

S-JEDI CREED for the National University System

The National University System (NUS) is committed to social justice, equity, diversity, and inclusion (S-JEDI) as critical elements to organizational culture development whereby our students, faculty, staff, leadership, and other key stakeholders can learn, work, and thrive. The Office of S-JEDI was created in August 2020 to lead a system-wide effort to design and institutionalize social justice, equity, diversity, and inclusion principles and practices across the system.

We believe that every member of NUS is an essential partner in advancing S-JEDI. We use the word “creed” to acknowledge a set of beliefs and expectations designed to guide our collective actions to successfully build and sustain an exceptional culture.¹ Thus, we offer the following guiding principles:

1. *We adhere to co-created definitions for terms including, but not limited to social justice, equity, diversity, and inclusion. These definitions are inclusive with respect to a wide range of identities, differentiated in terms of how they address unique identity issues, and complex in terms of intersectionality and historical context.*
2. *We systemically integrate elements of social justice, equity, diversity, and inclusion through adherence to the Inclusive Excellence Framework (the best practice in higher education to provide a comprehensive approach to embed diversity, equity, and inclusion into every aspect of an organization) as imperatives to inform the institution’s mission, vision, and strategic plan.*
3. *We work across all levels of the organization and, when appropriate, the Board of Trustees, to revise or remove embedded institutional policies, procedures, and norms that create differential structural barriers to the access and success of students, faculty, and staff who belong to historically excluded, marginalized, and oppressed groups.*
4. *We work with faculty, staff, students, leadership, and appropriate organizational governance structures to promote and support inclusive excellence in teaching, learning, remote work, partnerships, vendors, and investments to meet the needs of the system’s current and potential constituents.*

¹ These expectations were adapted from the “16 Professional Standards for Diversity Officers” established by National Association of Diversity Officers in Higher Education (NADOHE).

5. *Drawing from existing internal data, scholarship, and using evidence-based practices, we work within a community to advocate inclusive excellence in research, innovation, scholarship, and practice at every level as fundamental to the mission-driven work of the NUS.*
6. *We balance efforts through both shared responsibility and dedicated leadership for social justice, equity, diversity, and inclusion. As an institution, we promote promising practices and articulate expectations while also leaving room for autonomy for different units.*
7. *We work to build a culture of equity, diversity, inclusion, and belonging. This culture is supported by assessment and continuous improvement processes involving students, faculty, and staff.*
8. *We work with senior leaders and others across the System to develop, implement, and assess protocols to foster inclusion and psychological safety, to prevent and respond to hate-bias incidents, and to facilitate an environment for free expression and activism on issues of social justice, diversity, and inclusion.*
9. *We are committed to accountability and ethical practices within our particular roles and responsibilities for advancing social justice, equity, diversity, and inclusion throughout NUS.*

Last Update: 08/30/2021