

UNIVERSITY-WIDE GUIDING PRINCIPLES FOR EQUITY, DIVERSITY, INCLUSION, AND BELONGING AT CAL STATE LA

A COMMITMENT TO EQUITY, DIVERSITY, INCLUSION AND BELONGING AT CAL STATE LA INCLUDES THE FOLLOWING COMMITMENTS:

1. THE PURSUIT AND PRACTICE OF SOCIAL JUSTICE.
2. THE PROMOTION OF A CULTURE OF EQUITY, DIVERSITY, INCLUSION AND BELONGING IN WHICH EVERYBODY TAKES RESPONSIBILITY FOR PROMOTING EDIB WITHIN THEIR OWN PURVIEW.
3. THE PRIORITIZATION OF THE WELL-BEING AND MENTAL HEALTH OF THE EDUCATIONAL STAKEHOLDERS/AGENTS IN THE UNIVERSITY, INCLUDING STUDENTS, FACULTY, STAFF, ADMINISTRATORS, AND MEMBERS OF THE COMMUNITY-AT-LARGE.
4. THE EXPRESS RECOGNITION OF INEQUITY IN TERMS OF RACE, ETHNICITY, GENDER, SEXUAL/AFFECTIONAL ORIENTATION, CLASS AND DISABILITY, INCLUDING THE DETAILED SPECIFICITIES OF EACH (E.G. ANTI-BLACK RACISM) AND THE INTERSECTIONAL CHARACTER OF ALL.
5. THE HONORING OF THE DIVERSE CULTURAL WEALTH AND THE RECOGNITION OF THE COMPETING NEEDS OF STAKEHOLDERS.
6. THE PRIORITIZATION OF MEANINGFUL AND TRANSPARENT CONVERSATIONS ACROSS THE UNIVERSITY ABOUT ALL EDIB-RELATED MATTERS THAT INCLUDES RACE AND CULTURE AND GOES BEYOND THESE ELEMENTS AND CHARACTERISTICS (E.G., GENDER, ABILITY, SEXUALITY, INTERNATIONAL AND FAMILY OR ORIGIN), TO PROMOTE SOLIDARITY AND RESTORATIVE JUSTICE PRACTICES.
7. THE PRIORITIZATION OF TRANSPARENT COMMUNICATION ACROSS THE UNIVERSITY IN GENERAL.

SHARED UNDERSTANDING OF TERMS

DIVERSITY:

- (IS) THE VALUED PRESENCE OF IDENTITIES AND EXPERIENCES OF ALL STUDENTS, FACULTY, STAFF AND CAMPUS COMMUNITIES.
- (DOES) EMPOWER PEOPLE BY RESPECTING AND VALUING WHAT MAKES US DIFFERENT

EQUITY

45 • (IS) THE PROCESS OF ACHIEVING PARITY FOR STUDENTS, FACULTY, STAFF, AND
46 CAMPUS COMMUNITIES.

47 • (DOES) CREATE PRACTICES AND POLICIES WITH THE UNDERSTANDING THAT
48 PEOPLE HAVE DIFFERENT NEEDS TO SUCCEED AND THRIVE.
49

50 INCLUSION:

51 • (IS) THE ACTION OF CREATING SPACE FOR THE VOICES AND PERSPECTIVES OF
52 THOSE THAT HAVE BEEN TRADITIONALLY/HISTORICALLY MARGINALIZED.

53 • (DOES) CENTER DIVERSE PEOPLE AND PERSPECTIVES INCLUDING THOSE IN
54 PROTECTED CLASSES.

55 NB: IF AN EFFORT TO HAVE INCLUSION DOES NOT INCLUDE BUILDING POWER
56 WITHIN MARGINALIZED COMMUNITIES THEN IT IS NOT THE DEFINITION IN USE
57 HERE.
58

59 BELONGING:

60 • A BASIC HUMAN NEED THAT IS MET BY ACTIVE RECOGNITION AND EMBRACE OF A
61 PERSON'S LIVED EXPERIENCE, PERSPECTIVE, AND WAYS OF LEARNING AND
62 UNDERSTANDING AND INCLUDES A COMMUNITY OF PERSONS WITH SHARED
63 SOCIAL IDENTITIES, SUPPORTIVE AND CHALLENGING ENVIRONMENTS, AND
64 CLIMATES WITH HIGH LEVELS OF ENCOURAGEMENT.
65

66 SOCIAL JUSTICE:

67 • (IS) THE DISTRIBUTION OF RESOURCES, TIME, AND OPPORTUNITIES TO CREATE,
68 SUSTAIN AND/OR RESTORE A FAIR AND EQUITABLE SOCIETY.
69

70 • (DOES) ADDRESS SYSTEMIC AND SYSTEMATIC PAST AND CURRENT PRACTICES
71 USING PRINCIPLES OF RESOURCES ALLOCATION, EQUITY, ACCESS,
72 PARTICIPATION, AND CIVIL RIGHTS IN FAIR, HONEST, AND TRANSPARENT WAYS.

University-Wide Guiding Principles for Equity, Diversity, Inclusion, and Belonging at Cal State LA

A commitment to equity, diversity, inclusion and belonging at Cal State LA includes the following commitments:

1. The pursuit and practice of social justice.
2. The promotion of a culture of equity, diversity, inclusion and belonging in which everybody takes responsibility for promoting EDIB within their own purview.
3. The prioritization of the well-being and mental health of the educational stakeholders/agents in the University, including students, faculty, staff, administrators, and members of the community-at-large.
4. The express recognition of inequity in terms of race, ethnicity, gender, sexual/affectional orientation, class and disability, including the detailed specificities of each (e.g. anti-black racism) and the intersectional character of all.
5. The honoring of the diverse cultural wealth and the recognition of the competing needs of stakeholders.
6. The prioritization of meaningful and transparent conversations across the University about all EDIB-related matters that includes race and culture and goes beyond these elements and characteristics (e.g., gender, ability, sexuality, international and family or origin), to promote solidarity and restorative justice practices.
7. The prioritization of transparent communication across the University in general.

Shared understanding of terms

Diversity:

- (is) the valued presence of identities and experiences of all students, faculty, staff and campus communities.
- (does) empower people by respecting and valuing what makes us different.

Equity:

- (is) the process of achieving parity for students, faculty, staff, and campus communities.
- (does) create practices and policies with the understanding that people have different needs to succeed and thrive.

Inclusion:

- (is) the action of creating space for the voices and perspectives of those that have been traditionally/historically marginalized.
- (does) center diverse people and perspectives including those in protected classes.

Nb: If an effort to have inclusion does not include building power within marginalized communities then it is not the definition in use here.

Belonging:

- A basic human need that is met by active recognition and embrace of a person's lived experience, perspective, and ways of learning and understanding and includes a community of persons with shared social identities, supportive and challenging environments, and climates with high levels of encouragement.

Social justice:

- (is) the distribution of resources, time, and opportunities to create, sustain and/or restore a fair and equitable society.
(does) address systemic and systematic past and current practices using principles of resources allocation, equity, access, participation, and civil rights in fair, honest, and transparent ways.