



Presidential Task Force on
Accompaniment, Safety and Belonging

June 2026 Status Report

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Below is a summary of ongoing and completed work based on work group and committee assignments. In some cases, committee work is cross-functional and completed outside traditional committee structure and assignments. This report is a high-level summary and is not a comprehensive final report of the Task Force.

1. Institutional Statement on Racism, Accountability, and Respect

Summer action item 1 | Action Complete

- i. Gonzaga University specifically condemns racism on the Presidential Task Force Website on Accompaniment, Belonging and Safety website. This is in the first paragraph titled, “Our Guiding Commitment.”
- ii. The University also condemned racism in each of its community messages.
 - i. [Feb 24, 2026](#)
 - ii. [March 17, 2026](#)
 - iii. [March 27, 2026](#)
 - iv. [May 4, 2026](#)

2. Accountability Framework

- a. The Resolution Center for Student Conduct and Conflict (RC3) has an established webpage that currently has links for reporting different types of complaints. The Task Force has reviewed and provided feedback on the webpage and continues to evaluate established processes to streamline operations, improve transparency, and increase clarity for students, faculty, and staff. (Summer action items [2](#) and [3](#))
 - i. Created flowcharts for the processes and workflows below. These are being further refined and will be published once complete.
 - ii. BIAS Process

- iii. Harassment & Discrimination Process
- iv. Title IX Process
- v. Appeals Processes
- vi. Student Conduct Process
- vii. Referral Pathways
- viii. Campus Security & Public Safety – Student Call Response Workflow

3. Digital Safety and Policy Clarification

[Summer action item 5](#) | **Action Complete**

- a. The [Information Technology Use Policy](#) (ITUP) has been updated to clearly call out the use of email addresses as a Gonzaga resource. The following sections were updated in March: Scope, Definitions, Enforcement & Administration (Sanctions).
 - i. In February of 2026, Information Technology Services (ITS) blocked the Fizz app on campus when connected to the campus network.
 - ii. Fizz continues to be monitored by the University with posts that violate Fizz’s community guidelines being immediately reported to Fizz. GU has reported 24 comments since February 28 and six have been removed.

4. Mandatory Training and Conduct Enforcement

[Summer action item 6](#)

- a. **Streamlined Focus & Restructuring:** To maximize efficiency across the Task Force, this work group officially separated its two primary charges. Responsibility for "conduct enforcement" was folded into the existing Accountability Work group, allowing this group to focus exclusively on student leadership training.
 - i. **Standardizing Campus-Wide Diversity, Equity, Inclusion and Belonging (DEIB) Training:** The work group's primary charge is to centralize and standardize an Inclusive Excellence foundational DEIB training model for student leadership positions across campus. Such training would include shared learning outcomes and resources.
 - ii. **New/Returning Work group Members and Timeline:** Invitations have been sent to key campus partners, including representatives from the Payne Center for Leadership Development, Housing & Residence Life, Lincoln LGBTQ+ Resource Center, Center for Student Involvement, Office of Inclusive Excellence, Student Employment, and Unity Multicultural Education Center (UMEC), to confirm work group membership. The work group lead, Joan Iva Fawcett, is establishing a weekly summer timeline and proposing recurring meetings July through the end of fall 2026.

- iii. **Restorative Practices (RP) Training Pilot:** In alignment with the Student Affairs Inclusive Excellence Plan, an RP training pilot will launch for a broad range of student leadership groups – including the Gonzaga Student Body Association (GSBA), Housing & Residence Life, Unity Scholars, Unity Alliance of Cultural Clubs (UACC), and others – during August and September retreats. This will be supported by monthly RP Circles throughout the academic year, providing opportunities to practice foundational principles.

5. Student Governance Framework

- a. Incoming GSBA leaders provided edits on current documents to GSBA advisor and work group member, Andrew Mercer.
 - i. The work group continues to finalize the student governance framework focusing on establishing the process for students to report issues with GSBA leaders or actions. The goal is to provide the option for anonymity if the reporter prefers. In coordination with ITS, the work group anticipates that this form will be uploaded to Zagtivities in July and will also be available on the GSBA website.
 - ii. This work group will meet with the Accountability work group to assess overlap and to ensure efforts are not duplicated. A meeting will occur in the first part of July.

6. Liaisonship

- a. Met with UACC facilitators, leaders from UMEC, and GSBA leadership to explore how the liaisons would work collaboratively to represent the Gonzaga University student voice and serve as a bridge between students and administration.
 - i. Completed a draft job description for the proposed paid liaison role. Connected with UACC facilitators to develop proposed governance structure for the liaison positions and develop strategies to support each liaison with mentorship and guidance.
 - ii. Reached out to Student Employment to inquire regarding possible funding from the centralized student employment pool.

7. Student Publications

- a. Work group team members representing Student Media are strategizing ways to better promote student, faculty, and staff opportunities to submit opinion pieces to The Bulletin, submit pieces to University journals, or apply for an [iZag](#) radio or podcast program (new to Student Media this coming year).
 - i. The work group has also engaged in outreach to potential advisors and departments the Task Force can partner with to support development of a student

publication that aligns with their vision and is consistent with Student Media bylaws. Ideas and outreach will be discussed in forthcoming meetings.

- ii. The work group is exploring the possibility of additional space in the Humanities Building (HUB) for student staff working on an insert in [The Gonzaga Bulletin](#) that could run twice a semester. Approval of space has been given on a temporary basis, if needed, keeping in mind that needs could change.
- iii. The work group has reached out to University Advancement (UA) to discuss options for fundraising and outside partnerships to support the development and publication of new student media.
- iv. The work group continues to evaluate a variety of different student publication options and is requesting feedback from student leaders before taking additional steps. Availability of funding could be a factor in determining the feasibility of various options. Below are proposed options should the two inserts per semester idea not be viable or not what students want. Student input will be sought on these options:
 - v. A podcast addressing issues of importance for marginalized voices could be developed (but cannot be on behalf of a club). This is a no cost option and could be done as a standalone item or in connection with other pieces.
 - vi. Students can contribute [letters to the editor](#) or opinion pieces to The Gonzaga Bulletin or submit pieces for publication in Student Media's three annual [literary journals](#), with Student Media putting more promotion behind these options.
 - vii. Development of an e-newsletter, rather than a supplement.

8. Recruitment and Retention (Faculty/Staff/Students)

- a. **Faculty:** On May 29, a group of 11 faculty met to start developing action plans related to specific priority areas that were identified during listening sessions held in early May. Two follow-up meetings were held in June to finalize the action planning worksheets. Faculty participating in the planning were nominated by other faculty and staff, and their engagement in the listening sessions and previous work in these areas were also considered.
 - i. **Students:** After a review of priorities and objectives, the PTF work group for Student Recruitment & Retention for Historically Marginalized Student Populations has been merged with the Student Affairs Educational Pathways work group that is well established and is actively pursuing many of the work group's proposed objectives. Working discussions have been scheduled for the remainder of the summer and into the fall term.
 - ii. The work group produced two reports identifying and explaining [underrepresented student/faculty/staff enrollment or employment](#) for the university as a whole and a deeper look at [Spokane-area student recruitment](#).

- iii. Cultural Resource Guide: A group was convened to create a cultural resource guide. The first meeting between Gonzaga University and the Spokane City Council was held on June 24. The work group is exploring whether a faculty member may be interested in performing the research associated with the Cultural Resource Guide. The work group is also in discussions with Student Media to gauge interest and capacity in potential design work and promotion. The next meeting is scheduled for July.

9. Dedicated Belonging Spaces

- a. The Dedicated Belonging Spaces work group has focused on understanding student needs, auditing existing campus resources, and identifying opportunities to better support belonging and community. Rather than approaching this solely as a facilities project, the group has framed the work as part of Gonzaga's broader commitment to accompaniment, engagement, and student success.
 - i. The work group's assessment found that Gonzaga has significant existing space dedicated to diversity, equity, inclusion, and belonging, but students are seeking more visible, identity-affirming opportunities for connection and belonging.
 - ii. With this priority of seeking student input, we also recognize that any recommendations must be carefully evaluated through institutional, operational, and legal lenses. As we move forward, any recommendations will ensure compliance with applicable laws and regulations. We remain committed to ensuring that any future recommendations strengthen Gonzaga as a place where students of all backgrounds, experiences, identities, and perspectives can thrive in a community rooted in dignity, accompaniment, and mutual respect.
 - iii. This summer, we will continue engaging students to identify near-term opportunities and refine recommendations for both immediate improvements and longer-term initiatives. Throughout this process, we will ensure that our work remains aligned with the broader efforts of the Task Force and the University's commitment to accountability and belonging. The committee next meets on July 14.

Summer Commitment 6

(from [Task Force webpage](#))

- a. Intentional Program Curriculum & Redesign: New Student and Family Programs (NSFP) has structured New Student Orientation (NSO) 2026 around concrete summer learning outcomes (Mission, Resources, Connection, Expectations, and Belonging). To address student feedback, the 2026 schedule has been updated to an experiential learning model. This includes breakout blocks organized by residence halls to build community early, and

monthly collaborative planning with presenting departments to ensure a shared focus on mission and belonging.

- i. DEIB and Mission-Centered Activities: Both NSO and Fall Welcome Weekend incorporate targeted Diversity, Equity, Inclusion, and Belonging (DEIB) programming. Highlights include Land Acknowledgements, Jesuit mission foundations tied to social justice, identity exploration in residence halls, affinity brunches, and a dedicated "What's in a Name" activity hosted by campus diversity and community engagement partners.
- ii. Integrated Welcome Weekend Keynote: A Welcome Weekend keynote will be delivered centering on "Curiosity" and bridging divides. This work extends beyond orientation through a post-keynote workshop for student leaders, bulk book distribution for campus partners, and planned academic integration via Magis Seminars.
- iii. Robust, Multi-Dimensional Assessment: The NSFP is building on steady baseline data from 2025, by expanding its 2026 assessment. They are adding four quantitative questions across two assessment intervals to measure distinct dimensions of belonging (Social, Academic, and Campus-Community) alongside two new qualitative questions to track student contributions and identify barriers to inclusion.

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