is reliable, transparent, and supportive.

Element 6: Growth
We agree to be Open to Learning and Improving.
We agree to seek to develop as individuals, pursue opportunities for growth, listen to others, and work to embrace change.
We agree to be Reflective and Feedback-Minded.
We agree to use self-assessment and input from others to develop our senses of self, our understanding of others, and our impact on the community.
We agree to be Adaptable and Resilient.
We agree to remain flexible and strive to grow cores of calm, strength, and self-efficacy.

Planning Process

Responsible Party: Jacob H. Rooksby, Dean, School of Law
Dodi Stilkey, Assistant Dean of Administration
All Faculty and Staff of the Law School

Planning Lead(s): Brian Seguin, Director of Public Services Librarian

Planning Team/Implementation Team/Working Groups

I.   Priority 1: Recruit, Retain, and Foster the Success of a Diverse Community
     Co-Lead (Contact): Dallan Flake; Co-Lead: Luke Cairney, Assist. Dean, Admissions
     Agnieszka McPeak, Assoc. Dean of Academic Affairs & Program Innovation
     Susan Lee, Assistant Dean of Student Affairs
     Dodi Stilkey, Assistant Dean of Administration
     Melissa Kilmer, Assis. Dir., ASP

II. Priority 2: Nurture an Inclusive Campus Climate and Intergroup Relationships
     Community Development Standing Committee
     Co-Lead (Contact): Dodi Stilkey; Co-Lead: Brian Seguin
     Susan Lee, Abe Ritter, Genevieve Mann

III. Priority 3: Promote Inclusive Teaching, Scholarship, and Service
     Curricular Innovation Coordinating Committee & Assessment Committee
     (select members)
     Co-Lead (Contact): Sandra Simpson; Co-Lead: Agnieszka McPeak
     Dallan Flake, Brooks Holland, Jessica Kiser
     Sean King, Director - Law Career Services, Inga Laurent, Melissa Kilmer

IV. Priority 4: Build Capacity through Education, Training, and Development
     DEIA Committee & Law Career Services
     Co-Lead (Contact): Susan Lee; Co-Lead: Sean King

V.   Priority 5: Strengthen and Deepen Community Relations and Partnerships
     Law Career Services, CLEC, Dean's Suite
     Co-Lead (Contact): Sean King; Co-Lead: Sarah Harmon
     Sara Guzmán, Angela Aneiros, Jessica Kiser, Dodi Stilkey, Susan Lee

Data and Analysis: Key Findings

Planning Process and Data Gathering Summary
- *Data Dashboard developed in collaboration with Institutional Research*
- *All staff-employee meetings; DEIA committee meetings, Student Town Halls*
- *Staff and Faculty Listening Sessions led by Leads on Inclusive Excellence Plan*
- *Collaborative meetings by Pillar planning groups with Powerpoint presentations*

Stakeholders are looking for more opportunities to develop community and more relevant training. Opportunities to connect more broadly between groups: faculty, staff, students. Engagement in cross-collaboration across groups.

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.

I. A. Strategic Objectives and Measures of Success

Five-Year Objectives and Key Results: (for Priority 1)

PRIORITY 1: RECRUIT, RETAIN, AND FOSTER THE SUCCESS OF A DIVERSE COMMUNITY

Goal 1: Create opportunities where employees can gather to enhance and foster a sense of community with a focus on enhancing opportunities to grow awareness and recognition for the contributions and challenges of underserved and minoritized populations.

> Objective 1.1: Ensure at least one (1) major event a semester where all employees gather to engage, learn, and grow together. Events will include in-service or activities to support inclusion and celebrate and grow diversity awareness.
>
> > Metric 1.1: Number of events, programming assessment, overall meeting assessment

Goal 2: Ensure the culture of the Law School is inclusive, welcoming, and supporting of diversity.

> Objective 2.1: Explore ideas to further systemize opportunities for growth in learning and engagement around diversity and inclusion topics through the DEIA Committee by May 2025.
>
> > Metric 2.1: Recommendations complete from the DEIA committee to administration.
>
> Objective 2.2: Systemize a process to measure the environment of the Law School on a regular basis and create action plans around target areas that include community agreements, inclusion, and wellness.
>
> > Metric 2.2: Survey is developed through coordination with GUs Institutional Research, a regular timeline for deployment is developed, and the survey is deployed in 2025.

Goal 3: Ensure strategic and systematic efforts are made in expanding diversity in recruiting and position description development in or to enhance inclusiveness for recruitment and retention of quality faculty and staff.

> Objective 3.1: Create and deploy systems for recruitment standards to ensure advertising occurs for faculty positions in non-traditional channels.
>
> > Metric 3.1: Structure for enhance advertising developed and deployed by May 2025.
>
> Objective 3.2: Develop ad hoc committee to review key job descriptions to augment position language to open up the opportunities to a wider range of applicants and review applicability of remote or hybrid work to enhance recruitment and retention of quality employees.

Metric 3.2: Ad hoc committee has created a review process for job descriptions and identified enhanced language to broaden the reach and fit for faculty and staff job descriptions.

Objective 3.3: Ensure a broad and diverse group of the total Law School Faculty has the appropriate training to sit on faculty search committees.

Metric 3.3: Initially measure the number of faculty that are eligible, then develop targets to increase the number of eligible faculty by the end of 2025.

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.

II. A. Strategic Objectives and Measures of Success

Five-Year Objectives and Key Results: (for Priority 2)

Goal 1: Establish routine meetings for employees to gather, share Shout Outs, provide details of ongoing projects, and enable relevant training. [TARGET 2025]

Objective 1.1: Hold monthly meetings for staff with relevant training, group activities, and team development activities (ongoing). *[Assistant Dean of Administration]*

Metric 1.1: agendas for meetings; surveys from meetings for topic inclusion.

Objective 1.2: Monthly faculty meetings during the academic year will include time to enable Shout Outs or share special occurrences/events by 2025.

Metric 1.2: agenda space created for faculty to highlight colleagues or their own special work, story, or experience. *[Associate Dean of Academic Affairs]*

See Priority 1: Goal 1, Objective 1: all employee meetings each semester

Goal 2: Enable connection and understanding of the Law School environment and structure though transparent and easily accessible resources. [TARGET: 2027]

Objective 2.1: Create and maintain a repository of Law-school centric documents and support resources to include the following: directory of staff and highlights of job duties; organizational charts for staff, faculty, and centers/clinics and other relevant safety, travel, or community support documents.

Metric 2.1: Updated directory and document repository that is routinely updated to in

Goal 3: Increase opportunities for staff, faculty, and students to connect and cross-collaborate.

Objective 3.1: Broaden membership or guest attendees to Law School Standing Committees by fall 2025.

Metric 3.1: Non-member employees are invited to participate and welcomed at community-related standing committee meetings: e.g., Community Development, DEIA. *[Assistant Dean of Administration]*

Objective 3.2: Survey staff and faculty on ways to connect outside of the work environment; set target to offer one event per semester that is a fun and/or meaningful get together for colleagues (e.g., Volunteer Day, mini golf, etc.) by the end of 2025.

Metric 3.2: Quarterly count of all activities that meet criteria; survey results and assessment through the Community Development Committee. [Chair, Community Development Committee]

Objective 3.3: Enhance faculty and staff attendance at student events such as DIVERSE-TEA and Ice-cream socials, Linden Cup, Heidelberg, and mock courts starting spring 2025.

Metric: events are marketed at least two weeks in advance through various channels (including the Law School Events Calendar); participation rates increase (from identified baseline) [Marketing & Brand Manager & the Student Affairs Coordinator]

Objective 3.4: Offer opportunities for small student groups to connect with individual faculty members outside of a classroom setting starting in the fall of 2024.

Metric 3.4: Summary of participating faculty, dates, and student involvement. *[Associate Dean of Faculty Scholarship]*

Objective 3.5: Ensure regular scholarly professional development for faculty (ongoing).

Metric 3.5: Agendas, schedule of opportunities, and participate growth rate of faculty. *[Associate Dean of Faculty Scholarship]*

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.

III. A. Strategic Objectives and Measures of Success

Five-Year Objectives and Key Results: (for Priority 3)

Goal 1: Engage, empower, inform, and hold individuals accountable for fostering an environment where faculty and faculty advance academic and inclusive excellence in and out of the classroom.

Objective 1.1: Create/systemize professional development opportunities where faculty come together in support of building a stronger academic and scholarly support system. (FY 2025 and ongoing). *(Associate Dean of Faculty Scholarship)*

Metric 1.1 Faculty scholarship gatherings are offered on a monthly basis.

Objective 1.2: Ensure ABA-required outcomes are directly tied to classroom experiences. (FY 2027) *(Director of Experiential Learning and Institutional Assessment)*

Metric. 1.2 Course-mapping will be used to tie outcomes to class offerings and reviewed from a broad lens to ensure all student learning outcomes are met. (FY 2027)

Metric 2.2 Faculty meet regularly to discuss academic excellence and advance inclusive teaching techniques. (FY 2025 and ongoing). *(Associate Director of Academic Affairs and Associate Director of Faculty Scholarship)*

Objective 1.2: Create opportunities where faculty and student can engage outside of the classroom in support of learning and academic excellence.

Goal 2: Ensure the culture of the Law School is inclusive, welcoming, and supporting of diversity (TARGET 2025 and ongoing).

Objective 2.1: Explore ideas to further systemize opportunities for growth in learning and engagement around diversity and inclusion topics through the DEIA Committee by May 2025. (Chair, DEIA Committee)

Metric 2.1: Recommendations complete from the DEIA committee to administration.

Objective 2.2: Systemize a process to measure the environment of the Law School on a regular basis and create action plans around target areas that include community agreements, inclusion, and wellness. *(Chair, Community Development Committee & Assistant Dean of Administration).*

Metric 2.2: Survey is developed through coordination with GUs Institutional Research, a regular timeline for deployment is developed, and the survey is deployed in 2025.

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.

IV. A. Strategic Objectives and Measures of Success

Five-Year Objectives and Key Results: (for Priority 4)

Goal 1: Build capacity for diversity, equity, inclusion, belonging and social justice professional development for all Law School campus members. [Target: 2028)] *(DEIA Committee, Leadership Team)*

Objective 1: Identify and offer interactive education, training and professional development for all staff, faculty and students on hate/bias, cultural intelligence, unconscious bias, diversity, equity, inclusion, intersectionality, racism, antiracism, social justice, white identity, privilege, white supremacy and other anti-oppression concepts specific to each profession, role, department, or area of scholarship.

Metric 1.1: A list of offerings exists where trainings, facilitators, and professional development has been identified and funding and time is made available for individuals to participate.

Objective 2: Imbed diversity-related and Title IX trainings into regular student orientations (all student fall orientation and clinical orientations). *(Assistant Director of Student Affairs, Clinical Legal Manager)*

Metric 2.1: Fall 1L student orientation and clinical placement orientations will include diversity and Title IX trainings by 2025.

Metric 2.2: Identify survey instrument to assess student awareness and acumen on diversity-related matters by 2026.

Objective 3: Consider options for how to incentivize faculty, students and staff to attend on campus events, workshops, conferences and cultural events that develop higher diversity, equity, inclusion, belonging and social justice competencies.

Metric 3.1 Brainstorming session and list of potential options for incentivizing structures has been created, reviewed, and assessed. Viable options have been institutionalized.

Objective 4 Develop a plan under which this subject matter is reviewed annually in a systematic manner and trainings and events are built into the standard academic year calendar in such a way that no event or training relies on a single specific faculty or staff member.

Metric 4.1 Comprehensive plan is in place with all key annual tasks assigned to leaders within the Law School.

Goal 2: Development and expansion of externship/internship opportunities for enrolled law students to accommodate the ever-growing law student population that better reflects the diverse backgrounds and experiences law students coming to Gonzaga have already lived. [TARGET 2027]

Objective 1: Increased messaging and visibility into external scholarship and professional development opportunities for students from diverse backgrounds or those students from communities underrepresented in the legal profession.

Metric 1.1: Evidence of expanded inclusive messaging will be available for review within the Law Career Services Office.

Objective 2: Identify new and unique public interest and private practice employment opportunities for students that caters to every student and their desired career path regardless of their personal, professional and socioeconomic background.

Metric: Baseline will be established and growth target for additional opportunism will be set by 2027.

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.

V. A. Strategic Objectives and Measures of Success

Five-Year Objectives and Key Results: (for Priority 5)

Goal 1: Engage in creating opportunities to enable historically disadvantaged, minoritized, and marginalized populations access to quality legal access and support experiential student learning. [TARGET 2028], (Director of Experiential Learning and Institutional Assessment; Staff Attorneys; Manager, Clinical Legal Program)

> Objective 1: The Clinical Legal Programs will continue to engage in meaningful legal support for those that are income challenged, marginalized, historically disadvantaged, or in need of social justice support and systemize support to be enable practices to be more diverse and inclusive through the use of data and training.
>
> > Metric: Students and staff will have annual diversity training directly relating to the support of client populations.
> >
> > Metric 1.2: Data analysis will be used to create benchmarks in support of client populations and strategies will be set based on need of surrounding community populations on a semi-annual basis.

Goal 2: Continue to foster and broaden quality and meaningful relationships with the Spokane legal community and community as a whole to ensure consistent employment opportunities for students both during school and after graduation and connection and community-building within our neighborhoods. [TARGET 2028], (Director of Experiential Learning and Institutional Assessment; Director, Law Career Services).

> Objective 1: Identify and create innovative educational programming that ignites new relationships in the community, e.g., combining Street Law program with employment/educational opportunities with office of public defender or prosecutor's office.
>
> > Metric 1.1: Innovation meetings are hosted to establish recommendations on innovative education programming options with a timeline set for viable offerings.
>
> Objective 2: Expand opportunities for students to gain practical, on hands legal experience early on in their law career and throughout law school by increasing externship, internship and more permanent employment opportunities with the goal of keeping more Gonzaga Law graduates local after graduation to increase access to counsel and justice for our constituents in Spokane and eastern Washington.

Metric 2.1: Create growth targets in strategic areas for expanding externship and internship opportunism.

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

- Key leaders/positions identified will be responsible for ensuring respective Pillar goals/objectives are in progress/completed and report to the DEIA committee on a quarterly basis. The Law School DEIA committee will meet monthly throughout the academic year to support and monitor aspects of the Inclusive Excellence Plan, review quarterly reports, and provide an annual assessment of progress towards objectives.

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.[I]

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.[II]

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

i Kendi, I. X. (2019). How to be an antiracist. One World.

ii Hurtado & Carter. (1997)

iii www.psychologytoday.com/us/basics/bias www.mypronouns.org/what-and-why

iv www.psychologytoday.com/us/basics/bias www.mypronouns.org/what-and-why

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

vi Association of American Colleges and Universities https://www.aacu.org/making-excellence-inclusive; AAC&U (aacu.org)

vii Hurtado & Carter (1997)

viii Association of American Colleges and Universities https://www.aacu.org/making-excellence inclusive; AAC&U (aacu.org)

ix Clayton-Pederson, A. R., O'Neill, N., & Musil, C. T. (2017, June). Making excellence inclusive: A framework for embedding diversity and inclusion into colleges and universities' academic excellence mission. Retrieved from https://www.aacu.org/sites/default/files/files/mei/MakingExcellenceInclusive2017.pdf

x Intersectionality | Definition of Intersectionality by Merriam-Webster (Merriam-webster.com); Kimberlé Crenshaw on Intersectionality, More than Two Decades Later | Columbia Law School

xi Adapted from: Marginalized populations | National Collaborating Centre for Determinants of Health (nccdh.ca)

xii The Movement for Black Lives (M4BL), "Glossary."

xiii The Movement for Black Lives (M4BL), "Glossary."

xiv https://nadohe.memberclicks.net/assets/2021/Framework/National%20Association%20of%20Diversity 20Officers%20in%20Higher%20Education%20-%20Framework%20for%20Advancing%20Ant-Racism%20on%20Campus%20-%20first%20edition.pdf

xv Office for Inclusive Excellence, Gonzaga University

xvi What is Underrepresented Groups | IGI Global (igi-global.com)

xvii Underrepresented Minority Definition | Law Insider

xviii What Is Racism?" − Dismantling Racism Works (dRworks) web workbook