

Department of Recreation, Parks & Tourism Administration
Equity Statement

The staff and faculty in the Department of Recreation, Parks & Tourism Administration (RPTA) at Sacramento State are committed to promoting an environment of antiracism, equity, accessibility, and inclusion. The Department's values and principles are reflected in our curriculum, pedagogy, research agendas, and community work, aligned with the Anchor University Initiative and the Antiracist and Inclusive Campus Plan. We recognize that the diversity of views, including the spectrum of identities, experiences, cultures, and perspectives – among our teachers, staff, students, alumni, and community partners – is our greatest strength.

Statement of Values:

- From the wilds of mountain, desert, and coastal California, to developed urban parks and attractions of our cities, we support stewardship of the natural world, efforts to respond positively to the climate crisis, and environmental justice efforts that promote equitable access to land, water, and sustainability initiatives.
- We value collaboration, transparency, and accountability and are committed to engaging with our staff, students, colleagues and community partners with empathy, mutual respect, and appreciation.
- We believe that positive leisure and tourism experiences can be a profound vehicle for social change, health equity, and the well-being of our students, staff, faculty and communities through well-conceived recreation, parks, and tourism programs that promote diversity, inclusion, equity, accessibility, and personal & community development.

Guiding Principles:

The RPTA staff and faculty are committed to the following guiding principles:

- We recognize, embrace, and empower students with diverse racial and ethnic identities, nationalities, abilities, immigration statuses, gender identities and expressions, sexual orientations, body size, socioeconomic backgrounds, religions, ages, health statuses, and veteran status.
- We seek to expand representation of historically marginalized, underrepresented, and underserved communities through our curriculum, our teaching strategies and practices, our research, and our work in the various communities of which we are a part. We commit to cultivating justice-oriented curriculum that speaks to historic systems of oppression.
- We seek to embrace the myriad of cultural backgrounds, varied learning styles, and complex lives of students and support their success through student-centered pedagogy which engages them as collaborators and co-creators of knowledge that significantly contributes to the classroom experience.
- We seek to create classroom environments in which all students can recognize themselves in us and our curriculum; and in which they engage in critical conversations that disrupt and challenge norms, envisioning new possibilities that acknowledge the world that is while offering a vision of the world that ought to be and can be with their contributions.