

REPORT TO THE ASSOCIATE PROVOST
DEVELOPED BY
SOCIAL JUSTICE INSTITUTE TASK FORCE
March 1, 2007

Task Force Membership

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INTRODUCTION

In the Fall of 2006 Susan Carlson, Interim Vice President for Academic Affairs and Provost, appointed a Task Force to conduct a feasibility study on an Institute for Social Justice. The scope of the study is outlined below.

Associate Provost's Charge to the Task Force

Charge: The charge of the Task Force was to explore and address relevant issues related to creating an Institute for Social Justice, as directed in section 3.1 of the Campus Climate Implementation Plan. Taskforce recommendations were to include details on the following components of the proposed institute:

- Mission and goals of institute. Assessment should include review of possible overlap with existing departments and centers. Taskforce should determine and focus on areas in which the Institute could provide a unique contribution. What would occur with an institute that is not already being done at the University?
- Organizational structure, proposed personnel and affiliations.
- Projected costs, potential sources of funding, and feasibility of grants and fund-raising.
- Intersections with educational and research missions of university.
- Review of this issue should remain cognizant of University and Board of Regents guidelines and policy concerning the establishment of new centers.

Timeline: The Social Justice Institute Taskforce was charged on August 29, 2006, and the feasibility report was due March 1, 2007, though flexibility with timeline was presented as an option.

Process

The work of the Task Force was initiated on August 29 when Interim Provost Susan Carlson attended the first meeting to discuss the charge and timeline and to answer any questions. Subsequently, the Task Force met 11 times.

The methodological approach included the following:

- Review of social justice initiatives on the ISU campus
- Review of social justice institutes and centers nationwide
- Review of social justice initiatives in the Ames community
- Review of definitions of social justice
- Development of a definition of social justice
- Review of ISU Campus Climate Assessment Study
- Review of ELPS Social Justice Initiative

- Discussion with Sharon Bird to learn more about the impetus behind the recommendation to implement a Social Justice Institute
- Discussion with Interim Provost Carlson to provide update on the work of the Task Force

PROBLEM STATEMENT

The Task Force was charged to examine the recommendation from *The Implementation Plan for Diversity, Equity and Community* that the University needs to create an environment that values and appreciates cultural, ethnic, social and economic differences through supporting and valuing teaching, pedagogy, research and scholarship that focuses on social justice and multicultural issues. One institution that could foster such an environment would be a proposed *Institute for [Social] Justice* that would receive continuous funding from the Provost with the aim of attracting and retaining a critical mass of faculty producing scholarship and curricula on social justice and multicultural topics. This *Institute* would help meet the need for diversity courses for students and for creating a climate that affirms diverse faculty and students. The Task Force was charged with evaluating the merits of such an institute and, if it should be created, detailing its mission and relationship to the University.

BACKGROUND INFORMATION

One of the first steps undertaken by the Task Force was to examine social justice initiatives that were in place nationally, in Iowa, at Iowa State University and in the Ames community. The Task Force also explored the varying definitions of social justice and the organization of social justice centers and programs at other institutions. This background information is included in the following appendices:

Appendix A	Social Justice Definitions
Appendix B	Social Justice Emphases
Appendix C	Organization of Social Justice Centers and Programs
Appendix D	National Social Justice Centers
Appendix E	State of Iowa Social Justice Centers
Appendix F	Ames Social Justice Centers
Appendix G	Disciplines Involved in Social Justice Work
Appendix H	ELPS Social Justice Initiative Proposal

ROLE OF IOWA STATE UNIVERSITY IN PROMOTING SOCIAL JUSTICE

Social justice is a concept rooted in United States democratic ideals of equality of opportunity for all groups. A just society ensures that all its members have fair and equitable access to societal institutions, laws, resources, and protections. An institute dedicated to advancing the cause of social justice at Iowa State University would foster research into the causes of social, political and economic inequality across groups as well as to propose policies to redress inequality.

Such an institute would also foster an examination of social justice issues by undergraduate and graduate students with an aim toward broadening understanding of diversity in the United States and the world. Finally, such an institute would encourage an open discussion and on-going dialogue of social justice issues across the campus and within the community.

The committee first evaluated what existing faculty or programs might meet the objectives of such an institute. We concluded that the objectives would best be satisfied by building upon existing programs and faculty rather than creating an entirely new institute that might compete with existing programs for resources. The existing programs that we felt should be part of an enhanced program for social justice included the Carrie Chapman Catt Center for Women and Politics, the Center for American Intercultural Studies (CAIS), and the newly installed social justice concentration in the doctoral program in Education Leadership and Policy Studies. The proposal below explains how these programs might fit into an initiative to enhance programs for social justice at Iowa State University.

PROPOSED RECOMMENDATIONS

The Task Force makes the following recommendations:

1. Encourage and support the Department of Educational Leadership and Policy Studies (ELPS) to proceed with its social justice initiatives.

HOME: ELPS

FUNDING NEEDED: Funding (based on availability) from ELPS and CHS Program Initiatives

POTENTIAL SOURCES OF FUNDING: ELPS & CHS

The Task Force discovered that ELPS was making significant progress with social justice initiatives and recommends that ISU, the College of Human Sciences (CHS) and ELPS continue their support of such efforts. The home for these initiatives will be within ELPS. Potential sources of funding would come from ELPS and College of Human Sciences.

In 2006, The Department of Educational Leadership and Policy Studies developed a proposal (Appendix H) to offer a social justice concentration in the Ph.D. Higher Education Program. The ELPS faculty approved this proposal in 2006. The proposal notes that the potential to offer this concentration in the Ph.D. program in Educational Administration also exists. The proposal also notes the alignment of social justice work with the strategic vision of the College of Human Sciences:

“The concept of a social justice concentration is well-aligned with the College of Human Sciences Vision to *make a difference in the State of Iowa and beyond*. It also speaks to the College’s vision of improving the *quality of life for individuals, families, consumers, and communities*, as well as to the College’s core values of *access, diversity, collaboration, community, engagement, creativity, discovery, learning and service*.”

The new social justice concentration will go into effect Fall 2007. It includes the following:

Concentration Description

Social Justice – a process and a goal

- Goal – full and equal participation of all groups in a society that is mutually shaped to meet their needs.
- A vision of a society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.
- Involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.
- Process-democratic and participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change.

Learner Outcomes for Social Justice Education

- In-depth understanding of the dynamics of privilege and oppression at the individual, group, and systems levels.
- Awareness of dominant and subordinated group dynamics and their impact in educational and societal settings.
- Broad understanding of the breadth and depth of structural oppression and its impact on society, groups, and individuals.
- Acquisition of social justice attitudes and behaviors that result in action that disrupts the status quo-the dominant ideology and culture that maintains social inequality.

Future directions were also provided in the proposal so that ELPS might engage in work such as the following:

- An annual Social Justice Conference (see Recommendation 4)
- A scholarly journal
- Policy papers
- Involvement in local social justice events and actions
- Collaborative research projects involving faculty and students
- Advisory services to other institutions and programs seeking to develop similar efforts

- Development of undergraduate course offerings that meet ISU diversity requirements
- Social Justice in Higher Education Center
- Development of Undergraduate Course Offerings that Meet ISU Diversity Requirement

2. Develop university-wide social justice initiative that includes collaboration with entities such as CATT, CAIS, ELPS, etc. This would include developing an undergraduate social justice certificate.

HOME: CAIS, CATT, & ELPS

FUNDING NEEDED: \$50,000 (over three years). Funding is to develop curriculum, faculty buyouts, and graduate assistant support.

POTENTIAL SOURCES OF FUNDING: PROVOST'S OFFICE

A university-wide social justice initiative will strive to create programs to actively support research, teaching, and outreach in the area of social justice. It will achieve this objective through the building of a social justice community with a cohort of administrators and faculty from every pertinent college on campus, with activities coordinated by a Social Justice Initiatives Advisory Council (see Recommendation #5).

The ELPS Department, with its Social Justice Concentration for graduate students, will serve as the seed program that could expand and develop into an envisioned Center for Social Justice Studies (CSJS).

Toward the end of building such a CSJS, collaboration among administration and faculty from ELPS, CATT, CAIS, etc. will work on the following initiatives:

1. Prepare a mission statement that defines social justice and recognizes, in the advancement of social justice, the role of ethnic studies and women's studies; programs to increase academic and curricular diversity; and the curricular work that focuses on issues of marginalized and underrepresented social groups.
2. Prepare a phased action plan by which an envisioned Center for Social Justice Studies will build upon the foundation established by the SJ Concentration in ELPS.
3. Create a directory of associate and affiliate members who have an interest in Social Justice issues to facilitate research collaboration.
4. Draft a proposal for creating and funding clusters of dual faculty hires that will each have as its tenure home a regular university department and a second

curricular and administrative home in ELPS and SJI, with engagement in CAIS and CATT.

5. Following the precedent and model of the Latin American Studies Program Certificate, draft a proposal for a Social Justice Studies Undergraduate Certificate. Such a certificate might include: (a) cross-disciplinary and interdisciplinary course work, (b) a practicum component, (c) a capstone course, and (b) a senior project.

6. Draft a proposal to the ISU Foundation to identify donors for funding curriculum development; materials and supplies; clerical support; and an endowed faculty chair in Social Justice Studies.

3. Provide seed funding for university-wide research and scholarship on social justice.

HOME: PROVOST'S OFFICE

FUNDING NEEDED: \$100,000 (Recurring) Annual Amount

POTENTIAL SOURCES OF FUNDING: PROVOST'S OFFICE

The Committee recommends that funding be made available university-wide to conduct, analyze, and disseminate research related on topics related to equity and social justice.

Iowa State University, as other land-grant institutions, was founded on the ideals that higher education should be accessible to all. In its mission statement, ISU seeks to create, share, and apply knowledge to make Iowa and the world a better place through creating knowledge, sharing knowledge, and applying knowledge to improve the quality of life for current and future generations. Thus, the university is committed to promoting equality and social justice in the university environment.

One basic need in response to the Climate Study conducted at Iowa State is to encourage and support research that contributes not only to the academic body of knowledge, but also fosters connections between intellectual life and the ongoing issues of equity and social justice.

1. Seek funding for university-wide research on social justice from external agencies, including the Iowa Humanities Grant, the Ford Foundation, and the Rockefeller Foundation.

2. Seek funding for more specific initiatives from governmental sources, such as the U.S. Department of Justice's Office of Justice Programs (<http://www.ojp.usdoj.gov/funding/>).

Relevant programs might include: Tribal Youth Program, 2007; State Justice Statistics Program for Statistical Analysis, 2007; The Criminal Justice Response to Sexual Violence: From Adolescence to Late Adulthood; Research and Evaluation on the Abuse, Neglect, and Exploitation of Elderly Individuals, Older Women, and Residents of Residential Care Facilities; Tribal Youth Program's Juvenile Accountability Discretionary Grants; Court Appointed Special Advocates Program; FY 2007 Legal Assistance for Victims Grant Program; FY 2007 Tribal Domestic Violence and Sexual Assault Coalitions Program, etc.

3. On the model of the Center for Excellence in Arts and Humanities research grants, collaborative research grants and the summer salary awards: create a program for funding scholarship that advances understanding of social justice issues and implementation of strategies for introducing social justice concerns into the curriculum.

Eligibility:

Faculty would be eligible to submit a proposal. Inter-departmental proposals would be encouraged, as would proposals involving student learning in the planning and implementation of the proposed program.

Evaluation criteria:

Must add to the body of knowledge of equity and social justice in general and/or at ISU specifically.

Must address equity and social justice in an academic environment.

Must show evidence that seed funding would lead to substantial research activity and potential funding support from an external funding source.

Proposal applications should include:

Applications should include goals, strategies, timeline, support, outcomes, and evaluation. In addition, a timeline of the action plan, budget, and methods of dissemination of findings plus the approval of the department chairs will be required.

Timeline:

Proposals would be due each year on May 15 and must be completed during the next fiscal year. On-going projects, having reported measurable outcomes, would reapply for continued support to enhance or expand the project while indicating leverage of funding so as not to be dependent on funds from the Provost's Office.

Accountability:

A written mid-project report would be due on January 15 and a final report by June 15 of the following year. Final reports would be posted to the Social Justice website. Oral presentations would be included in the annual Social Justice Conference (see recommendation 4).

4. Develop an Iowa Conference on Equity and Social Justice.

HOME: ELPS AND PROVOST'S OFFICE

POTENTIAL SOURCES OF FUNDING: ELPS, CHS AND PROVOST'S OFFICE

FUNDING NEEDED: \$45,000. *Over a three year period the funding is needed for speakers (honoraria, travel, lodging), materials, space/audio visual, and other expenses.*

A conference on Equity and Social Justice will bring together the university community in the early stages and expand to include Iowa and a national audience, providing a public forum for educators and policymakers.

Initially, the conference will provide an opportunity for ELPS and other graduate students and university faculty conducting research in the area of social justice to present their research to raise awareness, assess campus needs, and consider issues and alternatives to improve the climate of equity and social justice on campus.

Parallel to developing a certificate program in social justice for undergraduates, the conference will expand to feature nationally acknowledged researchers in the area of social justice to open a dialogue not only with the Iowa State University community, but to others involved in higher education in the state of Iowa in an effort to foster greater equity and social justice within the state.

Eventually, the conference would be sustained as a regularly scheduled university-wide event with both on- and off-campus presentations. The ongoing conference should attract present and new faculty, provide exposure for students in the certificate and doctoral programs, invigorate research in the area of social justice and raise ISU's capacity to attract external funding for research, teaching and outreach activities.

5. Create Social Justice Initiatives Advisory Council that would review proposals and coordinate activities.

HOME: PROVOST'S OFFICE

FUNDING \$0

This Advisory Council would have the following tasks to perform in relation to the other recommendations from this report.

Advisory Council's Role in Recommendation 1. Provide advice and assistance when ELPS requests such help related to its social justice initiatives.

Advisory Council's Role in Recommendation 2. Provide organizational structure to the growth of social justice initiatives to other areas (besides ELPS) and help coordinate cross-disciplinary programs and research.

Advisory Council's Role in Recommendation 3. Advise the Provost on creating and administrating this seed grant money program. Conduct the program including the call for proposals, reviewing proposals, awarding grants, and receiving reports on the use of the funding.

Advisory Council's Role in Recommendation 4. Create and conduct this conference. In the first year most participants would probably be local, but funding exists to bring some external speakers to the forum. In later years it is anticipated that this conference will grow to have greater national participation and this council should be charged with developing a plan to make that happen.

APPENDICES

APPENDIX A

Social Justice Definitions

According to the Center for Economic and Social Justice, Washington D.C.
(<http://www.cesj.org/thirdway/economicjustice-defined.htm>),

1. **Social justice** encompasses economic justice. Social justice is the virtue which guides us in creating those organized human interactions we call institutions. In turn, social institutions, when justly organized, provide us with access to what is good for the person, both individually and in our associations with others. Social justice also imposes on each of us a personal responsibility to work with others to design and continually perfect our institutions as tools for personal and social development.
2. **Economic justice**, which touches the individual person as well as the social order, encompasses the moral principles which guide us in designing our economic institutions. These institutions determine how each person earns a living, enters into contracts, exchanges goods and services with others and otherwise produces an independent material foundation for his or her economic sustenance. The ultimate purpose of economic justice is to free each person to engage creatively in the unlimited work beyond economics, that of the mind and the spirit

Webster's Dictionary Definition: the distribution of advantages and disadvantages within a society

[Webster's New Millennium™ Dictionary of English, Preview Edition (v 0.9.6)
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Prof. King Davis, School of Social Work, Virginia Commonwealth

University: Social Justice is a basic value and desired goal in democratic societies and includes equitable and fair access to societal institutions, laws

resources, opportunities, without arbitrary limitations based on observed, or interpretations of, differences in age, color, culture, physical or mental disability, education, gender, income, language, national origin, race, religion, or sexual orientation.

According to the Scottish Council for Voluntary Organizations

(http://www.scvo.org.uk/Equalities/resource_base/mainstreaming/sj_and_equalities.htm), Social exclusion describes a lack of or exclusion from full citizenship. (Citizenship includes civil, political and social rights). Factors usually considered include low income, poor housing, poor health, etc. Social justice and social inclusion describe changing systems and shaping culture to guarantee full citizenship. The idea of social justice is founded on the principles of equal worth of all; entitlement of all to income, shelter and other basic necessities; opportunities and life chances for all; and reducing/ eliminating unjust inequalities.

Seattle Journal for Social Justice (Spring/Summer 2005) states that social justice is a necessary component of a democratic society that values equality, freedom, and human dignity but also accepts that ideas and social interaction are rarely, if ever, static.

According to Calderwood (2002), "Social justice works to undo socially created and maintained material conditions of living, so as to reduce and eventually eliminate the perpetuation of the privilege of some at the expense of others" (p. 4).

From Wikipedia, the free encyclopedia:

Social justice refers to conceptions of justice applied to an entire society. That is to say, it refers to the idea of a just society, which gives individuals and groups fair treatment and a just share of the benefits of society.

Social justice is both a philosophical issue and an important issue in politics. It can arguably be said that everyone wishes to live in a just society, but different political ideologies have different conceptions of what a *just society* actually is. The term "social justice" itself tends to be used by those ideologies who believe that present day society is highly unjust - and these are usually left-wing ideologies. The right-wing also has its own conceptions of social justice, but generally believes that present day society is already just.

Social justice is also a concept that ordinary people use to describe the movement towards a socially just world. In this context, social justice is based on the idea of human rights and equality. So a very broad definition of social justice is "*social justice reflects the way in which human rights are manifested in the everyday lives of people at every level of society*". ^[1] It can be further defined as working towards the realisation of a world where all members of a society, regardless of background have basic human rights and equal access to their community's wealth and resources.

Human rights refers to the concept of human beings as having universal rights, or status, regardless of legal jurisdiction or other localizing factors, such as ethnicity, nationality, and sex. As is evident in the United Nations Universal Declaration of Human Rights, human rights, at least in the post-war period, are conceptualized as based on inherent human dignity, retaining their universal and inalienable character.

The existence, validity and the content of human rights continue to be the subject to debate in philosophy and political science. Legally, human rights are defined in international law and covenants, and further, in the domestic laws of many states. However, for many people the doctrine of human rights goes beyond law and forms a fundamental moral basis for regulating the contemporary geopolitical order. For them, they are democratic ideals.

Universal Declaration of Human Rights

There are a total of thirty articles outlining people's human rights, but the most important principles declared are considered to be the following:

The right to life, liberty, property and security of person.

The right to an education.

The right to employment, paid holidays, protection against unemployment, and social security.

The right to participate fully in cultural life.

Freedom from torture or cruel, inhumane treatment or punishment.

Freedom of thought, conscience and religion.

Freedom of expression and opinion.

SOCIAL JUSTICE DEFINITION—(Task Force)

A just society strives toward an equitable distribution of rights and responsibilities in which people have equal access to societal institutions, laws, resources, and opportunities. The principles of a just society go beyond written statutes to encompass whether those statutes are equally and equitably administered.

These principles form a fundamental moral basis for judging how a society treats its citizens and non-citizens, either as individuals or as members of identifiable groups.

SOCIAL JUSTICE DEFINITIONS—(Task Force)

1. Social justice is a concept rooted in the United States constitutional declaration of democracy and freedom, as well as historical economic, social, legal, political and cultural struggles such as to foster equal opportunities for all people. The essence of social justice is equality for all people and the eradication of inequities that people experience on the basis of social group membership that often result in exploitation, marginalization, powerlessness, and violence. Social justice also involves the transformation of institutions into vital

agencies involved in sustained engagement to realize a vision of a fair and just society.

2. Social justice is a concept rooted in the United States constitutional declaration of democracy and freedom, as well as historical economic, social, legal, political and cultural struggles such a to foster equal opportunities for all people. The essence of social justice is equality for all people and the eradication of inequities that people experience on the basis of social group membership that often result in exploitation, marginalization, powerlessness, and violence. Social justice also involves the transformation of institutions into vital agencies involved in sustained engagement to ensure equitable distribution of rights and responsibilities in which people have equal access to societal institutions, laws, resources and opportunities.

APPENDIX B

SOCIAL JUSTICE EMPHASES

ENVIRONMENTAL JUSTICE—relationship between race and exposure to environmental hazards

SOCIAL JUSTICE EDUCATION—focus on social diversity and social justice education particularly as they apply to formal educational systems, kindergarten through college. Development of anti-racist, anti-sexist, anti-homophobic curricula and pedagogy, access to college. Multicultural education and inclusive campus climate, Affirmative Action policies. Transform educational practices and curricula. Explore intersections among race, class, gender and sexuality.

SOCIAL JUSTICE LAW AND POLICY—use of law to fulfill equality for all. Views the law in a larger social context and works in partnership with communities to provide education to the general public. Focuses on issues such as environment, immigration, welfare, crime and other policies that inspire justice concerns, particularly around race, class and gender

ETHICS AND HUMAN SUFFERING—address issues such as poverty and hunger, peace studies, ethics and health care

ECONOMIC JUSTICE—explore global dimensions of changing economic relations

CULTURAL TRANSFORMATION AND JUSTICE—role of media and new technologies on changing perspectives on justice

CITIZENSHIP AND SOCIAL JUSTICE—examines human rights aspects of citizenship claims in relation to social justice systems and practices. Focus on political rights, social rights and economic rights.

APPENDIX C
ORGANIZATION OF SOCIAL JUSTICE CENTERS AND PROGRAMS
Iowa State University Social Justice Task Force 10/2006

Name	Center	School	Academic Program	Teaching and Learning Materials	Lectures	Courses	Research	Advisory Board	Director	Training
S.J. Resources Center, VTI	X			X				X		
Social Justice Education, U Mass Amherst			X			X	X			
Center for Social Justice, UC Berkeley Law	X		X	X	X	X	X	X	X	X
Center for Ethics and Social Justice, Loyola Chicago	X		5 Day Program	X				X	X	
Social Justice and Social Inquiry, Arizona State University (ASU)		X	X	X	X	X	X		X	
Center for Institutional Diversity, University of Minnesota	X			X	X		X		X	
National Campus Diversity Project, Harvard			X Research Project	X			X			X

APPENDIX D

National Social Justice Centers

1. Social Justice Resources Center at Virginia Technical Institute
<http://edpsychserver.ed.vt.edu/diversity/>

From the Website:

The purpose of the Social Justice Resources Center (SJRC) is to promote social equality by transforming educational practices and curricula. The SJRC offers a **searchable database** to provide print, media, and web-based resources relevant to developing "diversity-inclusive" curricula and pedagogy for use by students, faculty, and educators. By "diversity-inclusive" we intend a commitment to developing anti-racist, anti-sexist, and anti-homophobic curricula and pedagogies appropriate to K-12 teaching, as well as for higher education.

2. Center for Social Justice at University of California, Berkeley School of Law
<http://www.law.berkeley.edu/centers/csj/>

From the Website:

- The Center for Social Justice at the University of California, Berkeley's School of Law brings together faculty, students, the bar and the bench to explore more effective ways for the law to fulfill our nation's promise of equality for all people. As one of the country's premier law schools in the most diverse state, Boalt Hall is the ideal home for the center.
- Established in 1999, the Center fosters a new kind of scholarship that views the law in a larger social context and works in partnership with communities to provide education to the general public. By providing bridges between academia and the real world and between theory and practice, it seeks to teach students how to work collaboratively across disciplines and perspectives and to locate the common ground among people.

3. The Center for Ethics and Social Justice at the Loyola University of Chicago
<http://www.luc.edu/ethics/010about.shtml>

From the Website:

The goal of social justice education in our classrooms is to enhance students' awareness in both their academic and everyday lives and to strengthen their skills at articulating social justice reflection about these situations. The learning in the Faculty Social Justice Seminar will focus on skills and strategies for leading students to these goals. The five-day program will provide faculty participants with the opportunity to become more aware of the "what" and "how" of including justice segments and discussions in courses across the curriculum. The seminar will move from the theoretical ("What is social justice?") to the practical ("How do I do it?"), providing participants with a base from which to design social justice

segments which will be used in at least one fall semester and one spring semester course.

4. The School of Justice and Social Inquiry at Arizona State University
<http://www.asu.edu/clas/justice/>

From the Website:

The School of Justice & Social Inquiry is concerned with the empirical study of justice and injustice in contemporary societies. We are interdisciplinary and transdisciplinary, with a tradition of strong ties with other units in law, the social sciences and the humanities. Our program has three broad foci:

- Economic Justice - particularly the global dimension of changing economic relations.
- Social Justice, Law and Policy - focusing on environment, immigration, welfare, crime, and other policies that inspire justice concerns, particularly around race, class, and gender.
- Cultural Transformation and Justice - especially the role of the media and new technologies in changing perspectives on justice.

5. Social Justice Education at the University of Massachusetts, Amherst
<http://www.umass.edu/sje/overview.html>

From the Website:

- Social Justice Education is an interdisciplinary program of study with a focus on social diversity and social justice education particularly as they apply to formal educational systems, kindergarten through higher education. The masters concentration focuses on reflective practice; the doctoral concentration focuses on research informed by reflective practice. Our goals are to generate knowledge about social justice education and to apply new knowledge to the design and delivery of effective social justice educational programs.
- Social Justice Education's central focus is the preparation of professional educators, counselors, and change agents who are able to understand and work effectively with social justice issues in formal educational settings. It provides graduate degree programs of study for educational professionals who teach and practice at all levels of the educational system, kindergarten through college. We hope to attract a diverse group of educational professionals whose primary responsibilities include teaching, school guidance and counseling, the supervision or professional development of teachers or school counselors, teacher or counselor education, educational administration, student affairs programming, special education, advocacy programs, or college residential education.

6. Center for Social Justice and Public Service at the University of Santa Clara's School of Law

<http://www.scu.edu/law/socialjustice/>

From the Website:

Serve Community Needs for Social Justice While Studying Law

- Santa Clara University School of Law has named public interest and social justice as an area of specialization and excellence. The law school provides students with a legal education that instills a commitment to social justice, public interest, and public service in every graduate. While not all attorneys specialize in social justice and public interest issues, many Santa Clara graduates perform public service.
- The Center for Social Justice and Public Service provides a locus for public interest and social justice study and service. The Center builds a community for students, faculty, lawyers, and others who share the commitment to giving voice in the legal system to marginalized, subordinated, or underrepresented clients and causes.

7. Environmental Justice Fields of Study - University of Michigan

<http://sitemaker.umich.edu/environmentaljusticefieldstudies>

The undergraduate and graduate studies in Environmental Justice is located in the School of Natural Resources and the Environment at the University of Michigan. The faculty and students at SNRE have played significant and historic roles in the development of environmental justice research and scholarship. They have also shaped the development of environmental justice policies and have influenced a host of events in the field.

As an outgrowth of a conference in 1990 examining the relationship between race and exposure to environmental hazards, the Michigan group, the forerunner of the National Environmental Justice Advisory Council (NEJAC), helped the Environmental Protection Agency to develop its environmental justice policy; the group was also influential in the planning of the 1991 First National People of Color Environmental Leadership Summit.

8. Social Justice - University of Texas - High School Training

<http://www.dailytexanonline.com/media/storage/paper410/news/2006/07/12/University/School.Teaches.Social.Justice-2131054.shtml?norewrite200608311409&sourcedomain=www.dailytexanonline.com>

School of Social Work invited youth to visit campus, where they saw paintings depicting social and political injustices. After participating in the pro-immigrant rights school walkouts in March and April, some area high school and middle school students expressed an interest in learning more about social justice. They took a six-week course, covering a variety of issues ranging from history of

social injustice to agenda-setting in the Latino community.

9. Degree Programs in Multigenerational Relations and Social Justice - U of Washington School of Social Justice

<http://www.google.com/search?q=social+justice/university&hl=en&lr=&start=40&sa=N>

10. Center for Social Justice, Research, Teaching and Service - Georgetown University

<http://socialjustice.georgetown.edu/>

The Office of Research of the Center for Social Justice Research, Teaching and Service undertakes and promotes collaborative, community-based research, engaging university faculty, students and staff with diverse partners and community members in D.C.

The principles that guide our practice of community-based research include:

- * CBR is a collaborative enterprise between researchers (professors and/or students) and community members.

- * CBR validates multiple sources of knowledge and promotes the use of multiple methods of discovery and of dissemination of the knowledge produced.

- * CBR has as its goal social action and social change.

11. Citizenship and Social Justice - Group Discussions at Simon Fraser University, Vancouver

The focus for the Social Justice and Citizenship Working Group can be broadly framed as an examination of the human rights aspects of citizenship claims in relation to social justice systems and practices. It has been argued that an effective system of rights refers to the norms that define the political and the legal status of "the citizen". Fundamental rights include political rights (the right to participate in the political process) and social rights (including economic rights and the right to a minimum standard of living and to social welfare). Relative to the rights debate, there is a particular interest for the group in definitional and transformational justice issues; that is, how certain groups in society become excluded from the category of "citizen" in certain periods of time but become included in others. The scope can thus also include how the rights of excluded citizens have been/are impacted through traditional justice processes and how social justice alternatives might more effectively protect those rights.

12. Coordination of Equity and Social Justice University-wide, Murdoch University in Perth, Western Australia

<http://www.tlc.murdoch.edu.au/eosj/coordination.html>

The Division of Academic Affairs aims to be a leader in the implementation of quality inclusive education practices and will support its learning community through:

- * provision of current information and education on legislation, public policy and state and national developments in equal opportunity and social justice;
- * promotion and recognition of implementation of equal opportunity and social justice initiatives and provision of constructive advice where progress is slow;
- * recognition of individual staff contributions, knowledge, skills and achievements and developmental needs.

To this end, the Equal Opportunity and Social Justice initiative assists the University in the development and implementation of relevant strategic activities some of which are provided in the University's Equity Plan.

13. Center for Institutional Diversity – University of Michigan

<http://www.diversity.umich.edu/futuring/index.html>

Recognizing that higher education has long served as a vital tool for improving society and realizing the vision of democracy, the University of Michigan is creating a multifaceted national center for diversity. We envision this center—currently titled the Center for Institutional Diversity (CID)—as a site where leaders from a variety of fields can come together to develop the models, networks, and tools needed for a sustained engagement with diversity.

With funding from a planning grant awarded by the Ford Foundation, the University of Michigan has been exploring the potential foci, structure, and mission of this Center. The capstone of the planning process was the Futuring Diversity Conference on May 17–18, 2005, which convened leaders from many segments of society to help us develop a national agenda for the work of the anticipated Center.

Led by Professor Lester Monts, Senior Vice Provost for Academic Affairs and Senior Counselor to the President for the Arts, Diversity, and Undergraduate Affairs, the CID Steering Committee meets regularly to investigate and further the development of the Center.

To learn more about this important initiative, please see our quarterly newsletter (pdf file) and the conference outcomes, or contact diversityweb@umich.edu.

14. University of Minnesota Division of Equity and Diversity

<http://www.academic.umn.edu/equity>

Nancy "Rusty" Barceló was recently appointed the first vice president and vice provost for equity and diversity. She will be responsible for developing and implementing a systemwide strategic plan for equity and diversity consistent with the university's strategic positioning efforts. ([link to Brief article](#))

"Dr. Barceló is a national leader who has demonstrated her leadership ability and commitment to multiculturalism in higher education," said University of Minnesota President Robert Bruininks at the time of Dr. Barceló's appointment. "This institution is founded in the belief that we bear responsibility for a diverse educational experience so that students are prepared to succeed in a global world."

As the university moves forward in its efforts to become one of the top three public research universities in the world, access and diversity will continue to be a crucial part of its mission. The vice president's office will be responsible for ensuring that the university continues to be a vibrant and inclusive academic community.

"The University of Minnesota has made access and diversity a top priority in its pursuit to be one of the top three public research universities in the world," said Barceló. "I'm excited about the opportunity to help the university achieve that goal."

The units listed below report to the Office for Equity and Diversity:

- [Disability Services](#)
- [Equal Opportunity and Affirmative Action](#)
- [Gay, Lesbian, Bisexual and Transgender Programs Office](#)
- [Multicultural Center for Academic Excellence](#)
- [Office for University Women](#)

15. The Harvard University National Campus Diversity Project

<http://gseacademic.harvard.edu/~ncdp/>

The National Campus Diversity Project (NCDP), based at the Harvard University Graduate School of Education, is a research program to identify best practices to achieve an optimal multicultural climate on campuses of higher education.

Project Director Dean Whitla: "Several years ago, I left my bureaucratic responsibilities in the Faculty of Arts and Sciences as well as my teaching in assessment and evaluation. I decided to change the direction of my research in

the Harvard Graduate School of Education from psychological assessment to diversity and prejudice."

Executive Summary: "Civilized men have gained notable mastery over energy, matter, and inanimate nature generally, and are rapidly learning to control physical suffering and premature death. But, by contrast, we appear to be living in the Stone Age so far as our handling of human relationships is concerned."
Gordon Allport, 1954.

The Project: As the United States becomes more increasingly heterogeneous, the need for cohesive, systemic, multicultural programming in higher education has multiplied.

16. Loyola University Chicago

<http://www.luc.edu/ethics/010about.shtml>

The Center for Ethics and Social Justice at Loyola University of Chicago was founded in 1991 with the following goals:

1. Contribution to University Outreach: The Center shall provide a gathering-place for scholars and other communities Loyola serves to engage in thoughtful multi-disciplinary reflection and application of ethical virtues and principles in their respective disciplines as well as supporting the Jesuit values of compassion and justice in discussions related to issues of pressing societal concern.

2. Contribution to University Voice: The Center shall promote and assist the University in fulfilling its societal responsibilities as Chicago's Jesuit University for being a voice for reason, compassion, and justice in society.

3. Contribution to University Character: The Center shall develop programs and initiatives for the University administration, staff, students, and faculty to be more fully and effectively engaged in the scholarly application of ethics to all aspects of their work.

17. NADOHE

<http://www.nadohe.org/>

The National Association of Diversity Officers in Higher Education (NADOHE) welcomes you to its web home. NADOHE is the principal organization of the chief and senior diversity officers in higher education institutions. The Association was established in response to the growing need for higher education to leverage and maximize investments in diversity initiatives, provide opportunities for cross institutional exchange and fertilization of ideas, and enhance professional standards among diversity workers.

APPENDIX E

State of Iowa Social Justice Centers

Center for Human Rights at the University of Iowa

<http://www.uichr.org/>

Guided by the basic tenets of a free society to which The University of Iowa is committed, The University of Iowa Center for Human Rights (UICHR):

- engages in research, teaching, and other activities including artistic advocacy and community outreach
- nurtures interdisciplinary collaboration and varied human rights research
- encourages the active participation of faculty, students, and others both within and beyond the UI campus
- shares information with both human rights specialists and the general public about its activities and about human rights issues generally

The University of Iowa Center for Human Rights, organized by Professor [Burns H. Weston](#), Professor [Rex Honey](#), and [Dorothy M. Paul](#), grew from the programming efforts of Global Focus: Human Rights '98, organized by Professor Weston during 1998-99 to commemorate the 50th anniversary of the Universal Declaration of Human Rights, adopted by the United Nations General Assembly on 10 December 1948. Global Focus: Human Rights '98 took place mainly during the 1998-99 academic year. It represented the culmination of many years of work to advance the teaching and advocacy of human rights at The University of Iowa. The cross-disciplinary program featured speakers such as Nobel Laureates Rigoberta Menchú Tum, José Ramos-Horta, Archbishop Desmond Tutu, Lech Walesa, and Elie Weisel; also other prominent figures, including Chinese dissident Wei Jingsheng, photojournalist Dith Pran, and legal philosopher Ronald Dworkin.

In 1999, Global Focus: Human Rights '98 became The University of Iowa Center for Human Rights. UICHR is a unit of [The University of Iowa International Programs](#).

APPENDIX F

Ames Social Justice Centers

1. Center for Creative Justice, 210 Lyn in Ames (292-3820).

2. ISU information:

In addition to the great diversity web page for ISU, there are college committees on diversity (Agriculture, Business, Design, Engineering, Human Sciences, LAS and Vet Med). There are multicultural liaison officers for colleges of Agriculture, Business, Design, Engineering, Human Sciences, and LAS. There is a webpage for multicultural resources as well.

APPENDIX G

DISCIPLINES INVOLVED IN SOCIAL JUSTICE WORK

1. Anthropology
2. Ethnic Studies
3. Psychology
4. Education
5. Law
6. GLBT Studies
7. History
8. Literature
9. Medicine/Health Care
10. Judaic and Middle Eastern Studies
11. Women's Studies
12. Sociology
13. Peace Studies

APPENDIX H

ELPS SOCIAL JUSTICE INITIATIVE PROPOSAL

ELPS Ph.D. Program in Higher Education
Social Justice Concentration

A proposal prepared by:

Nana Osei-Kofi
Nancy Evans
Penny Rice

DRAFT

May 3, 2006

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Introduction

In this proposal, which is the result of a working group formed at the *ELPS August 2005 Strategic Planning Retreat*, we seek to demonstrate the timeliness, viability, and future potential of a social justice concentration in the ELPS Ph.D. program in Higher Education. The materials included in this proposal address these factors by offering critical data addressing both the local and national context in relation to the value of a social justice concentration in ELPS. This packet also includes detailed information outlining the “nuts and bolts” of the proposed concentration, while also placing emphasis on future growth opportunities that have the potential to result from this initiative.

A formal presentation of this proposal is scheduled for our May 3, 2006 ELPS Faculty meeting. Should you have any questions or issues you would like to discuss in relation to this proposal prior to that time, please feel free to contact either Nancy Evans: nevans@iastate.edu or Nana Osei-Kofi: oseikofi@iastate.edu .

We welcome your support of what we view as a forward-looking project that will positively influence the reputation and distinctiveness of the ELPS Ph.D. program in Higher Education, nationally and locally. A focus on social justice moves what we have come to know as the “diversity conversation” forward from management and accommodation to equity and justice in service of the struggle to realize the true democracy that America aspires to become.

Nana Osei-Kofi

Nancy Evans

Penny Rice

The North American Educational Landscape: Academic Emphases on Social Justice

What is the availability of academic programs that focus on social justice?

Presently, few programs in Education offer social justice programs/concentrations. Those that do offer some form of formal focus on social justice are typically located in Departments of Curriculum and Instruction and thus place primary emphases on K-12 topics and issues, to the exclusion of Higher Education.

While individual faculty members in the study of higher education teach courses pertaining to social justice and higher education, the working group has not been able to identify a Higher Education program to date with a formalized, structured concentration. That said, several programs in the study of higher education are in the initial stages of developing social justice concentrations (e.g., University of Michigan, Penn State, University of Maryland). Given this reality, we believe as a result of the research contained in this proposal and areas of expertise found in ELPS, that we have a unique opportunity to lead in this trend. For detailed information on academic emphases on social justice, please see the following appendices:

- Appendix A – ISU Peer 11 Institutions
- Appendix B – Big 12 Institutions
- Appendix C – United States Institutions
- Appendix D – Canadian Institutions

Recent activities and initiatives by higher education professional associations (e.g., ACPA, NASPA, AERA, AAC&U) (see Appendix E) also demonstrate the growing emphasis on research, teaching, and practice that seeks to address critical issues pertaining to social justice in higher education. During 2005-06, numerous papers and programs appeared on the agendas of the four major higher education associations (see Appendix F for examples). In addition, in 2005 ACPA established a Commission for Social Justice Educators at the urging of its membership. Finally, the Social Justice Training Institute, an intensive laboratory experience designed to provide diversity trainers and practitioners with an opportunity to focus on their own learning and development to increase their multicultural competencies as social justice educators, has existed since 1999. This seminar has proven to be very popular with student affairs educators (over 500 professionals have attended since its inception), indicating that education in the area of social justice is increasingly valued by this audience. Because of demand, advanced training has recently been offered once a year to individuals who have previously attended the institute. Indeed, a number of doctoral students in the ISU Higher Education program (e.g., Jeff Cullen, Susana Muñoz, Nina Grant) as well as one faculty member (Dr. Evans) have sought out this specialized training. In 2005, AERA established a position for a Director of Social Justice and Professional Development and at present the AERA Critical Educators for Social Justice special interest group (SIG) is the largest SIG within the organization. Collectively, these efforts clearly demonstrate the growing trend of formalized efforts that focus on social justice in education scholarship and practice.

Working on Social Justice in the State of Iowa

How is a social justice concentration directly relevant to the State of Iowa and ISU's land grant mission?

The changing demographics of Iowa, as demonstrated in the forthcoming ELPS policy brief, *EP³*, require that educators (scholars and practitioners) at all levels of the education system have the knowledge and capacity to meet the needs of an increasingly diverse population. It is imperative that the students we prepare understand key issues related to social justice and higher education (e.g., access, racialization, class privilege, political economy, etc.). A social justice concentration would provide this type of knowledge accompanied by hands-on critical experiences.

Looking beyond the state of Iowa, as we prepare students for a transnational world, the issues that will be addressed through a social justice concentration will effectively prepare our students to function competently and work toward change in an increasingly complex and divided world.

For an overview of Iowa demographic trends, see Appendix G

Social Justice Scholarship and Practice at Iowa State University

How is social justice work situated at ISU?

In 2003, the President's Advisory Committee on Diversity at Iowa State commissioned an assessment to determine the extent to which the campus climate supported equal access and equity for all students, faculty, and staff regardless of race, cultural background, gender, sexual orientation, religion, or socioeconomic status. The report was designed to identify challenges and suggest initiatives for ensuring a welcoming and supportive climate for all individuals associated with Iowa State. The final report of the results of the Campus Climate Assessment Project conducted by outside consultant, Susan Rankin and associates, revealed that "the current climate values homogeneity and exhibits subtle and/or institutionalized discrimination of racial and ethnic minorities" (2004, p. v). The report concluded with a recommendation that a strategic plan be developed to maximize equity on the Iowa State campus.

This recommendation resulted in the development of the *Implementation Plan for Diversity, Equity, and Community: 2006-2011*, developed by the Campus Climate Implementation Committee, chaired by Dr. Larry Genalo, and submitted to President Gregory Goeffroy on April 15, 2005. Working with a broad range of campus constituent groups, the committee recommended actions organized around the following five components of campus climate: institutional commitment, curriculum and pedagogy, research and scholarship, recruitment and retention of historically underrepresented students, faculty, and staff, and inter-group and intra-group relations. Of particular relevance to this proposal is curriculum and pedagogy; the report urges "the development of a curriculum that guides students to think critically about social justice issues, and provides faculty with the tools to teach inclusively" (p. 5). In addition, the recommendations regarding research and scholarship advocate the creation of "an academic environment that appreciates cultural/social differences through supporting and valuing research/scholarship that focuses on social justice/multicultural issues" (p. 5). Our proposal also speaks to the recruitment and retention of historically underrepresented students, faculty, and staff who are likely to find the existence of a social justice concentration attractive as a field of study as well as a location for finding social justice allies who will advocate for a supportive and equitable learning environment on campus. Initiatives developed by students and faculty associated with the social justice concentration are also likely to enhance relationships between and among individuals and groups with different social identities. Indeed, the creation of an "institute for justice" is a specific recommendation listed in the Implementation Plan (see p. 15).

The ISU Implementation Plan for Diversity, Equity, and Community: 2006-2007 can be found in Appendix H.

Social Justice Scholarship and Practice in ELPS

We believe we are uniquely positioned to successfully offer a social justice concentration in the study of higher education given the present expertise within our faculty. We have also begun to establish relationships with faculty and student affairs professionals across the College of Human Sciences and across the University who are committed to contributing to the development and growth of this concentration. While this proposal is focused on a concentration in the Ph.D. program in Higher Education, given the expertise of the ELPS faculty, the potential to extend this type of concentration to include the Ph.D. program in Educational Administration clearly exists.

The concept of a social justice concentration is well-aligned with the College of Human Sciences Vision *to make a difference in the State of Iowa and beyond*. It also speaks to the College's vision of *improving the quality of life for individuals, families, consumers, and communities*, as well as to the College's core values of *access, diversity, collaboration, community, engagement, creativity, discovery, learning and service*.

Concentration Description

Social Justice – a process and a goal

- Goal – full and equal participation of all groups in a society that is mutually shaped to meet their needs.
- A vision of a society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.
- Involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.
- Process-democratic and participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change.

Learner Outcomes for Social Justice Education

- In-depth understanding of the dynamics of privilege and oppression at the individual, group, and systems levels.
- Awareness of dominant and subordinated group dynamics and their impact in educational and societal settings.
- Broad understanding of the breadth and depth of structural oppression and its impact on society, groups, and individuals.
- Acquisition of social justice attitudes and behaviors that result in action that disrupts the status quo-the dominant ideology and culture that maintains social inequality.

Concentration Outline

Social Justice Core – 9 credits

Student Development Theory II- (micro-level perspective on social justice and higher education focusing on identity)

Existing course (HgEd 676) – For syllabus, see Appendix I.

Pedagogies of Dissent (macro-level perspective on social justice and higher education)

Existing course (HgEd 615C) – For syllabus, see Appendix J.

Creating change (focus on theories of change, social movements, activism applied to the context of higher education) *Course needs to be developed* – for example of the type of issues that would be covered in this course see Appendix K.

Pro-seminar

The pro-seminar will focus on academic and professional development issues tied to doing work in social justice and will be shaped by the characteristics of the students in the concentration. The 1 credit pro-seminar will be offered each semester. Students must take a minimum of 6 pro-seminar credits and must be enrolled in a pro-seminar during dissertation writing.

Higher Education Core

Hg Ed 664, 665, 666, 597, 578 (15 credits)

Directed Research and/or Field Experience (4-8 credits)

Social justice-related projects to be decided by student and advisor. One directed initiative to focus on research and the other on practice.

Research Core (14-16 cr.)

To be decided by student and advisor, using existing guidelines of the Higher Education program.

Outside course work (12 credits)

Course work focused on social justice outside of the higher education program. The choice of these courses will be individually determined by the student and advisor based on the interests of the student. For an example of suitable courses see Appendix L.

Capstone (3 credits)

Social justice focused capstone project.

Dissertation Research (12 credits)

Social justice focused dissertation

Total: 72 credits

Future Directions

Social Justice in Higher Education Center

Tied to the concentration we seek to establish a Social Justice in Higher Education Research and Practice Center. This center would serve as a point of focus for faculty across the university who share an interest in research, teaching, and service related to social justice and higher education.

Key features of the Center would include:

- Seeking external funding (Year 2)
- An annual conference that will put the Center on the map (Year 3)
- A scholarly journal (Year 3)
- Policy papers (Year 1)
- Involvement in local (community and university) social justice events and actions (Year 1)
- Research projects where faculty and students collaborate on work pertaining to social justice (Year 1)
- Advisory services to other institutions/programs seeking to develop similar efforts (Year 5)

Development of Undergraduate Course Offerings that meet ISU Diversity Requirement

We foresee the possibility of developing a number of undergraduate offerings in the area of social justice. For instance, possibilities exist for working collaboratively with Curriculum and Instruction on the expansion and delivery of the undergraduate course, *Dialogues on Diversity* and with the Women's Center to offer the course, *Gender Justice*. We also intend to develop a social justice course that would meet the requirements of the ISU Diversity requirement. This would benefit ELPS and the social justice concentration in a number of ways. In light of our concentration, we believe we have the opportunity to position our course as a cutting-edge choice for meeting the ISU diversity requirement. This in turn will boost our enrollment numbers and it would at the same time provide our students in the concentration with opportunities to work as TA's, giving them practical classroom experience, funding, and the opportunity to further develop their subject matter expertise.

Timeline for Concentration

Research and Planning.....	August 2005-May 2006
Present Project to ELPS Faculty.....	May 2006
Develop New Course and Pro-Seminar Series.....	May 2006-August 2007
Develop Materials on Concentration and Recruit Students.....	May 2006-August 2007
Begin Concentration.....	August 2007
<i>(If there is interest, "grandfather" students who began in the Ph.D. program in August 2006 into the program in August 2007)</i>	