



## **An Equity and Inclusion Manifesto**

**PREAMBLE:** Acknowledging inequity as a core condition of contemporary life, the College of Letters, Arts, and Social Sciences commits to change the structural conditions that produce chronically under-served communities in our College and on our campus. In its place, we will forge open, empathetic, equitable, and inclusive environments for everyone, without exception and without excuse. To do so, we submit this manifesto to plainly state our beliefs, commit ourselves to action, and hold ourselves accountable.

- I. We believe our historical and ongoing struggles for “liberty” produce inequitable institutions and behaviors that chronically under-serve communities on the basis of social status (class, race, gender, sexuality, ability, citizenship status, religion, and other categories of social difference). These categories—and our use of the umbrella term “under-served communities”—are not intended to reinforce these distinctions; we use these terms to assist discussions of inequity while still respecting the fluidity and intersectionality of human identity.
- II. We believe all students are entitled to an equitable education, which requires that we guarantee students the resources and support they need to achieve their educational goals rather than providing “equal opportunities,” which assumes all students start with equal access.
- III. We believe all employees are entitled to a supportive workspace that promotes fair treatment and equitable opportunities for professional development, and provides support structures for those who come from under-served communities or work in conditions of precarity.
- IV. We believe Universities reproduce privilege, which we understand as a social advantage that accrues to some over others on the basis of social status. Privilege need not refer to an individual’s deliberate actions, but rather the “cultural capital” often hidden in our assumptions of value. As such, privilege is contextual and variable, changing in different social, historical, and cultural environments.
- V. We believe inequity and privilege are not abstractions, but manifest directly in our policies, pedagogies, and practices, and thus the lived experiences of students, staff, faculty, and administration. Inequity is the precarious condition of those we encounter every day on campus, and we see you.

Therefore,

- VI. We commit ourselves to enacting equitable policy, pedagogy, and practices that support the students in front of us and not the students we imagine based off past experience or present assumptions. That commitment requires adapting to students' changing needs by listening to their voices both in and out of the classroom, attentive to those who choose to engage and deploying supportive strategies to encourage a diversity of voices.
- VII. We commit ourselves to identify acts of racism, sexism, homophobia, etc. both in ourselves and others and address them through a self-reflective, educational mindset, recognizing the College is a space where we fail, learn, and grow.
- VIII. We commit ourselves to respect the right for people to choose how they identify themselves and how they participate in their communities. This includes behaviors like using preferred pronouns and names as well as avoiding the expectation that an individual speaks on behalf of a broader community.
- IX. We commit to diversifying the academy in the short term through hiring decisions and in the long term by mentoring students from under-served communities and supporting their efforts to pursue advanced degrees.
- X. We commit ourselves to recognize and support affective labor—empathy, mentoring, care, leadership—as crucial work that exacts a heavy toll, and that this labor is not equitably shared among all members of the workplace. Workload and service assignments should take this affective burden into consideration and equitably distribute this work.
- XI. We commit to train faculty to deploy inclusive pedagogical approaches (i.e. grading contracts, transparent assignment prompts, accessible course materials), provide institutional support for high impact practices that reduce inequity, and promote programs' revisions to curricula and syllabi to feature a diverse range of voices within the disciplines
- XII. We commit to nurturing students' empathy and inclusivity. To that end we will generate orientation modules and training sessions in the College, incentivize student engagement with the work of the OSLCC and other campus diversity initiatives, and model honorable and genuine interactions in our own behavior. Students are the catalysts for long-term change and equity work must begin by training and empowering students to act equitably.
- XIII. We commit to de-bias the workspace. This means respecting the contributions of all members of the University and resisting the misuse of power and privilege on the basis of job title, degree, professional prestige, or salary.
- XIV. We commit to encourage departments to include equity work as a consideration in faculty evaluations. As a foundational feature of the CSU system and a core belief of CPP

enshrined in its mission, vision, and values, it is right to acknowledge and support this work.

- XV. We commit to advocate for this work across the University, recognizing that it is particularly important for those who hold privilege, security, and influence within normative structures to do their part.
- XVI. We commit to consistently reflect on our participation in equity work, understanding we are all implicated in perpetuating social inequity and that equity is a constant and shifting struggle that requires “lifelong learning.”
- XVII. We commit to resist efforts to disempower equity work. Such resistance serves the interests of the traditionally privileged and reinforces structural inequity. We do not expect this work to always have a clear right or wrong, but we are obligated to be solution-oriented. We must prioritize resisting inequity over critiquing equity work.

We resolve to hold ourselves accountable to these commitments through regular practices of reflection and communication. Counteracting institutional inequity requires institutional changes, and institutions change through the actions of individuals. As such, equity and inclusion work cannot be the obligation of a select few, but rather must be integrated as a core practice of the College. This includes but is not limited to reframing committees to actively engage conditions of equity, embedding equity within existing reporting structures, regularly evaluating equity data, and providing training and resources to further these efforts.