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CAS values, embraces, and recognizes the need to foster equitable and inclusive communities to promote student learning, development, success, and belonging. CAS recognizes the historical and ongoing challenges around discrimination, racism, and oppression present in higher education. As a strategic area of focus, CAS will be an inclusive organization that reflects the broad and diverse higher education community. CAS is committed to advocating for creating programs and services that advance equitable outcomes for all students. CAS serves as a conduit of professional standards for post-secondary institutions and member associations to foster a framework for inclusive and equitable environments. CAS will also work to identify and address barriers and inequities to promote socially just assessment and evaluation practices and partner in support of student learning, development, and success.

As a reflection of CAS's values and mission, the framework for our justice, diversity, equity, inclusion, and belonging work is grounded in the following models:

A bold vision forward: A framework for the strategic imperative for racial justice and decolonization. Addressing racial justice in student affairs and higher education using an intersectional lens with a focus on reducing the oppression of communities of color (ACPA, 2019).

Belonging a critical model for student success focused on fostering diverse, equitable and inclusive environments where all students feel welcomed, accepted, and fully engaged (Strayhorn, 2019).

Equity Mindedness created by the Center for Urban Education at the University of Southern California, the EM model recognizes and addresses policies, practices, and racialized structures contributing to the creation and sustainment of racial inequities (Bensimon & Malcolm, 2012; Dowd & Bensimon, 2015).

Museus and Smith's (2016) culturally engaging campus environments (CECE model) which provides a framework for principles of promoting and advocating for diverse, equitable, and inclusive environments (CAS, 2019).

Leading Higher Education Towards Inclusive Excellence. A framework for advancing Anti-racism strategy on campus (NADOHE, 2021).

Universal Design for Learning (UDL) a set of principles based on the three-network model of learning for curriculum development that give all individuals equal opportunities to learn (Johnston, Daley, S. G., & Abarbanell, 2006).

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