

**Gonzaga University Division of Student Affairs**  
**DEI Commitments – 2020/2021**  
**Version Dated: March 1, 2021**

**“...The Gonzaga experience fosters a mature commitment to the dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable...” (Gonzaga Mission Statement)**

Throughout this document, you will find terms like whiteness, social identities, implicit bias, and dominant systems. These terms are rooted in the academic and practical work of Diversity, Equity, and Inclusion and are amplified by authors such as Angela Davis, Robin DeAngelo, and Kimberlie Crenshaw. We recognize that a common understanding of words and their definitions are important in moving toward our goals and commitments. We also recognize that words can elicit sometimes unspoken emotions or assumptions. We do not expect a full consensus or agreement on what each of these terms means within the Division. However, as we learn together, we reference the glossary website from the organization Racial Equity Tools (<https://www.racialequitytools.org/glossary>). Additionally, we have published an internal-use library of videos, writings, and podcasts on the Divisional SharePoint site to inform our own personal and professional development.

<b>Capacity Building</b>		
Capacity building initiatives develop an individual’s, department’s, and the division’s ability to create a more diverse, equitable, and inclusive campus. This work encompasses the living, working, and learning environment.		
We commit to building our capacity, because we believe in life-long learning and know that in order to be better staff and administrators for Gonzaga University and our students, we must understand how our own social identities and the dominant systems within our institution impact our goal of a being a diverse, equitable, and inclusive campus. Our commitment to build capacity requires us to apply our knowledge, skills, and attitudes in leadership toward this goal.		
<b>Actions</b>	<b>Deadline</b>	<b>Responsible Person(s)</b>
Provide leadership team development (leading, collaborating & team building through a cultural lens) with facilitator – Jamie Washington	February 17-18, 2021	Kent Porterfield
Convene and charge a professional development committee to provide ongoing DEI programs to address expectations and opportunities for all SA division staff.	Ongoing	Professional Development Committee
Incorporate DEI as a distinct measurable criteria in all performance evaluations. <ul style="list-style-type: none"> <li>• (Individual) Each staff member develops a personal/professional goal for 2021 that emphasizes intercultural competence/fluency.</li> </ul>	Summer 2021  Fall 2021	Matt Lamsma, Eric Baldwin & all supervisors
(Divisional) Conduct an audit to determine how many staff have had dialogue facilitator training, what type of training, and when they completed their training.	Spring 2021	Colleen Vandenoorn
(Departmental) The director plus at least one other staff within each operational area completes baseline dialogue facilitator training.	Spring 2022	SR Gibson and Joan Iva C. Fawcett
Host White accountability and BIPOC affinity groups	Summer 2020	SR Gibson and Joan Iva C. Fawcett
(Divisional) Develop divisional and/or donor funding strategy for DEI results program.	Summer 2021	Kent Porterfield and Joan Iva C. Fawcett
<i>So You Want to Talk About Race</i> guided book club groups	Summer 2020	Joan Iva C. Fawcett, SR Gibson, Matthew Barcus
All staff and departments complete the Intercultural Conflict Style (ICS) Inventory, the Intercultural Development Inventory (IDI), and DiversityEdu. <ul style="list-style-type: none"> <li>• Develop profile(s) for the Division, identifying areas of strength and opportunities for growth and developing action plans.</li> </ul>	ICS and IDI – December 1, 2021  DiversityEdu - January 15, 2021	Professional Development Committee

<ul style="list-style-type: none"> <li>Develop profile(s) for each department, identifying areas of strength and opportunities for growth and developing action plans.</li> </ul> <p>Individuals receive results from inventories, personal profiles, and identify areas of strength and opportunities for growth, and develop action plans. Note: Individuals will only receive their individual profile if they sign up for a debrief with an IDI Qualified Administrator (QA).</p>	Inventories and modules will be completed by this date, but action plans will be created throughout spring semester.	
SA Division Colloquium on IDI and other conversations to increase our DEI awareness.	January 11, 2021	Assessment & Professional Development Committees

## Staff Recruitment & Retention

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

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

Actions	Deadline	Responsible Person(s)
Develop resource website for new staff to find community and connection across all identity groups.	Begins Spring 2021 and ongoing	Colleen Vandenboom
Complete hiring processes directly related to BIPOC student well-being. <ul style="list-style-type: none"> <li>Hire 2 therapists to provide counseling/therapy for BIPOC students on contract basis until FT counselor can be hired.</li> <li>Hire full-time therapist in HCS to specifically focus on and serve BIPOC students.</li> <li>Hire case manager to specifically focus on the needs of BIPOC students.</li> </ul>	December 2020  April 2021  January 2020	Eric Baldwin, Kristiana Holmes, & Sean Joy
(Divisional) Each staff job description includes DEI elements. <ul style="list-style-type: none"> <li>Current vacant positions within the division</li> <li>All descriptions for non-vacant positions</li> </ul>	Spring 2021	Matt Lamsma and Eric Baldwin
(Divisional) Define expectations for staff recruitment/retention for SA Division.	Spring 2021	Kent Porterfield
(Departmental) Each department identifies staff recruitment & retention plans focused on five areas: 1) marketing, outreach & networking, 2) pipeline & mentoring, 3) increasing diversity (numeric goals), 4) onboarding, & 5) recognition.  (Divisional) 30% of all candidate pools must be from underrepresented or minoritized populations.	Starts Spring 2021 and ongoing	DDT
(Divisional) Implement a NASPA Undergraduate Fellows Program (NUFP) within multiple departments in Student Affairs.	Summer 2022	Pamela Alvarado
(Divisional) Develop a pool of external BIPOC consultants that the Resolution Center for Student Conduct and Conflict can contract with to facilitate restorative justice sessions, particularly those which involve race bias. This service will remove some of the burden that might be otherwise placed on BIPOC faculty or staff at Gonzaga to facilitate restorative justice practices.	Summer 2022	Eric Baldwin

(Divisional) Create awards program for exemplary DEI commitment (staff) and best DEI innovation/impact (team, dept, etc.).	Fall 2021	Paula Smith and Nicola Mannetter (with help of a committee)
<b>Program Review</b>		
<p>Program Review initiatives relate to the ways in which each department and program within the Division of Student Affairs works to integrate a DEI lens into our work through assessment, evaluation, and continuous improvement.</p> <p>We commit to reviewing our programs, policies, and practices, because we understand that whiteness impacts our work in ways that serve the dominant culture better than non-dominant cultures. Examining our work using a critical lens allows us to unpack this biased system and redesign it in service to our diverse student populations.</p>		
<b>Actions</b>	<b>Deadline</b>	<b>Responsible Person(s)</b>
<p>Following the departmental IDI debrief with the PD Committee, each department will meet with the Assessment Committee to review a report developed by IR and the Assessment Team that shows data about which students their department is serving/employing.</p> <p>Based on the departmental IDI results, and the “who SA is serving” data – each department will select one of the following prompts and develop a diversity and social justice project to address the prompt. (Plan details/requirements to come.)</p> <ol style="list-style-type: none"> <li>a) One commitment to decentering whiteness.</li> <li>b) One commitment that promotes historically underrepresented student safety and inclusion.</li> <li>c) One commitment for reaching/serving different students equitably.</li> </ol>	<p><a href="https://my.gonzaga.edu/student-life/assessment/program-reviews-and-accreditation">https://my.gonzaga.edu/student-life/assessment/program-reviews-and-accreditation</a></p> <p>Starts Summer 2021</p>	<p>Professional Development Committee and Assessment Committee</p>
<p>NERCHE DEI Rubric – Program Review</p>	<p>Starts Summer 2021 with Division Review.</p> <p>Department reviews occur in summers 2021, 2022, and 2023 (all areas completing within 3-year timeframe)</p>	<p>Joan Iva C. Fawcett and Colleen Vandenboom</p>
<p>Resolution Center is reviewing Restorative Justice program by:</p> <p>Goal 1: Establish training for implicit bias and additional restorative justice practices.</p> <ol style="list-style-type: none"> <li>A. Restorative Justice facilitators and Resolution Center conduct officers will complete the Implicit Bias Module Series through the Kirwan Institute for the Study of Race and Ethnicity. Training will be incorporated and administered during ongoing annual training plan.</li> <li>B. A minimum of two RJ facilitators/conduct officers will complete additional restorative justice training.</li> </ol> <p>Goal 2: Create an evaluation process for all participants to provide feedback after RJ procedures/settings.</p> <ol style="list-style-type: none"> <li>A. Develop evaluative questions and information gathering for affected parties</li> </ol>	<p>Planning starts Spring 2021 to implement for the 2021-2022 academic year.</p>	<p>Paula Smith</p>

<p>and community members participating in RJ procedures/settings to provide feedback, support development decision making, and process corrections.</p> <ul style="list-style-type: none"> <li>B. Refine pre-and-post evaluation tool for respondents, using STARR Project learning goals.</li> <li>C. Review and update facilitator debrief evaluation.</li> </ul> <p>Goal 3: Clarify definitions, goals, and participant roles in restorative justice settings.</p> <ul style="list-style-type: none"> <li>A. Listening sessions for students, faculty, staff, and campus partners.</li> <li>B. Benchmark with current leaders in the field regarding best practice definitions and application of RJ processes related to resolution of incidents of misconduct.</li> <li>C. Consult with Jazmyn Elise Story, International Restorative Justice Facilitator and founder of The People’s Coalition, to review updated definitions, goals, participant roles, etc. to ensure updates are reflective of contemporary practices.</li> <li>D. Develop, recruit, and train representatives for a Community Member Impact program.</li> </ul> <p>Goal 4: Work with ODEI and DICE to establish parameters of appropriateness, as well as limitations, for restorative justice when elements of bias, intolerance, and racism are involved.</p> <ul style="list-style-type: none"> <li>A. Review <i>Liberating Restorative Justice from Co-optation within Colleges and Universities</i> webinar through the Zehr Institute.</li> <li>B. Hold a working dialogue session to create recommendations, process structures, demographical, safe space elements, script language, or other considerations during RJ processes responding to student misconduct.</li> </ul> <p>Goal 5: Update marketing materials, publications, resources, and internal documentation</p>		
<p>Develop a student leadership curriculum that addresses such issues as University structures and shared governance, organizational change, student activism, and social justice.</p>	<p>Summer/Fall 2021</p>	<p>Pamela Alvarado, Kristen Bohlen, Joan Iva C. Fawcett, &amp; SR Gibson</p>