

Our Internal Commitment to Social Equity July 2020

Due to the nature of our work, equity is both a social impact and an operational value of the Center for Social Impact. We define equity as the access of opportunities and resources based on the needs of each recipient so that the outcomes are not predictable based on someone's identities or characteristics.

Over the years, we have taken steps to more fully reflect this value. This commitment outlines the intentional actions we will take in pursuit of social equity in both *what* we do and *how* we do it. We anticipate all actions will begin during the 2020-2021 academic year. This year's commitment is heavily focused on addressing racial equity. As we evaluate and update this commitment on an annual basis, we anticipate addressing the many intersectional aspects of social equity in future actions.

VALUES

The field of social impact requires any intervention be held to the highest standard, as we seek to do no harm while addressing systemic problems. We also hold ourselves accountable as practitioners and educators of this field. We feel it is important to articulate both sets of values for our students and ourselves. Our definitions of these values will soon be published on our website, along with this commitment.

Social Impact Values:

- Accountability
- Authenticity
- Equity
- Humility
- Reciprocal collaboration
- Sustainability

CSI Operational Values:

- Adaptability
- Equity
- Realistic optimism
- Self-determination
- Students first
- Supportive learning environment
- Sustainability

COMMITMENTS

Previous actions we have taken and commit to expand upon include the following:

Make leadership opportunities and other student participation more accessible by addressing unnecessary barriers and unintended gatekeeping practices

Past Actions:

- *Revised GPA requirement for leadership positions*
We determined what we were looking for with a GPA requirement was a demonstration that students have a solid academic footing in their studies before taking on the additional responsibilities of student leadership. We realized this could be better assessed by looking at their most recent semesters. However, we also wanted to account for a possible challenging semester in students' recent history. So, we changed our requirement to be a 3.0 GPA for the previous 4 semesters or a 2.75 cumulative GPA.

- *Revised wording on leadership applications*
When revising our leadership applications, we used direct language that we were looking for diverse perspectives, passions, personal strengths, and life experiences. We used plain language in our descriptions of qualifications and responsibilities. We used inclusive language to affirm and respect all identities.
- *Removed information barriers from leadership application*
We went through our entire application and removed any unnecessary biographical or identity information (such as a local address). We also determined that requiring a letter of recommendation was an unnecessary burden for students who may have not yet had the opportunity to work with someone who could provide such an endorsement.
- *Introduced new and various interview methods for leadership positions*
Instead of employing traditional Western interviewing methods, we used a combination of group and individual methods that allowed for students to interact with each other and with different mediums to interview for leadership positions.
- *Provided information sessions where students are comfortable*
We sought to hold information sessions about student leadership positions with diverse groups in spaces familiar to them, whether that be a particular center, classroom, or building location.
- *Researched UVU policy regarding undocumented scholarships*
We began conversations about how we can provide scholarships to undocumented students who do not qualify due to state regulations.
- *Modified the food pantry intake form*
We revised the food pantry intake form to gather the least information possible. We recognized that students in a crisis situation often have to tell their story or provide a burdensome amount of information over and over again, which can have a negative impact on students' well-being. We wanted to take on as much of the burden of data gathering as we could. Beyond collecting their UVU ID, we only ask questions that we cannot glean from their UVU profile and that contributes to their receiving the best service we can provide.

Future Expanded Actions:

- *Increase information sessions where students are comfortable*
We commit to expand our reach for information sessions regarding leadership and other participation opportunities.
- *Reevaluate event entrance fees*
Some of our events require entrance fees as part of the event is a fundraiser for social impact organizations. We commit to exploring other ways students can contribute without risking exclusion from the event, i.e. having a "suggested donation" option, having an in-kind donation option, a donate what you can option, or others to be determined.
- *Find creative ways to pay students for contributing participation*
Reciprocity is a social impact value and we believe that students' time, talent, and skills should be fairly compensated. We commit to finding creative ways to compensate students for participation that contributes to the building of CSI programs, whether that be as a living expert, a committee member, an Impact Associate, or any other contributing labor.

Support campus events sponsored by Black students

Past Actions:

- For many years, staff members of the CSI have attended events sponsored by Black students including Diversity Dialogues, MLK Commemoration events and workshops, Center for the Study of Ethics workshops hosted by Black students, and other events sponsored by the African Diaspora Initiative.

Future Expanded Actions:

- We commit to share BSU-sponsored and African Diaspora Initiative events on our social media channels.
- We commit to having at least one CSI staff member at every BSU-sponsored and African Diaspora Initiative event that is open to the public.
- We commit to require Impact Fellows to attend at least two BIPOC-sponsored events per semester.
- We commit \$2,500 of the CSI budget for Black-sponsored event partnerships. Additional funding may be available according to Impact Fellow budget decisions.

Address the concepts of privilege and power in classroom discussions, leadership trainings, and learning outcomes, and employ a variety of pedagogies in our instruction

Past Actions:

- We currently instruct students in systems thinking, diversity, inclusion, equity, and the pathways of social impact so they can address inequitable systemic problems in their work.

Future Expanded Actions:

- We commit to developing a social media strategy to use our platforms to share educational information on these concepts.
- We commit to intentionally include these principles in our interactions, strategy, and spaces.
- We commit to researching and adopting decolonizing pedagogies in the classroom.
- We commit to continue to address these concepts with our Committed Community Partners.

Use our voice to enact UVU's core value of inclusion in campus committee work

Past Actions:

- The CSI has participated on the MLK Commemoration Committee since 2014. We have hosted workshops, direct service projects or MLK Commemoration exhibits for over 15 years.
- The CSI participated in the campus conversations for UVU's first Inclusion Plan.
- The CSI served on the UVU Inclusion Committee for four years and participated in the development of the Foundations of Inclusion workshop series.
- The CSI developed and has coordinated the Socioeconomic Foundations of Inclusion workshop since its inception.

- The CSI has participated on the CARE Taskforce since its precipitous campus discussions.
- The CSI was an early adopter of using personal pronouns in our communication platforms.

Future Expanded Actions:

- We commit to revising the Socioeconomic Foundations of Inclusion workshop to include systemic racial disparities and injustices.
- In all our committee work, we commit to continue to advocate for BIPOC communities (not to speak for, but speak to), address the absence of critical perspectives, recommend BIPOC members of campus to be on committees (with permission and without overtasking), and to advocate for students to be compensated for their campus committee contributions.

Expand our library of resources authored by Black, Indigenous, People of Color (BIPOC) scholars

Past Actions:

- The CSI has hosted a small library of social impact materials for over 15 years that we continually add to over time. This past year we specifically added BIPOC-authored materials for our Impact Fellows training.

Future Expanded Actions:

- We commit to continuing to expand the CSI library with quality social impact resources, with a focus on BIPOC- and living expert-authored materials. For the 2020-2021 academic year, we will dedicate \$1,000 of the CSI budget and \$1,000 of the Academic Service-Learning budget to procuring materials for the benefit of both students and faculty members.
- We commit to providing a way for students to recommend materials for the CSI to add to our library.
- We commit to making these materials more visible and accessible to our campus community.
- We commit to hosting a monthly staff/faculty social impact book or media recommendation.

Future strategy and actions include the following:

Formalize an internal social equity commitment and plan for the Center for Social Impact

- We began drafting this internal social equity commitment on June 5, 2020. We will continue to develop it through a series of meetings to establish action steps, metrics, and accountability leads. We commit to have it published by October 2020.

Ensure new and current student programs promote equity

- We commit our new philanthropy program will be developed with and for the benefit of local Indigenous communities.
- We commit that the new Social Impact Association will attend at least two Black student-sponsored events per semester.
- We commit that at least one Social Impact Box will be focused on racial justice.
- We commit that at least one #RealTalk show will be focused on racial justice.

Dedicate time and resources to facilitating student-led projects that address inequitable systems

- We commit to educating Map the System participants in systems thinking, diversity, inclusion, equity, and the pathways of social impact so they can address inequitable systemic problems in their work.
- We commit to recruiting and funding BIPOC-led Social Impact Incubator projects.

Providing specific anti-racism training to student leaders

- We commit to providing student leaders with a focus on racial identity training that will prepare them to enact equity and challenge inequities in their future workplaces.

Consistently centering race as part of our conversations

- We commit to living both the social impact values we teach and will consistently use an intersectional lens to demonstrate those principles.

Provide opportunities for faculty development

- We commit to addressing racial injustice in our future faculty Social Impact Fellowship.
- We commit to hosting a learning circle on Community Engagement and Racial Equity.
- We commit to promote Black student-sponsored events to faculty members and invite them to join us in attendance.

ACCOUNTABILITY

Future plan development meetings will establish action steps, metrics, and an accountability lead for each of these commitments. An assessment will be conducted and published annually.