College of Education
Diversity and Social Justice Task Force Report
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A. Executive Summary

In response to a charge developed after two College of Education faculty retreats, the Diversity and Social Justice (DSJ) Task Force members met several times during the 2014-2015 academic year to define DSJ and develop a vision for the COE; surveyed faculty to gain an understanding of existing efforts related to DSJ; reviewed definitions of social justice in the literature; examined efforts at peer institutions; and proposed “big moves” to position the COE to be a leader with regard to Social Justice. The task force consisted of co-chairs, one each from Curriculum and Instruction (C&I) and Educational Studies (ES), and seven faculty members, three from C&I and four from ES. The results of these efforts included an 87% response rate to the task force survey concerning DSJ efforts with 75% of faculty indicating that they address social justice, diversity or both in discovery, learning and/or engagement. In a follow-up survey 69% of our COE faculty indicated that they wanted to stay informed of DSJ efforts and 34% of COE faculty indicated a desire to be actively involved in these efforts. Faculty in the COE are involved with DSJ issues at the local (32%), state (22%), national (8%), and international levels (12%). The survey data led the members of the Task Force to conclude that the COE is positioned to strengthen DSJ as a signature area by focusing on existing efforts and planning to expand and coordinate efforts through big moves and by leveraging the commitment to and interest in DSJ by faculty members within the college.

We propose the following definition and vision to guide the college efforts concerning DSJ:

The College of Education at Purdue University defines social justice as promoting and advocating for equity in access and opportunity for education through discovery, learning, and engagement. This involves a commitment to researching and educating students, faculty, and community members in the recognition of power, privilege, and social/political dynamics.

By embracing this definition and commitment to DSJ, and through concrete efforts (e.g., advocate for social justice across campus and in communities locally and globally; engage students, faculty, and community members to recognize power, privilege, and social/political dynamics that result in inequitable relationships; facilitate building safe, equitable, sustainable, and non-discriminatory communities), the COE is dedicated to fostering a democratic society that is diverse, inclusive, and equitable and that values the worth of all humans.

Finally the task force members recommended three big moves, one each in the areas of discovery, learning, and engagement. Each proposed big move is described fully in this report.

Discovery: Develop a Diversity and Social Justice (DSJ) Research Center.
Engagement: Establish a Social Justice in Education and Educational Policy Informed Activism Network.
B. Charge

During COE faculty retreats held in 2013 and 2014, social justice became a prominent theme uniting faculty in both departments in terms of discovery, learning and engagement. Subsequently in September 2014, the Dean and the Leadership Team initiated a Social Justice Task Force and developed the charge for the task force below:

Research. Describe existing efforts in the College related to social justice and/or diversity. Include local, national, and global efforts in these descriptions (which can be brief). Investigate and compare the social justice/diversity efforts of peer institutions with our efforts.

Definition. Review definitions of multiculturalism/social justice/diversity in the scholarly literature. Develop a definition of social justice/diversity/multiculturalism for the college based on the above research. Identify a preferred one or two-word phrase to use when referring to this signature area. The definition needs to reflect broad-based faculty input, as it will eventually need to be approved by the entire faculty.

Vision. Generate a vision statement to guide the College’s efforts in this area. The vision statement should be short (a phrase, a sentence, or a paragraph) and describe what we hope to accomplish in 5-10 years by focusing our collaborative efforts in this area. The vision should create a unique niche for the college in the larger space of social justice/diversity/multiculturalism. The vision statement needs to be consistent with the definition and reflect broad-based faculty input, as it will eventually be approved by the entire faculty.

Big Moves. Identify 1-3 possible Big Moves that would quickly enable the College to gain traction in creating a unique identity in the defined social justice/multiculturalism/diversity space and that have the potential to generate significant revenue for the College. Where possible, these Big Moves should leverage existing strengths of the College and Purdue University. For each Big Move idea include the following: (a) brief description; (b) fit, i.e. how the Big Move fits the definition and would help accomplish the vision; (c) revenue generating potential. Limit each Big Move description to one page.

Deliverables
A written report summarizing the methods the task force used to carry out the charge and providing DRAFTS of the proposed definition, vision statement, and Big Moves.
C. Methods Used by Task Force to Carry Out the Charge

The Task Force was assembled by the co-chairs who each invited three faculty members from each department to work on the Task Force. A fourth member from ES was approved when he requested involvement, as were two graduate students, one from each department. The Task Force members met and decided how to approach the charge as follows. Each section, Research, Definition, Vision and Big Moves had a subcommittee in charge of developing a draft. These drafts were shared on Google Docs, and all committee members responded with revisions, suggestions and ideas. The subcommittees then revised their drafts.

Research
We surveyed all faculty and documented research, teaching, and engagement activities that have a social justice component (see Appendix I for a copy of this survey). To ensure a high level of faculty participation, each committee member contacted seven to eight faculty and asked to meet to discuss the survey. Many faculty opted to meet in person, while others responded to the online survey. Because of the personal outreach, the faculty response was high; 87% of the faculty responded. The data from the survey were aggregated and summarized. Peer institutions efforts were documented by the graduate students on the Task Force (see Appendix II for these results). COE efforts were then compared to peer institutions. Members of the Task Force developed a method to report on findings of the survey. See Section IIa for details.

Definition
This section was developed based on 1) a review of diversity/equity/social justice scholarly literature completed by the graduate students on the task force (see Appendix III); and 2) a review of faculty efforts in social justice derived from the survey. A definition to reflect COE social justice was developed. See Section II b for details.

Vision
A Vision Statement was developed by the Co-Chairs based on group discussions with task force members, review of faculty survey information, and review of peer institutions. A draft was prepared, circulated among the task force members and revised based on their feedback. See Section II c for details.

Big Moves
Three Social Justice Big Moves related to Discovery, Learning, and Engagement were developed. See Section II D a, b, and c for details.
Section II
Response to Charge

A. Research: Diversity & Social Justice Survey of Faculty Summary
The Diversity and Social Justice (DSJ) task force asked our COE colleagues to complete a survey regarding their diversity and social justice views and activities. See Appendix I for our survey procedure and questions. The overall survey response rate was 87% (62 of 71 non-retiring faculty responded). Two respondents requested that we omit their answer from the report. Therefore, 60 faculty members’ responses are available at this survey database (internet link) and they are summarized below. All percentages refer to proportions of the 71 non-retiring faculty, aside from one section that explicitly notes percentages of activities. In a follow-up survey, 69% of our COE faculty wanted to stay informed of DSJ efforts and 34% of COE faculty want to be actively involved.

Do you address diversity or social justice in your work?

<table>
<thead>
<tr>
<th>Faculty Addressing Diversity /Social Justice (%)</th>
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<tbody>
<tr>
<td>Both</td>
</tr>
<tr>
<td>52</td>
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</table>

Among our COE faculty, at least 75% tackle at least one of these issues. At least 52% of COE faculty address both diversity and social justice issues, 17% address diversity, and 7% address social justice.

How do you define diversity?

<table>
<thead>
<tr>
<th>Faculty Definitions of Diversity (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group differences</td>
</tr>
<tr>
<td>27</td>
</tr>
</tbody>
</table>
Among the COE faculty, 54% of the respondents offered definitions of diversity. Some defined diversity as group differences (27%; e.g., “ethnicity/race, disability, gender, language, national of origin, religion, sexual orientation, social economic status”). Others defined it in the context of education (21%; e.g., “celebrating and using cultural diversity as a resource for enriching the learning opportunities of all involved in the education enterprise”). Still others defined it more abstractly and idealistically (7%; e.g., “the many ways in which human lives can be articulated and lived”).

**How do you define social justice?**

![Faculty Definitions of Social Justice (%)](image)

Among the COE faculty, 41% offered definitions of social justice. Some defined it as inclusion (18%; e.g., “individual or institutional efforts to reduce distorting status differences that would otherwise limit opportunities to learn and develop”). Others defined it in the context of education (15%; “orienting teaching and learning to deliberately address inequities of access to these resources and opportunities”). Still others defined it more abstractly and idealistically (8%; e.g., “recognition of the fundamental dignity and rights of people’s lives, and it takes up the active work to redistribute power, capital, and resources accordingly”).

**How do you address diversity and/or social justice in your teaching?**

![Diversity /Social Justice in Teaching (%)](image)

*Incorporated by instructor* - 42% of the COE faculty reported that they addressed the issue in selected topics, projects, activities, readings, discussions, and/or service learning opportunities,
which helped students become aware of and understand others with different perspectives, backgrounds, and/or personality.

*Inherent in the course* - 21% of the COE faculty indicated that they teach or have taught at least one course in which that social justice or diversity was integral (e.g., multicultural education, multicultural counseling, Multiculturalism and Education in Agriculture Education, exceptional or gifted students).

*Modeling* - 8% of the COE faculty indicated that they are a role model for students in class. They respect the diversity of individuals, different ideas and perspectives for social justice in class.

*Unable* - 6% of the COE faculty reported that they were not doing anything specific to address the issue in teaching, including some who felt they were unable to do so.

**How do you address diversity and/or social justice in your research?**

<table>
<thead>
<tr>
<th>Diversity /Social Justice in Research (%)</th>
<th>23</th>
<th>14</th>
<th>14</th>
<th>6</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underrepresented / Inclusive</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Schools</td>
<td></td>
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<tr>
<td>Research Methods</td>
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<tr>
<td>Global / International</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not a focus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Underrepresentation/inclusivity* - 23% of the COE faculty reported that their research focuses or involves typically marginalized populations (e.g., Indigenous ethnic, ethnic or language minorities, individuals with disabilities, minorities in STEM) in their research. Respondents’ research centered on issues concerning underrepresentation, inclusivity, or extending opportunities to marginalized populations for knowledge, skill, and/or attitude development.

*Schools (not including inclusivity/marginalized populations)* - 14% of the COE faculty said that their research relates to expanding or improving the current state of education to improve participation/access to formal and informal education opportunities for diverse learners.

*Research Methods* - 14% of the COE faculty said that they address social justice and diversity issues through their research designs. For example, they study diverse populations, use multiple research strategies sensitive to social justice issues to approach a problem, and use the theoretical framework of critical, feminist, or social justice. Also, some study fairness of test use or decision making for all individuals.

*Global/International* - 6% of the COE faculty reported research related to global citizenship or occurring at international settings.
Not a Focus - 11% of the COE faculty indicated that their research does not focus on or relate to social justice/diversity.

How do you address diversity and/or social justice in your community engagement?

<table>
<thead>
<tr>
<th>Community Engagement (%)</th>
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</thead>
<tbody>
<tr>
<td>31</td>
</tr>
<tr>
<td>Schools</td>
</tr>
</tbody>
</table>

51% of COE faculty addressed diversity and/or social justice through 52 reported community engagement activities. Many faculty are involved in multiple engagement activities. Among our faculty, at least 31% engage in schools, such as providing professional development, mentoring diverse students, and engaging in service learning projects. An additional 11% engage in similar activities for children outside schools, another 10% engage in comparable activities for students at Purdue, and 1% conduct family workshops.

Non-educational activities (11%) included serving on community boards, organizing volunteering opportunities for homeless shelters, and lobbying government officials.

Four percent of the faculty serve on diversity/social justice-related committees at Purdue, and another 4% engage in professional community activities related to social justice, such as serving in related professional organizations and as editor in related journals.
How does your diversity/social justice work impact locally, within Indiana, the United States and across the world?

61% of the faculty identified 73 diversity/social justice activities. Of these 73 activities, 30% had impact locally, 22% in Indiana, 8% in the US, and 12% outside the US; another 27% of these activities involved dissemination of research through journal articles, publications, radio and television broadcasts, newspaper articles and internet videos.

To what degree are you able to pursue your efforts in social justice/diversity?

41% of the COE faculty agreed that they could pursue their efforts in social justice and diversity. Many individuals noted that it is a significant part of their personal and professional identities. There were some calls for additional support to further their efforts (14% of COE faculty), but they did not face any barriers that prevented them from working on diversity or social justice. The negative responses (4%) largely focused on confusion regarding the question.
In what ways can the COE help you with your efforts to incorporate diversity and/or social justice into your work?

57% of the faculty offered suggestions for COE to help faculty infuse diversity and social justice into their work via (a) structural policies (24%), collaboration (20%), funding (13%). Specific faculty comments included the following. The faculty are grateful that the COE is highlighting social justice efforts but would like a more focused and visible structure for these efforts.

- Highlight social justice as a signature effort in external communications and emphasizing its importance at the university level (like with STEM).
- Hire social justice faculty to strengthen the COE’s efforts in this area and highlight its commitment.
- Incorporate social justice efforts in teacher education and other COE core activities.
- Dossier categories can recognize and reward faculty efforts.

Elevating and highlighting our commitment to social justice through focused efforts to address diversity, disability, and other inclusive approaches to addressing the needs of a broad definition of disadvantaged populations could be further built into the COE structure and activities. Establishing the focus through structured collaboration is also key to furthering the COE’s strengths in this area. Weekly highlights of related faculty research and activities, or regular college collaboration sessions where faculty can do 5 minute overviews of their social justice efforts and brainstorm strategies for the college to move forward. The taskforce is a good start towards regular, visible, and accessible outreach to encourage, plan, support, and implement action at the college level. Actively engaging faculty and facilitating their collaboration can help diversity and social justice become part of our regular activities.

Map peer institution initiatives to Faculty suggestions

The efforts established at other universities focus mostly on student service with two notable exceptions. The University of California, Berkeley changed their policy to incorporate inclusiveness as a core part of their evaluation of faculty for appointment and promotions. Georgia Institute of Technology faculty are given funds for civic projects, and it also has a NSF ADVANCE program to increase women in scientific and engineering faculty positions (http://www.advance.gatech.edu/).
Some faculty also mentioned student service, but most of them discussed how the COE can support faculty research and activities to move forward with this broad mission of diversity and social justice.

**Word Cloud**

a. From faculty responses

b. From peer institution summary

The peer institutions of Purdue University offer a wide array of services that advance their respective goals of diversity, inclusion and social justice. Addressed in this document are the responses to social justice of Cornell University, Georgia Institute of Technology, Pennsylvania State University at University Park, Texas A&M University, University of Arizona, University of California, Berkeley, University of California, Davis, University of Illinois at Urbana-Champaign, University of Michigan, University of Texas, and the University of Wisconsin-Madison.

Two peer institutions had exceptional responses to social justice: the University of Texas and the University of Madison-Wisconsin. The universities approached social justice with programs that were clearly aligned with their goals, missions, and vision. The programs featured by those universities used a wide array of responses to social justice that sought not only to support students of diverse backgrounds but also to make positive change in their local communities and create a campus climate that was inclusive and diverse.

Despite common themes among the responses within Purdue’s peer institutions, each university responded to issues of social justice in unique ways. Particular highlights are

- Cornell University: Ronald E. McNair Post-baccalaureate Achievement Program
- Georgia Institute of Technology: President's Interfaith Community Service Campus Challenge
• Pennsylvania State University at University Park: Upward bound and Talent Search programs
• Texas A&M University: Equitable representation amongst cadets in its ROTC program
• University of Arizona: Promoting of social justice by its Residence Life office
• University of California, Berkeley: The Law School’s Thelton E. Henderson Center for Social Justice and tenure promotion based on inclusion
• University of California, Davis: Police Accountability Board
• University of Illinois at Urbana-Champaign: Multicultural/Mixed Heritage Bill of Rights
• University of Michigan: Michigan Outreach Directory
• University of Texas: The Social Justice Institute
• University of Wisconsin-Madison: Hip Hop theater

Each institution had a clear commitment to provide social justice, equity, inclusion, and a campus atmosphere that was safe and welcoming to all students.

Including DSJ committee members, 46 of our COE faculty wanted to stay informed of DSJ efforts and of these, 22 want to be actively involved. (Appendix IV has full list of faculty who indicated interest in being informed about DSJ efforts and a list of those who would like to be directly involved in these efforts. The list was generated from faculty who signed up during the COE meeting on January 23, 2015.)

B. Social Justice Definition

The ideas of multiculturalism, diversity, and social justice are intertwined. Diversity, in its broadest sense is difference, and multiculturalism, as a school of thought, embraces difference. Both of these ideas are subsumed under social justice, which attends to issues of equity, accessibility, and opportunity. The construct of social justice is primarily about action and
advocacy. Often advocacy and action regarding those individuals and groups experiencing marginalization are the focus of social justice efforts. One way in which this experience of marginalization can occur is when individuals or groups of individuals experience feeling different or in the minority, particularly through established institutions and policies. Therefore, we recognize multiculturalism and issues of diversity as one of many advocacy and action efforts subsumed under social justice.

Multiculturalism has varied and contested definitions (Gozdecka, Ercan, & Kmak, 2014). However, most definitions include a recognition that multiculturalism, as a set of beliefs, goes beyond an acknowledgement of difference to a valuing and deep respect for difference (Smith, 2013), and a belief that while diversity implies difference, it also implies equality (Fleras & Kunz, 2001). Although most multiculturalists include culture (specifically race and ethnicity) as a cornerstone of difference, others include religion, ability/disability, and GLBTQ+ (gay, lesbian, bisexual, transgendered, queer, etc.). This is consistent with the results of the COE survey in which the majority of participants defined diversity broadly, beyond race and ethnicity, and centered on the idea of difference. Policies and practices that are assimilationist and superficial are contrary to multiculturalism. Multiculturalism includes political and economic goals aimed at an expansion of rights and greater access to economic opportunities for those individuals and groups who have been historically oppressed through political and economic institutions. These goals are grounded in the belief that societies, nations, and communities will be better and stronger when more of their people are included in civic, political, and economic life. In sum, multiculturalism acknowledges and values the diversity of a community’s members. Diversity is valued by actively supporting the preservation of cultural beliefs and collectively working to expand and protect the individual, political and economic rights of all community members.

The term “social justice” is used frequently in the fields of education and counseling. In education, multicultural competencies are required in teacher education training and practice (Milner, 2010). In the field of counseling, it is called the “fifth force” the focus of much of the profession’s energy in the past decade (Toporek, Gerstein, Fouad, Roysircar, & Israel, 2006). Although, social justice has been discussed in a vast array of scholarly work, it has many definitions. From a thorough review of the literature and COE faculty responses, several themes emerged.

Among the 58 respondents in the college of education faculty interview/survey, all respondents reported the terms “equity,” “equal access,” and/or “equal opportunity” as part of their definition of social justice. This is consistent with the literature. In addition to equity, social justice often refers to action as well (Duncan-Andrade & Morrell, 2008). This typically involves an acknowledgement of the social/political aspects of society and how individuals may feel marginalized or ostracized because of them. The awareness of these factors is part of social justice education and often referred to as critical consciousness (Freire, 1968). This process of educating others about social/political dynamics involves recognition of power, privilege, and supremacy (Schoorman & Bogotch, 2011).

**Proposed definition.** The College of Education at Purdue University defines *social justice* as promoting and advocating for equity in access and opportunity for education through discovery, learning, and engagement. This involves a commitment to researching and educating students,
faculty, and community members in the recognition of power, privilege, and social/political dynamics.

C. Vision

The College of Education at Purdue University defines social justice as promoting and advocating for equity in access and opportunity for education through discovery, learning, and engagement. This involves a commitment to researching and educating students, faculty, and community members in the recognition of power, privilege, and social/political dynamics.

Our mission as social justice researchers, teachers, and advocates involves a commitment to:

- Advocate for broad social justice across campus and in communities locally and globally.
- Engage students, faculty, and community members to recognize power, privilege, and social/political dynamics that result in inequitable relationships.
- Facilitate building safe, equitable, sustainable, and non-discriminatory communities.
- Collaborate with faculty, students, and community members in the COE, across campus, and within communities to conduct responsible and ethical research to address unequal and unjust relationships.
- Seek practical involvement in social justice concerns at the local, national, and/or international levels.
- Embrace the perspectives that individuals, families, and communities bring to personal and social change and to the transformation of educational institutions and practices.
- Develop social justice competencies in collaboration, and interpersonal and intergroup relationships.

Given this mission, we are dedicated to fostering a democratic society that is diverse, inclusive, and equitable and that values the worth of all humans.

D. Big Moves

a. Research Big Move: Develop a Diversity and Social Justice Research Center

The COE can begin progressing toward a Diversity and Social Justice (DSJ) Research Center by (a) enhancing faculty research skills via a Flash Panel, (b) creating a diversity and social justice research network of faculty and students, (c) clearly organizing this information in an easily accessible database, (d) developing a research workshop, (e) pursuing large grants and (f) attracting donations. First, gather the 49 faculty interested in DSJ together with a flash/firehose panel, Publish more via diversity & social justice analyses. Knowledgeable faculty will give a 2-minute talk on their use of DSJ theory and/or methods. This gathering can encourage colleagues to network and collaborate on existing data with new theoretical frameworks and methods related to DSJ. Furthermore, documentation of faculty’s DSJ skills in a database will facilitate future DSJ collaborations. The flash panel lays the foundation for a DSJ workshop for faculty and graduate students, initially at COE and gradually opening up to Purdue and other universities for a fee. Course releases can allow faculty to create suitable workshop materials and activities that faculty or workshop graduates can use in future revenue-raising workshops. Faculty can also pool their DSJ skills and experience to collaborate on large grant proposals, such as Reducing
Inequality Initiative at the William T Grant Foundation and Science, Technology and Society at the National Science Foundation. Multiple grants and projects can eventually support an umbrella DSJ Research Center, which might attract donor support.

b. Learning Big Move: Cross-Cultural Education and Social Justice

We propose to develop the following two programs:

1. Undergraduate minor in “Cross-Cultural Education and Social Justice”
2. Graduate certificate in “Cross-Cultural Education and Social Justice”

Rationale: The COE identified social justice as one of the two potential signature areas at faculty retreats in 2013 and 2014. Purdue University and the COE have a strong commitment to human and intellectual diversity, as reflected in their missions and strategic goals. We believe the COE is in a unique position on campus to provide education and training in cross-cultural education and social justice by its faculty with strong expertise and interest. Providing these programs to students on campus through the COE will also bring visibility and increase enrollment.

Brief Description:
1. Undergraduate minor in “Cross-Cultural Education and Social Justice”: Students will need to complete 12 credit hours.
2. Graduate certificate in “Cross-Cultural Education and Social Justice”: Students will need to complete 12 credit hours. We propose that students who are currently admitted to a degree program should be eligible to earn a certificate.

Admission Requirements for Graduate Certificate programs by the Graduate School:
   (1) Bachelor’s degree from an accredited institution
   (2) Minimum undergraduate GPA of 3.0/4.0
   (1) Minimum TOEFL score of 550 or higher on the paper-based test, or 77 or higher on the Internet-based test (iBT) for applicants whose native language is not English.

After a preliminary review of the courses offered in EDCI and EDST in 2014 and 2015, we identified several existing courses that can be included in these proposed programs. In addition, some new courses need to be developed. Some of these courses:

(1) Undergraduate minor in “Cross-Cultural Education and Social Justice”:
   (a) EDCI 285: Multiculturalism in Education
   (b) EDCI 350: Community Issues & Applications for Educators
   (c) EDPS 316: Collaborative Leadership: Cross-Cultural Settings
   (d) EDPS 285: Diversity and Education
   (e) Additional courses may need to be developed (e.g., Action Research/Methods course)

(2) Graduate certificate in “Cross-Cultural Education and Social Justice”
   (a) EDCI 585: Multicultural Education
   (b) EDCI 618: Gender and Culture in Science Education
   (c) EDPS 507: Counseling Multicultural and Diverse Populations
   (d) EDPS 510: Culture and Cognition
(e) Additional courses may need to be developed (e.g., Action Research/Methods course)
(f) Both undergraduate and graduate programs will have an experiential component. This will entail students engaging in an action research community based service learning project.

In addition, we believe that these courses could be cross-listed with Purdue Next and be offered as hybrid courses for non-local students.

**Development of the Task Force:** We also propose that the COE form a task force to develop these programs. This task force should have an equal number (e.g., two or three) of faculty members from each department who may eventually teach these courses. These faculty members should be provided a stipend and/or a course release to develop these programs (e.g., summer support). During the COE Faculty meeting in January, 2015, a total of 46 faculty members indicated interest and wanted to stay informed about the development of these programs; 22 faculty members wanted to be actively involved. We suggest that the COE leadership team invite some of these faculty members to serve on the task force.

**Function of the Taskforce:**
- to review the existing courses
- to develop new courses (as needed)
- to reach out to other colleges to survey the need and interest for such programs for their students
- to start offering the programs with a target date of fall 2016 (upon approval of the courses through Curriculum and Graduate Committees’ process)

**Revenue generating potential:** We believe offering these programs both at the undergraduate and graduate level with a broad focus will attract students across campus and encourage more students to enroll in our teacher education and graduate programs.

**c. Engagement Big Move:** Establish a Social Justice in Education and Educational Policy Informed Activism Network

The COE can help shape public perception and engagement regarding public education and educational policy by collaborating and networking with other stakeholders and existing networks, particularly in the state of Indiana. We can engage in collaborative projects such as (a) formalizing a position paper on the privatization of education and how high stakes testing impacts diverse student bodies and can degrade social justice, specifically in the United States; (b) establishing a network of informed activist education stakeholders, and push educational reform and policy that promotes social justice; (c) empowering COE faculty and students to be informed activists by formally recognizing and rewarding relevant activity, whether engagement, discovery, or learning oriented; (d) providing educational resources and activities through the production of open educational materials, and the hosting of conferences or other events; (e) integrating learning activities regarding informed activism throughout the teacher preparation program, as well as other programs, in order to generate change agents amongst COE students; and, (f) providing funding opportunities to encourage engagement and outreach regarding social justice and diversity issues related to educational reform and education policy.
Section III

Recommendations
The Task Force members believe that opportunities exist for the COE to become a leader for social justice in discovery, learning, and engagement. Recommendations for accomplishing this goal follow:

Short Term Recommendations:
- Create a cross-departmental task force to develop an undergraduate minor and a graduate certificate program in social justice.
- Revive the *Equity and Diversity Committee* to address ways social justice can be infused in discovery, learning, and engagement through systematic conceptual and structural changes.
- Explore the development of partnerships with existing centers at Purdue University to support diversity and social justice work.
- Partner with existing initiatives in the COE such as the 20/20 project that focuses on infusing cross-cultural understanding and social justice into existing undergraduate courses.

Mid-Term Recommendations:
- Initiate a yearly community event to generate interest in social justice issues (such as a fund raiser, a 5 K walk/run).
- Develop a Social Justice Speaker series using existing funds in the COE and by partnering with campus organizations.
- Have a Faculty Forum on Social Justice to continue dialogue on social justice. Use part of the Annual Retreat to have discussions and demonstrations of how to infuse diversity and social justice into instructional strategies and curricular materials.
- Develop a means of recognizing diversity and social justice work in discovery, learning, and engagement for promotion and tenure purposes and create a Diversity and Social Justice Award for faculty and graduate students in the COE.
- Work with Purdue University in developing diversity and social justice initiatives related to the “Grand Challenges”.
- Develop an on-line network for social justice.

Long-Term Recommendations:
- After the COE has developed the above initiatives, offer a workshop series on addressing diversity and social justice issues.
- Establish the Social Justice Research Center
APPENDIX I

Survey procedures and questions

Procedure

Beginning September 30, 2014, each DSJ committee member emailed 7-8 colleagues with a google form link to the survey questions and offered to chat with them. If they did not respond, we followed up with email and phone calls. If they did not respond by November 6, we asked DSJ committee members who were friends with them to contact them. Marcia Gentry’s research assistant, Jaret Hodges organized the survey responses into categories. Then, Sunnie Lee Watson, Yukiko Maeda, and Ming Ming Chiu wrote summaries for each question and created suitable graphs and word clouds.

On January 23, faculty attending a COE meeting were asked if they wanted to be (a) informed of diversity and social justice efforts? and/or (b) actively involved?

Survey Questions

Name
Do you currently address diversity or social justice in your work?
How do you define diversity and/or social justice in your work?
How do you address diversity and/or social justice in your teaching?
How do you address diversity and/or social justice in your research?
How do you address diversity and/or social justice in your community engagement?
How does your diversity/social justice work impact locally, within Indiana, the United States and across the world?
In what ways can the COE help you with your efforts to incorporate diversity and/or social justice into your work?
To what degree are you able to pursue your efforts in social justice/diversity?
Diversity & Social Justice

I am a member of the diversity and social justice task force, and we want to learn about current efforts and needs within the college concerning these issues.

* Required

Name
Please enter your full name

Do you currently address diversity or social justice in your work?*

- [ ] Diversity
- [ ] Social Justice
- [ ] Both
- [ ] Neither

How do you define diversity and/or social justice in your work?

How do you address diversity and/or social justice in your teaching?

How do you address diversity and/or social justice in your research?

How do you address diversity and/or social justice in your community engagement?
How does your diversity/social justice work impact locally, within Indiana, the United States and across the world?

To what degree are you able to pursue your efforts in social justice/diversity?

In what ways can the COE help you with your efforts to incorporate diversity and/or social justice into your work?
APPENDIX II

Responses to Social Justice by Purdue’s Peer Institutions

Jaret W. Hodges
Purdue University
October, 2014

Executive Summary
The peer institutions of Purdue University offer a wide array of services that advance their respective goals of diversity, inclusion, and social justice. Addressed in this document are the responses to social justice of Cornell University, Georgia Institute of Technology, Pennsylvania State University at University Park, Texas A&M University, University of Arizona, University of California, Berkeley, University of California, Davis, University of Illinois at Urbana-Champaign, University of Michigan, University of Texas, and the University of Wisconsin-Madison.

Two peer institutions had exceptional responses to social justice: the University of Texas and the University of Wisconsin-Madison. The universities approached social justice with programs that were clearly aligned with their goals, missions, and vision. The programs featured by those universities used a wide array of responses to social justice that sought not only to support students of diverse backgrounds, but also to make positive change in their local communities and create a campus climate that was inclusive and diverse.

Despite common themes among the responses within Purdue’s peer institutions, each university responded to issues of social justice in unique ways. Particular highlights are

- Cornell University: Ronald E. McNair Postbaccalaureate Achievement Program
- Georgia Institute of Technology: President's Interfaith Community Service Campus Challenge
- Pennsylvania State University at University Park: Upward bound and Talent Search programs
- Texas A&M University: Equitable representation among cadets in its ROTC program
- University of Arizona: Promoting of social justice by its Residence Life office
- University of California, Berkeley: The Law School’s Thelton E. Henderson Center for Social Justice and tenure promotion based on inclusion
- University of California, Davis: Police Accountability Board
- University of Illinois at Urbana-Champaign: Multicultural/Mixed Heritage Bill of Rights
- University of Michigan: Michigan Outreach Directory
- University of Texas: The Social Justice Institute
- University of Wisconsin-Madison: Hip Hop theater

Each institution had a clear commitment to provide social justice, equity, inclusion, and a campus atmosphere that was safe and welcoming to all students.
Cornell University
At Cornell University, the Office of Academic Diversity Initiatives (OADI) pursues goals of inclusion, diversity and achievement across the university. Its programming includes the Ronald E. McNair Postbaccalaureate Achievement Program, Community Development and Social Justice Programming, and the OADI Research Scholars Program (Cornell, 2014). A.T. Miller, the Associate Vice Provost for Academic Diversity, leads the OADI. The mission of the OADI is:

To ensure that the widest range of life experience, knowledge, creative expression and original thinking is shared across the breadth of Cornell's students, faculty, staff, and disciplines, particularly by those with backgrounds historically less likely to have been represented on campus. To support the increased presence, academic success, intellectual achievement, and inclusion across all fields of study of those from these underrepresented backgrounds at Cornell (Cornell, 2014).

The vision of the OADI is to cultivate exchanges between all the diverse talent on the campus in order to foster intellectual, artistic, and technical projects with every person participating experience the dynamic exchange that come from working with diverse peers. The Ronald E. McNair Postbaccalaureate Achievement Program works to bring underrepresented populations to the PhD programs at the university. Undergraduate participants are selected who have shown strong academic promise and are from diverse background. Support structure and funding is offered to these individuals with the goal of increases attainment of PhD’s by students of diverse backgrounds. Community Development and Social Justice Programming (CDSJ) works to create community partnerships between students, faculty and administrators with community leaders in the local areas surrounding the university. The CDSJ offers monthly Social Justice Roundtables and workshops for members of the local community to discuss issues of social justice with university personnel and students. The CDSJ also provides support for first generation university undergraduate students. The Trailblazers Program offered by the CDSJ provides networking, advising, and workshops to help these students in their university careers. The CDSJ also offers the Community Advocates/Youth Empowerment Program where students from diverse backgrounds, pursuing careers in social work or advocacy, can work with the community in providing mentorship programs to youth, work with the Women’s Alliance, and provide nutritional/wellness information (Cornell, 2014).

The OADI Research Scholars Program provides support for undergraduate research projects in areas of social justice. Other programs offered by the university are the Pre Professional Program (P3) which provides support, mentorship, and hands-on experience for students participating in STEM and professional fields. Cornell recently became a POSSE university partner with the first cohort of 10 POSSE scholars attending the university fall of 2013. The Arthur O. Eve Higher Education Opportunity Program (HEOP) and the Educational Opportunity Program (EOP) is another source of funding for undergraduate students from diverse backgrounds to attend the university who might not otherwise be financially able (Cornell, 2014).

Georgia Institute of Technology
Archie W. Ervin, Vice President for Institute Diversity, leads the Office of Institute Diversity (OID). The vision of the OID is to provide “a welcoming, diverse, and inclusive culture; mutual respect among faculty, staff, and students; diverse backgrounds, perspectives, and intellectual
pursuits; a shared responsibility of academic excellence and equity.” The mission of the OID is to “support and advance the attainment of a diverse, inclusive, and equitable community by promoting inclusive excellence strategies in Georgia Tech’s teaching, research, recruitment, hiring and promotion, and service endeavors.” The OID programs include ADVANCE, LGBTQIA Resource Center, the Student Diversity and Inclusion groups (Office of Hispanic Inclusion and the Office of Multicultural Education). The university also hosts the Women, Science and Technology Center and the President's Interfaith Community Service Campus Challenge (Georgia Institute of Technology, 2014).

The university participates in the ADVANCE program that works to increase women representation in scientific and engineering faculty positions. Tied closely to this program is the Women, Science and Technology Center. This center focuses on linking issues in the sciences with issues of gender, culture and society. Students and faculty come together to address these issues, and to provide mentoring and networking.

The LGBTQIA Resource Center leads the Safe Space program at the university. This program provides training for personnel and faculty members to become allies of the LGBTQIA community. The center also supports focus groups and discussion groups concerning issues of inclusion for the LGBTQIA community.

The Student Diversity and Inclusion groups work with departments and school to increase inclusion. The groups also work closely with corporate partners to secure funding for diversity projects across the university. Data is also collected and managed by the Inclusion groups on issues concerning diversity.

President's Interfaith Community Service Campus Challenge works to bring students of different faiths together to promote tolerance and engage in service projects together to strengthen local communities (Georgia Institute of Technology).

The Center for Ethics and Technology are directly involved with advancing social justice at the university with its English Avenue Justice Program. Working in collaboration with a local community group, the project works to provide equity and opportunity to residents in economically distressed areas located near the university. Projects are offered through courses and as extracurricular activities.

The university contains the Office of Leadership & Civic Engagement where students and faculty are given funding and support for civic projects. The flagship program of this office is the Jumpstart program where undergraduate students work as mentor for students of diverse backgrounds in the local area.

The College of Engineering’s Center for Engineering Education and Diversity works to ensure inclusion and diversity within the College of Engineering. The center works as an information repository and provides funding through its GEM program for promises students of diverse backgrounds to participate in graduate programs in engineering. The center employs numerous undergraduate programs aimed at recruiting and then retaining students of diverse backgrounds in their engineering program.
The university also supports the Social Justice Committee. This is a branch of the Student planning Association, comprised of graduate students, who work to bring social justice to the metro Atlanta area through projects and advocacy. Projects directly contribute to inclusion, equality and social justice of these areas. The Peoplestown Revitalization project was the most recent project where the Committee worked to address environmental hazard issues and employment opportunities of those living in the Peoplestown neighborhood (Georgia Institute of Technology, 2014).

**Pennsylvania State University at University Park**

Pennsylvania State University at University Park leads its commitment to social justice, equity and inclusion through the Office of the Vice Provost for Educational Equity (OVPEE). Marcus Whitehurst leads this office and efforts towards diversity at the university. The university is currently in the third year of its diversity plan: A Framework to Foster Diversity at Penn State: 2010-15. The mission is to foster “diversity and inclusion at Penn State and creating a climate of diversity, equity, and inclusion throughout the University’s faculty, staff, leadership, and student body” (Pennsylvania State University at University Park, 2014).

The goals of the plan are to develop a shared and inclusive understanding of diversity; create a welcoming campus climate; recruit and retain a diverse student body and workforce; develop a curriculum that fosters United States and international cultural competencies; diversify university leadership and management; and coordinate organizational change to support our diversity goals. The OVPEE is the umbrella for programs concerned with social justice and diversities. These programs are the Educational Opportunity Center, Multicultural Resource Center, Student Support Services Program, Talent Search program and the Upward Bound program.

The Educational Opportunity Center is part of a federal program meant to provide counseling and information to students from low-income families or first generation university students. The center provides workshops, scholarships for computers, and cultural events (Pennsylvania State University at University Park, 2014).

The Multicultural Resource Center provides services to undergraduate students from diverse backgrounds at the university. The center also works to provide counseling for students on university life dealing with financial aid, academics, careers, and issues of bias. Students can obtain an MRC advisor along with an academic advisor.

The Student Support Services Program work to increase retention rates of students from low-income families. This is a federally funded program. The program provides services in academic, financial, career, and personal areas for students. Free of charge tutoring is also offered through the program.

Upward bound provides services through the university to high schools in the local area. The goal of the program is to provide high school students from low-income families the tools and knowledge need to continue their education after high school. The program provides trips to college campus and cultural activities as part of its monthly Saturday program as well as individual meetings with students and their families.
The Penn State Talent Search program provides support to students to provide social equality and decrease income parity through bringing to the university talented students from low-income households. Unique to this program compared to peer universities is its support of students who have dropped out from college or high school. Students enroll in the program as early as 6th grade and are provided support through their grade school career and into their college careers (Pennsylvania State University at University Park, 2014).

**Texas A&M University**
Christine Stanley leads Office of the Vice President and Associate Provost for Diversity. The mission of the office is to “facilitate, coordinate, advance, amplify, inform, and monitor the University and its many units as we develop our strength in - and evidence of - respect for diversity” (Texas A&M University, 2014). The office assesses the university’s climate, accountability and equity through its strategic diversity plan.

The Difficult Dialogues Program is designed to promote pluralism and inclusion on the campus. A group of facilitators is trained who will manage the program. The program includes a set of workshops followed by seminars, which will be administrated by the facilitators. The Department of Multicultural Services at the university works to aid students from low-income families and diverse backgrounds make the transition from high school to the university. Support through leadership opportunities, free tutoring, and cultural events are provided by the department. The department also supports multicultural student organizations across the campus (Texas A&M University, 2014).

Social Justice Week is held in the spring at the university. During this week, lectures, luncheons and other events are provided to students to increase awareness and promote social justice. A volunteer-opportunities fair is also held.

Texas A&M University is also one of the senior military colleges of the United States and one of the top officer producers in the nation. As part of the United States goal of increasing inclusion in its armed forces, the Corps of Cadets at A&M has actively recruited cadets from diverse backgrounds and women cadets. Not only that, programs and policy changes have been enacted that these students are also retained within the Corps of Cadets program. Participation by women in the program has increased from less than 5% to coming close to reach the university’s goal of 30% inclusion and retention (Texas A&M University, 2014).

**University of Arizona**
The University of Arizona enacts its policy of social justice and diversity through the university policy of “Inclusive Excellence” and the social justice and diversity commitment of its residence life program (University of Arizona, 2014).

Programs for Inclusive Excellence administrated by the Assistant Vice President for Inclusive Excellence, Raji S.A. Rhys, provide support for research, education and community engagement across campus the focus on diversity efforts and campus leadership. The ADVANCE program from the NSF works to increase representation, participation, and advancement of women in the fields of science, technology, engineering and mathematics. The goal of the program is to have
colleges and organizations discuss the barriers, institutional structure and culture that can affect women faculty and administrators. The university is an active participant in this program. The President’s Community Diversity Advisory Council works to foster the relationship between the university and local, diverse southern Arizona communities (University of Arizona, 2014). Social Justice and Diversity is directly administered for students through the Residence Life office. The Residence Life office employs a full time coordinator of Social Justice Education who leads efforts on social justice. The Social Justice Wing provides a space within the residence halls where students can learn about issues affecting diversity and social inclusion. Students who register to live within the Social Justice Wing will be enrolled in one Intergroup Dialogue course, which are student led courses that explore issues surrounding social justice and how to take action.

The AdvoCATS program from the Residence Life office is a student led performance group that addresses issues affecting students and the surrounding communities in southern Arizona. The group portrays realistic situations, in line with the theories of the Theater of the Oppressed, to expose audience members to concerns of social justice. The performances are interactive for audiences.

The Residence Life office offers gender-inclusive housing options, provides three choices for genders, and provides professional development in social justice for faculty and students (University of Arizona, 2014).

**University of California, Berkeley**
The University of California, Berkeley has both the Division of Equity and Inclusion (DEI) that works to develop university policy and provide programs/services and the Thelton E. Henderson Center for Social Justice. The university states that it is committed to creating a diverse community that is reflective of the state of California (University of California, Berkeley, 2014). The university developed a strategic plan with the guiding principles for the university’s goals are excellence, equity and inclusion. The DEI under Vice Chancellor Gibor Basri serves as the coordinator, measurer and reporter of institutional progress to the university on meeting its goals. The DEI works directly with department chairs and directors, deans, and university administrators. One effort on this level of accountability has been the appointment and promotion changes at the university. Incorporations of inclusiveness became a core part of the evaluation process for faculty members. The university also offers the Chancellor’s Award for Advancing Institutional Excellence to faculty who have:

- demonstrated a commitment to excellence by providing leadership to advance equitable access to education, address the needs of California's diverse population through public service, or highlight inequalities through rigorous scholarly research (University of California, Berkeley, 2014).

For students, the university reviews applications with the idea of “achievement in the context of opportunity” (University of California, Berkeley, 2014).

The university also collects demographic and campus climate data in its Diversity Data Dashboard. This offers information on equity, inclusion and diversity at the university while also providing this information to the public. The public is allowed to see how the university is
achieving its goals in relation to the data collected by the university (demographic data and survey data on feelings of respect and inclusion).

The Haas Institute for a Fair and Inclusive Society serves as the university’s focal point for multidisciplinary research and policy analysis that deal with issues of race and diversity in the areas of education, democracy, health, religion, economics, disability, and LGBTQ issues. The institute states that its guiding principle is to “advance research and policy related to people who are not afforded full membership in society — who are considered marginal — while essentially touching all who benefit from a truly diverse, fair, and inclusive society” (University of California, Berkeley, 2014).

The Thelton E. Henderson Center for Social Justice is a division of the law school at the university. It is the focal point for the university’s social justice community. The center provides training to support law students’ pursuit of advocacy and scholarship in social justice as well as serve as a university hub for faculty, practitioners, organizations, policy makers, students, and community groups to work together towards an equitable society.

The center provides lecture campaign on social justice as well as research symposiums and conferences. These symposiums address issues concerning social justice from people of diverse backgrounds as well as issues relating to access to justice. Currently the center is working on a project that examines how restorative justice as a disciplinary practice, replacing a zero tolerance policy, affects the school climate of an inner city school (University of California, Berkeley, 2014).

**University of California, Davis**

Associate Executive Vice Chancellor Rahim Reed leads the Office of Community Relations (OCCR). The mission of the OCCR is to monitor the campus community about campus climate, diversity and inclusiveness. They provide university leadership in issues of diversity education, affirmative action, equity initiatives and campus community relations. They worked to develop the strategic plan of the university (University of California, Davis, 2014).

The mission of the Diversity Education Program of the OCCR is:

> As a service to the campus community, the Diversity Education Program offers various educational opportunities to staff, faculty and students on fostering an inclusive and respectful environment that honors our diverse campus community and operationalizes the UC Davis Principles of Community” (University of California, Davis, 2014).

The workshops, trainings, presentations, courses, seminars and other programs work to increase understanding and appreciation for the diversity of the campus community at the university. The OCCR is engaged in creating a diversity profile of the university. This will entail a campus repository of data that details the diversity and inclusion of students, staff and faculty to be collected on an annual basis. The purpose of the repository is to provide Deans and Vice Chancellors of the university data with which can be used to assess the university’s goals for diversity.

The university also provides a Police Accountability Board. This recent (2014) addition to the university serves as a way to provide accountability and trust between the campus body and the
university police department. It provides a way to file a complaint against police personnel
without requirement of being a member of the university or even a U.S. citizen. The Office of
Compliance reviews all complaints (University of California, Davis, 2014).

The Social Justice, Culture and (In)Security out of the UC Davis Humanities Institute was
established to “create intellectual dialogue across multiple contexts and communities with a
focus on social justice work”. The initiative was established in response to the pepper spray
incident on campus (where officers were videotaped spraying large amounts of pepper spray on
student protestors) and focuses on contributing to research in the pursuit of social justice.
The university also has a “preferred first name” policy. It allows students to select a preferred
first name to be used by the university as long as it is not misrepresentative. The university
acknowledges that individuals have name preferences that do not coincide with their legal given
name (University of California, Davis, 2014).

University of Illinois at Urbana-Champaign
Dr. Gigi Secuban, the Associate Vice Chancellor for Student Affairs, heads the Office of
Inclusion and Intercultural Relations (OIIR) at the University of Illinois at Urbana-Champaign.
The office heads the Bruce D. Nesbitt African American Cultural Center, Asian American
Cultural Center, La Casa Cultural Latina, Women’s Resource Center, LGBT Resource Center,
and the Native American House. The Office also handles reports of intolerance and
stereotypes/bias on campus (University of Illinois at Urbana-Champaign, 2014).

The University Senate developed a resolution on diversity values that stated the university’s
commitment to having a representative population amongst students, faculty and staff that was
representative of the state. The goals of the resolution are:
   We demonstrate our values and appreciation of the perspectives and contributions of the
   wide spectrum of people reflected in our community; we support curricular,
   interdisciplinary, and co-curricular learning environments that expose students to
   multiple perspectives including the histories and contributions of groups across social and
   economic identities; and we provide opportunities for students, faculty, staff, and
   administrators to establish meaningful relationships across differences and we actively
   encourage the campus community to participate in programming and events to create,
   develop and sustain those relationships (University of Illinois at Urbana-Champaign,
   2014).

The mission of the OIIR aligns with the resolution made by the University Senate, and is to
“empower students to be active and responsible participants and leaders within the campus and
beyond” (University of Illinois at Urbana-Champaign, 2014). The goal of the OIIR is to improve
campus climate by giving opportunities for transformative learning experiences that lead to
appreciation for diversity and other cultures. One of the direct consequences of this goal and one
the OIIR is directly involved in is to see the gap in graduation rates reduced between
underrepresented populations and white students. The primary vehicle to achieve the mission and
goals are the centers under the office and a number of programs.

The mission of the Bruce D. Nesbitt African American Cultural Center is to provide a wealth of
programs and services that promote the social, cultural, and academic endeavors of the
universities African American student population. They provide workshops, seminars and support for performing arts groups. The 24th annual Association for Black Culture Centers will be hosted at the university this year.

The Asian American Cultural Center provides support for students ranging from Middle Eastern descent to East Asia. They display art, language and cultural expositions. They also provide leadership initiatives for student leaders (University of Illinois at Urbana-Champaign, 2014). La Casa Cultural Latina provides support for the Latino student population of the university. The mission of the center is to “promote a welcoming and dynamic atmosphere through the development of educational, cultural, socio-political, and social programs that lead to greater recruitment, retention, advancement, and empowerment of Latina/o students.” The Latino Resilience Network is run through the center. This provides a peer network that offers mental health support and educational opportunities for Latino students.

The Native American House works to display Native American culture and art and advocate for Native American student issues on campus. They coordinate Native American research symposiums and work with new students of Native American descent at the university to become acclimated to university life.

Both the LGBT and Women’s Resource Centers provide networks that empower their members and deal with issues and concerns of each group. The LGBT center actively addresses issues of homophobia, biphobia, transphobia attitudes across campus and works to make the campus environment safe for all students and faculty. The Women’s Resources Center works to provide leadership opportunities and training as well as networking for women on campus.

The multiracial & multiethnic student initiative developed by the OIIR created a bill of rights for people of mixed backgrounds. The bill of rights serves a tool of empowerment for multiethnic and multicultural students and faculty at the university (University of Illinois at Urbana-Champaign, 2014).

**University of Michigan**

Michigan’s ban on affirmative action has affected policies for admittance at the University of Michigan. Despite this, the University still has a strong commitment to diversity and social justice (University of Michigan, 2014).

The university’s programs and offices concerning diversity, equity and social justice are directed by the Diversity Council as an ancillary of the Vice Provost for Academic Affairs office and the Office of Institutional Equity out of University Human Resources. The university also contains a Multi-Ethnic Student affairs office which is a unit within Student Life.

The Office of Institutional Equity (OIE) coordinates programs and services for faculty, staff, management and students that support issues of Equity: diversity, inclusiveness, access, treatment, and cultural understanding. They also ensure compliance with the Americans with Disabilities Act and handle issues of discrimination and sexual misconduct. The mission of the OIE is “to provide leadership and support on matters relating to equity, diversity, respect and
inclusiveness for all members of the University of Michigan community” (University of Michigan, 2014).

The Diversity Council directly advises the Vice Provost on issues relating to diversity and inclusion. The council is responsible for “university-wide diversity summits; encouragement of diversity initiatives through a grants program; and the systematic exchange of information, strategies, and analyses regarding diversity benchmarks, programs, and outcomes” (University of Michigan, 2014).

Multi-Ethnic Student Affairs Office, directed by Trelawny Boynton, is an organization committed to promote and empower the campus community to pursue issues of diversity and social justice. This university organization supports a number of student organizations who fall under the umbrella of student groups committed to diversity and social justice. They also review grants and provide supports to programs committed to social justice, equity, community building and inclusion.

The University of Michigan also maintains the Michigan Outreach Directory (MOD) provides information about the university’s outreach projects as well as projects and services throughout the state of Michigan (University of Michigan, 2014).

**University of Texas**

The University of Texas at Austin response to social justice is organized and extensive. This response to social justice falls under the management of its Division of Diversity and Community Engagement (DDCE) led by Dr. William Powers (University of Texas, 2014). The strategic plan of the DDCE lays out the mission, vision, value statements, and strategic goals. The mission of the DDCE is to advance socially just research learning and working environments that foster a culture of excellence through diverse peoples, ideas, and perspectives. As well as to engage in university-community partnerships designed to transform lives. The vision of the DDCE is to strengthen the university’s academic and engagement mission by fostering a culture of excellence and social justice for the success of students, faculty, staff, alumni, and the community (University of Texas, 2014).

The value statements of the DDCE are based on diversity, community engagement, inclusion, integrity, leadership, partnerships, and social justice. Diversity: demonstrating respect for all individuals and valuing all perspectives and experience. Community engagement: learning and working collaboratively with community members and organizations to achieve positive change. Inclusion: breaking down barriers to meaningful participation and fostering a sense of belonging. Integrity: setting high standards of professional ethics and being consistent in principles, expectations, and actions. Leadership: guiding and inspiring people and organizations toward excellence. Partnerships: cultivating mutually beneficial internal and external relationships built upon trust, cooperation, and shared responsibility. Social justice: challenging injustice and working toward and equitable society in which all enjoy equal rights and opportunities.

The strategic goals of the DDCE are campus culture, community engagement, pre-k-graduate/professional school pipeline and research. Advancing efforts to create an inclusive, accessible, and welcoming culture on campus; cultivating mutually beneficial community-university partnerships that further the mission of the university to serve Texas and beyond with
an emphasis on historically and currently underserved communities; creating a successful pathway for first generation and underrepresented students as they progress from pre-k through graduate and professional school; and serving as a national model for the creation of knowledge about and best practices for diversity and community engagement through innovative scholarship, teaching, policy development, programs and services (University of Texas, 2014).

The DDCE provides services meant to foster a campus culture of inclusion and social justice. The campus climate response team serves as a place for students, faculty and others to report incidences of bias. The diversity education initiative provides university programs and community programs including providing training for the University of Texas Police Department. Staff development and programs for student support are also provided. Consulting services are also provided for staff on creating inclusive classrooms, identifying climate issues and engaging in difficult conversations. The University of Texas Elementary school is one project where the DDCE and the college of education work in conjunction to provide quality education to urban areas for minority students in the Austin area. This serves as an intersection between education and social justice in the university.

The Social Justice Institute, directed by Dr. Eric Tang, is a branch of the DDCE. The goals of the institute are specifically: to address patterns of inequality through scholarly research, advocacy and community education; to develop collaborations between Austin community-based organizations and UT faculty, students and staff; to support social-justice oriented research projects of faculty and advanced graduate students; and to advance the latest thinking in the field of “Activist Scholarship” (University of Texas, 2014).

Their current outreach project is the East Avenue Project. This project combines faculty, students and community partners to examine the past, present and future racial segregation in Austin. The East Avenue was historically the street in Austin that divided the “white” part of town from the rest of the city. The goal is to provide recommendations to civic leaders and community groups (University of Texas, 2014).

**University of Wisconsin-Madison**
The University of Wisconsin-Madison’s Division of Diversity, Equity, and Educational Achievement (DDEEA) is the primary department at the university that contends with issues of social justice. The division is made up of the Center for Educational Opportunity, the Office of Equity and Diversity, the Office of Multicultural Arts Initiatives/First Wave, PEOPLE, Posse Program and Wisconsin’s Equity and Inclusion Laboratory (University of Wisconsin-Madison, 2014).

The mission of the University of Wisconsin is to “collaborate with campus and external partners to make progress toward the campus’s strategic diversity goals”. The university defines its vision as one of “inclusive excellence”. Inclusive excellence concerns issues of diversity of educational legacies and different human experiences across cultures. The values espoused by the University are: embrace the perspectives and contributions of individuals without privileging their physical ability, social and positional class, age, learning style, nationality, sexuality, gender, race, or ethnicity; identify, support, and promote innovative pedagogical practices aimed at eliminating the achievement gap for students from traditionally underrepresented groups facilitate diverse
contexts for student achievement; champion research-based practices that produce measurable positive outcomes for students; encourage diverse forms of scholarship and academic productivity; advocate for access and equity for traditionally underrepresented groups; actively promote the recruitment and retention of students, faculty, and staff of diverse backgrounds, interests, and abilities; foster and elevate public discourse on issues affecting campus climate; and maintain transparency in all our interactions with entire university community. The university states,

Our ability to engage these priorities enriches the teaching, research, and creative activities that form the bedrock of the university’s mission. Furthermore, they prepare students, faculty, and staff for unprecedented experiences as productive citizens in a complex, pluralistic global society (University of Wisconsin-Madison, 2014).

Eric William serves as the director for the Center for Educational Opportunity (CEO). The CEO provides support to students who are part of the first-generation of their family to attend university, students from economically disadvantaged homes, or students with disabilities. The CEO provides support to roughly 500 undergraduate students across the campus.

Luis Pinero serves as the director of the Office of Equity and Diversity (OED). The priorities of the OED are:

“OED staffing and professional development; enhancing AA/EEO compliance; technical assistance and development opportunities in support of Equity and Diversity Committees and the Divisional Disability Representatives' network; campuswide Learning Communities; the Sexual Harassment Information Project; collaboration with the OED Advisory Committee; collaboration with WISELI; collaboration with the Theatre for Cultural and Social Awareness; collaboration with the Office of the Vice Provost for Diversity and Climate; OED web resources enhancements; supporting and enhancing campus wide, climate-focused initiatives” (University of Wisconsin-Madison, 2014).

The DDEEA directly administers the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) program. This program works with students from low-income families in the local area make the transition from middle school to high school and finally to college. Since its conception in 1999, the program has led to admission over 359 students to the university. The POSSE program, a nationally based program, takes diverse talented students from across the university and provides training for them to act as leaders of community development. These students are recruited in high school and attend the university as POSSE scholars.

Willie Ney leads the Office of Multicultural Arts Initiatives. This office is responsible for the First Wave program where aspiring artists from diverse backgrounds are provided scholarships to attend the university and then given extensive support beginning the summer before they begin classes. Students are not art/music majors necessarily but the artistic elements that each student brings are inter-woven into the support program as they pursue degrees in a wide range of fields. The students are given opportunities to display their academic and artistic development as well as participate in the First Wave Hip Hop Theater Ensemble. The University of Wisconsin-Madison considers this program to be one of its premier programs that are committed to social justice.

The Wisconsin Equity and Inclusion Laboratory serves as a focal point for researching and then disseminating this research to policymakers and practitioners in areas of educations and learning.
The laboratory focuses its research on inclusion for African-American students and the campus climate of the university for LGBTQA students. The laboratory also provides workshops, trainings and webinars (University of Wisconsin-Madison, 2014).

References
APPENDIX III

Social Justice Taskforce – College of Education, Purdue University

Defining Social Justice

Social Justice Taskforce – College of Education, Purdue University
Jubin Rahatzad
October 30, 2014

Executive Summary – Defining Social Justice

Social Justice in teacher education requires a critical social consciousness to be developed by both teacher educators and preservice teachers through recognition of power, privilege, and supremacy, with the ultimate goal of social action in the struggle for equitable social relations. Teacher education must critically examine societal injustices through a focus on both personal agency and institutional norms (North, 2008). This approach emphasizes the political nature of education and debunks the myth of neutrality in any social endeavor (Cochran-Smith, 2004; Kincheloe, 2008). Based on an understanding of education as a political undertaking, teacher education should seek to initiate action oriented toward social justice through a decolonization of the self (Duncan-Andrade & Morrell, 2008). This implies an exploration of multiple ways of viewing the world and challenging dominant ideologies and paradigms. Rethinking what counts as knowledge and why can aid teacher educators and preservice teachers in the struggle for social justice. The political nature of education necessitates ethical inquiry into what is most fair for all learners.

Major issues that are of concern through a social justice lens include the demographic gap between teachers and students, the gap in opportunities for various learners and the influence of social identities, and the inclusion/exclusion of historically marginalized epistemologies through a planetary vision. The demographic imperative identifies the increasingly diverse US public school student population and the predominantly static white female monocultural teacher population as problematic (Zeichner, 2009). An opportunity gap framework recognizes the need to address the lived social realities of various students if fair educational opportunities are to be realized (Milner, 2010). The struggle to include historically excluded epistemologies seeks a reconceptualization of human rights to draw on marginalized, erased, and oppressed epistemologies (Grant & Gibson, 2013).

The implementation of a social justice oriented throughout a teacher education program if issues of social inequity are to be addressed. This signifies an infusion of critical consciousness raising in all courses and aspects of a teacher education program, with vertical and horizontal coordination based on a vision of equitable social relations (Schoorman and Bogotch, 2010). All three sample social justice in teacher education visions emphasize social praxis within formal educational contexts and in society. This means that preservice teachers should be guided toward the development standpoints that encourage thought and action in the challenging of social injustices in the communities in which they teach and make connections to systemic oppression for historically marginalized populations. This includes a personal decolonization...
process that identifies a preservice teacher’s complicity in systems that maintain power, privilege and supremacy.

Teacher education in the service of social justice must explore the complexities of social relations in order for teacher educators and preservice teachers to understand oppressive social relations, past, present, and future. This includes the imagining of an ideal world and engaging in the process toward greater social equity (Fraser, 1997; Leonardo, 2004).

Social Justice & Teacher Education
Over the past decade, research on social justice in teacher education emphasizes the need to recognize and address power, privilege, and supremacy. This focus aims to transform social inequities and cultivate alternatives in a process that examines the construction of social relations. This process of examination can lead to the ‘how’ of social justice in teacher education.

North (2008) stated that “the ‘how’ of social justice education requires a critical examination of institutionalized beliefs, policies, and practices and attention to individual ideas, deeds, fears, and desires” (p. 1196-97). This view of what social justice entails and means is similar to the perspective of Cochran-Smith (2004), who argued “that teacher education needs to be understood as a political problem” (p. 9). Approaching social justice in this manner questions the purpose of schooling in a democratic society, which includes the role of teacher education. Kincheloe (2008) also believed that teaching and education are political, building upon the notion that neutrality is a myth.

Embracing the political within schooling and teacher education, Duncan-Andrade and Morrell (2008) argue that education oriented toward social justice goals can initiate action for people to liberate themselves and others. Also, educators at all levels must be critically self-reflexive, “raising their own awareness of how they are sometimes complicit in over-valuing certain ways of talking, acting, dressing and certain language practices and values” (p. 33). An uncritical approach to teacher education essentializes narratives that then dominate what is circulated as crucial knowledge for preservice teachers and professional development.

Kaur 2012 provided a succinct summary of what social justice means for preservice teachers,

   Teaching and teacher education for social justice and equity is a moral and political undertaking. In addition to a fundamental concern for creating rich learning opportunities for all children, it entails engaging learners in critical thinking, caring about them and fostering relationships with them and their families and communities, getting to know their lives inside and outside the classroom, valuing and building on the experiences they bring with them into the classroom by making learning meaningful to their lives, noticing and challenging inequities and injustices that prevail in education and society, understanding and interrogating teachers’ own positioning, beliefs and attitudes and their role in sustaining the status quo, and at individual and/or collective levels working with and for diverse learners to advocate for a more just and more equitable life chances for all students, to imagine and work for a more just society. (p. 486)
**Guiding Issues**
Zeichner (2009) emphasized the demographic imperative in U.S. education as a major social justice issue. The demographic imperative refers to the cultural divide between teachers and students based on the fact that 40 percent of U.S. public school students are from ethnic/racial minority groups, and nearly 90 percent of U.S. public school teachers are culturally white. The percentage of ethnic/racial minority students in U.S. public school classrooms increases annually without much change in the demographics of the teaching force. These statistics do not include language, social class, sexual orientation, gender identity, religious, and (dis)ability minority students that do not overlap with the self-identified ethnic/racial minority student categorization.

Zeichner (2009) stated that, “This cultural divide between teachers and their students is further complicated by the lack of sustained attention to preparing teachers to teach across lines of ethnicity/race, language, and social class in most teacher education programs” (p. 3). The preparation of teachers to relate to students from backgrounds different than their own is paramount in defining social justice within teacher education. This conceptualization of social justice implicates teacher educators that lack experience in relating with non-white, non-monolingual, non-English speaking communities. Social justice in teacher education includes all levels of the educational process.

Milner (2010) described the opportunity gaps that exist within U.S. educational systems and society. This includes both educators and students, and the varying degrees of opportunities available to different people of various backgrounds. The opportunity gaps explanatory framework challenges the achievement gap framework and the deficit mindset involved in the focus on varying levels of achievement. This framework questions what the definition(s) of success are and should be, and recognizes that achievement is an inaccurate measure if the goal of social justice is to address and transform inequitable social realities.

Grant and Gibson (2013) identified a human rights foundation based on mid-twentieth century U.S. Civil Rights movement principles. This conception of social justice in teacher education seeks a commitment to recognizing that universalized human rights often exclude minority viewpoints globally. The values of the U.S. Civil rights movement provide a standpoint that recognizes the marginalization and erasure of other epistemologies and ontologies. An alternative vision of human rights is proposed in combination with a creative vision. Grant (2012) calls this creative vision the cultivation of flourishing lives. It is argued that robustness is needed when conceptualizing the possible – ultimately challenging oppression. Grant argues that social justice has thus far been defined too narrowly, limiting the degree of transformation toward social equity. The time must be ripened, according to grant, in order to move people to action. In teacher education this means not viewing preservice teachers as deficient in ability to develop a standpoint with empathy, but rather engage in the raising of critical consciousness alongside students by doing the work. Envisioned as such, possibilities remain open and a dialectical generation of praxis is developed.

**Approaching Social Justice in Teacher Education**
Researchers have demonstrated the need for a coordinated effort of implementing social justice teacher education. Schoorman and Bogotch (2010) suggested that the integration of social justice into teacher education “will require shifts from individual and isolated efforts towards
collaborative and institution-wide efforts” that contextualize education within “social, political, and historical contexts of injustice” (p. 84). In this sense, any definition of social justice must include a call for a concerted effort toward an infusion of social equity seeking principles throughout a teacher education program.

**Visions**


- Be sociocultural conscious – recognize that there are multiple ways of perceiving reality that are influenced by one’s location in the social order.
- Have an affirming view of students from diverse backgrounds, seeing resources for learning in all students rather than viewing differences as problems to overcome.
- See themselves as both responsible for and capable of bringing about educational change that will make schools responsive to all students.
- Understand how learners construct knowledge and be capable of promoting learners’ knowledge construction.
- Know about the lives of their students including the funds of knowledge in their communities.
- Use their knowledge about the lives of their students to design instruction that builds on what they already know while stretching them beyond the familiar.

Picower (2011, p. 1111) –

1. Teachers must center equity despite whatever academic trends come and go.
2. Teachers must take an active, non-neutral stance.
3. Teachers need to choose culturally relevant content and pedagogy that respects multiple perspectives in all subject areas.
4. Teachers must focus on students’ interests and provide them with opportunities to examine oppression and take social action.

Grant (2012, p. 929) –

“A robust social justice education must include five core practices:”

1. Self-assessment of one’s beliefs and values and the traditions on which they sit.
2. Critical questioning: questioning that is critical, deliberative, and encourages debate. As such, questions encourage analytical thinking and the consideration of competing points of view.
3. The practice of democracy: To practice democracy also means that you learn about how the practice of democracy can be made to work for you or against you and that it is important that you understand the differences as well as know what you can do to influence an outcome that befits those who are marginalized. In addition, to practice democracy means that you encourage a pluralistic democracy, that you challenge the notion of democracy being defined through employment and consumerism, and that you develop a critical awareness about what you are reading, seeing, and hearing in the media.
4. Social action: Social action is a central component of the push back against defining American democracy through the lens of markets, consumerism, and wealth. Social action pushes back against racism and other forms of oppression and it pushes forward...
toward the cultivation of a flourishing life, the practice of democracy that engages in Socratic self-examination, and critical questioning. Oppressed and marginalized people have to engage in social action—nonviolent action—in order to break free of constraints that confine them. Social action is needed to disrupt rules, beliefs, and actions that control individual/personal freedoms and keep in place institutional controls.

5. Tools of adjudication: Criteria of adjudication allow us to determine the extent to which education policy and practice are implicated as causes or consequences in social injustice, assess whether education is compounding poverty and/or other disadvantages, and assess the extent to which the education system enhances life chances for students who are disadvantaged through no fault of their own.

**Theoretical Complexity**

When defining social justice conceptual nuances must be considered if visionary direction is to transpire. The deliberation of ethics within social justice conceptions can structure the path taken towards social equity. North (2006) stated, “Ethical theories based on the principle of dialogism offer a concrete means of envisioning social relations as more than the transparent coming together of independent, individual agents” (p. 524). Such a foundational understanding of social justice envisions a future that is fostered through processual rethinkings of social constructs and social relations. This means an imagining of an ideal as a work in progress (Leonardo, 2004). In other words, “relentless interrogations of accepted knowledges and approaches to them” in “pursuit of the not-yet-known” is embraced as normal practice infused throughout a teacher education program (Scott, 2005, p. 25).

Fraser (1997) specified the need for open-ended thinking in pursuit of social justice. There is a need to advocate for a politics that addresses both “economic disadvantage impedes equal participation in the making of culture, in public spheres and in everyday life” and “[c]ultural norms that are unfairly biased against some are institutionalized in the state and the economy” (p. 15). This implies an avoidance of reducing individual and structural level analyses into each other, and a bridging of cultural and material approaches to understanding social justice. For example, how sameness and difference are given meaning is of vital importance in the outlining socially just relations. Self and other operate within various spheres and at various levels, and therefore complexities of the social world need constant examination and reinterpretation through critical self-reflection (North, 2006).

Another aspect of how social justice is conceptualized is the contextualization of injustices so that individuals can develop empathy (Dolby, 2012). There is no universal best practice when it comes to social equity. North (2006) argues that “it is not possible to reduce what ‘I’ ought to do to what ‘one’ ought to do via impartial, universalized practices and norms” (p. 527). Social Justice within teacher education must resist reductionist interpretations of the social world’s complexities. It is the tension(s) of these lived complexities that the origins of a critical consciousness form. Structural and individual level analyses and actions must account for the manifestations of oppressive social relations on actual bodies.

For the very material reality of impact on individual people through institutionalized exclusionary social relations, there is an urgency for teacher education programs to develop robust visions of what is right and wrong through a critical analysis of oppressive social
relations. Robust visions require a teacher education program to embrace a purpose that is based on taking a stand for social justice. This means to use specific language and outline priorities in education that humanize all involved. Preservice teachers need to explore and develop a way of thinking that enables the thinking of alternative realities. “Many student teachers need guidance in developing the critical consciousness necessary to more fully address concepts of social justice” (Christopher & Taylor, 2011, p. 297). Preservice teachers from a direct application of theoretical understandings of social justice, however conceptual complexities should not be compromised. As Grant (2012) asserts, there is a dearth of robustness in the defining of social justice, which leads to watered-down and ambiguous applications for social justice ideals.

References
Milner, H. R. (2010). *Start where you are, but don’t stay there: Understanding diversity, opportunity gaps, and teaching in today’s classrooms*. Cambridge, MA: Harvard Education.
Appendix IV

Faculty Interest Sign-Up Sheet for Social Justice Effort by the COE

If you think you might be interested in either staying informed about or getting involved in social justice effort by our college, please provide your name below. Sign up here to show interest only and you will be contacted for more information. Thanks!

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Appendix V

Timeline
September 17, 2014: Planning meeting of co-chairs to prepare timeline for Social Justice Task Force, and name of task force. It is now the Diversity and Social Justice Task Force.
September 25, 2014: Meeting of all members to discuss charge, method for meeting charge requirements and additional activities we plan to do.
November 4, 2014: Meeting of co-chairs to discuss next steps.
November 6, 2014: Meeting of all members to discuss progress on survey of faculty, contacting remaining faculty and dividing into sub-groups to meet charge requirements.
December 9, 2014: Meeting of all members to discuss reports prepared by subgroups: research (faculty responses to survey); definitions of social justice from literature and from faculty, including working definition of social justice for college; and big moves, which included discussion of undergraduate and graduate social justice minor and certificate.
January 21, 2015: Meeting to discuss finalizing different sections of the charge. Also discussed how to present Big Move to faculty at COE Faculty meeting to be held on January 23. Began work on Vision statement.
February 3, 2015: Meeting of Co-Chairs to discuss vision and final report.
March 4, 2015: Meeting of all members to discuss revisions to draft of report. Discuss vision and recommendations.
March 27, 2015: Report draft shared with Task Force members.
Agenda for Meeting 1
Diversity and Social Justice Task Force
September 25, 2014

1. Introductions
2. Grad students to assist
3. Diversity and social justice interests of task force members
4. Go over charge
5. Discuss gathering data on current research/teaching/engagement (service) from faculty
6. Institutional efforts in social justice review team
7. Literature review team
8. Dates for completion of tasks (mid to late October)
9. Dates of next 2 meetings
Minutes
(More minutes on Google doc)
Diversity and Social Justice Task Force Meeting 1
Thursday, September 25, 3-4 pm, BRNG 5180

1. Introductions (including diversity and social justice interests of task force members)
   All members have interests in diversity and social justice
2. Grad students to assist
   Jubin Rahatzad and one of Marcia’s students
3. Go over charge
   Concern was raised that this was a top down initiative. This was resolved by making faculty voices prominent in the process. Part of the methodology of the task force is to talk to individual faculty about their areas of interest in diversity and social justice and to find out what faculty think about these topics. We plan to meet individually with all faculty and thus develop a ground up definition of social justice for the COE. It is anticipated that this will also lead to a vision statement and big moves. A one on one (hopefully in person, if not over email) questionnaire will be developed to use with everyone and each task force member will need to meet with 8-9 faculty. In our next meeting scheduled for Nov 6, we will review this information and try to develop a definition to share.
   We also discussed a long term plan for a course(s) and certificate in social justice that could cross departments and colleges at Purdue.
4. Discuss gathering data on current research/teaching/engagement of faculty (see above)
5. Institutional efforts in social justice review team (a grad student will do this and compile a mini-report we will add to the overall report)
6. Literature review team (a grad student will do this and compile a mini report to include with overall report)
7. Dates for completion of tasks (late October) Post to Google. Still have to figure out how to analyze material we get from discussions.
8. Dates of next 2 meetings (November 6, 1-3 in 7150 is next meeting)
9. Other business: none
AGENDA  
Diversity and Social Justice Task Force Meeting 2  
Thursday, November 6, 2014  
Seventh floor conference room  

1. Discuss survey responses. Discuss people who did not complete the form and see if anyone can assist in requesting they complete the form.  
2. Discuss grad students’ reports.  
3. Go over charge, including obtaining two volunteers to do each section.  
   *Research.* Describe existing efforts in the College related to social justice and/or diversity. Include local, national, and global efforts in these descriptions (which can be brief). Investigate and compare the social justice/diversity efforts of peer institutions with our efforts. (Grad students will compile data; report on institutions already done.)  
   *Definition.* Review definitions of multiculturalism/social justice/diversity in the scholarly literature. Develop a definition of social justice/diversity/multiculturalism for the college based on the above research. Identify a preferred one or two word phrase to use when referring to this signature area. The definition needs to reflect broad-based faculty input, as it will eventually need to be approved by the entire faculty. (Grad student did report on this; needs to include faculty definitions form survey.)  
   *Vision.* Generate a vision statement to guide the College’s efforts in this area. The vision statement should be short (a phrase, a sentence, or a paragraph) and describe what we hope to accomplish in 5-10 years by focusing our collaborative efforts in this area. The vision should create a unique niche for the college in the larger space of social justice/diversity/multiculturalism. The vision statement needs to be consistent with the definition and reflect broad-based faculty input, as it will eventually be approved by the entire faculty. (work on this in meeting and continue later.)  

**Big Moves.** Identify 1-3 possible Big Moves that would quickly enable the College to gain traction in creating a unique identity in the defined social justice/multiculturalism/diversity space and that have the potential to generate significant revenue for the College. Where possible, these Big Moves should leverage existing strengths of the College and Purdue University. For each Big Move idea include the following: (a) brief description; (b) fit, i.e. how the Big Move fits the definition and would help accomplish the vision; (c) revenue generating potential. Limit each Big Move description to one page. (Teaching, research and engagement? Include description of move, next steps and resources needed.)  

**Deliverables** A written report summarizing the methods the task force used to carry out the charge and providing DRAFTS of the proposed definition, vision statement, and Big Moves. (JoAnn and Marcia)  

4. Dates for completion of tasks  
   - Thursday, December 4 for draft of each section to be posted to google.  
   - Thursday, January 15 everyone offers feedback.  
   - Thursday, January 29, feedback and final drafts posted on google.
• Late February, we will doodle a meeting to go over all we have done.
• Thursday, March 19: finalize report and submit to Dean.
• Friday, April 24, share report at faculty meeting

5. Other business
Diversity and Social Justice Task Force Meeting 2  
Thursday, November 6, 2014  
Minutes

1. Discussed survey responses. Discussed people who did not complete the form and divided asking remaining people to respond.
2. Discussed grad students’ reports (see appendix I and II).
3. Obtained volunteers to do sections of the charge.
   - **Research.** MING, YUKIKO, SUNNIE. Summarize data by local, national, and global efforts. These efforts will be compared with efforts of peer institutions with our efforts. (Grad students will compile data; report on institutions already done.)
   - **Definition.** CHRIS, KATHY will review definitions of multiculturalism/social justice/diversity in the scholarly literature. Develop a definition of social justice/diversity/multiculturalism for the college based on the above research. Identify a preferred one or two word phrase to use when referring to this signature area. (Grad student did report on this; needs to include faculty definitions from survey.)
   - **Vision.** EVERYONE, LATER Generate a vision statement to guide the College’s efforts in this area. (work on this in meeting and continue later.)

**Big Moves.** AYSE, ALBERTO will begin to identify 1-3 possible Big Moves that would quickly enable the College to gain traction in creating a unique identity in the defined social justice/multiculturalism/diversity space and that have the potential to generate significant revenue for the College.

**Deliverables** JOANN, MARCIA A written report summarizing the methods the task force used to carry out the charge and providing DRAFTS of the proposed definition, vision statement, and Big Moves.

4. Dates for completion of tasks
   - Thursday, December 4 for draft of each section to be posted to google.
   - Tuesday, December 8, 2014: Meeting
   - Thursday, January 15 everyone offers feedback.
   - Thursday, January 29, feedback and final drafts posted on google.
   - Late February, we will doodle a meeting to go over all we have done.
   - Thursday, March 19: finalize report and submit to Dean.
   - Friday, April 24, share report at faculty meeting
The Dean agreed to give us 20 minutes (if time is still available when meeting is held) for the SJTF. The focus will be a quick update (JoAnn) followed by a discussion of proposed Big Move (Alberto & Ayse).

1. **Discuss group work on charge:**
   - **Research.** (Ming, Sunnie, Yukiko) Describe existing efforts in the College related to social justice and/or diversity. Include local, national, and global efforts in these descriptions (which can be brief). Compare the social justice/diversity efforts of peer institutions with our efforts.
   - **Definition.** (Chris, Kathy) Review definitions of multiculturalism/social justice/diversity in the scholarly literature. Develop a definition of social justice/diversity/multiculturalism for the college based on the above research. Identify a preferred one or two word phrase to use when referring to this signature area. The definition needs to reflect broad-based faculty input, as it will eventually need to be approved by the entire faculty.
   - **Big Moves.** (Alberto, Ayse) Identify 1-3 possible Big Moves that would quickly enable the College to gain traction in creating a unique identity in the defined social justice/multiculturalism/diversity space and that have the potential to generate significant revenue for the College. Where possible, these Big Moves should leverage existing strengths of the College and Purdue University. For each Big Move idea include the following: (a) brief description; (b) fit, i.e. how the Big Move fits the definition and would help accomplish the vision; (c) revenue generating potential. Limit each Big Move description to one page.

2. **If time permits discuss Vision.** Generate a vision statement to guide the College’s efforts in this area. The vision statement should be short (a phrase, a sentence, or a paragraph) and describe what we hope to accomplish in 5-10 years by focusing our collaborative efforts in this area. The vision should create a unique niche for the college in the larger space of social justice/diversity/multiculturalism. The vision statement needs to be consistent with the definition and reflect broad-based faculty input, as it will eventually be approved by the entire faculty. (work on this in meeting and continue later.)

3. **Dates for completion of tasks**
   - Thursday, December 4 for draft of each section to be posted to google. (DONE!)
   - Thursday, January 15 everyone offers feedback.
   - Thursday, January 29, feedback and final drafts posted on google.
   - Late February, we will doodle a meeting to go over all we have done.
   - Thursday, March 19: finalize report and submit to Dean.
   - Friday, April 24, share report at faculty meeting

4. **Other business**
Minutes
Diversity and Social Justice Task Force Meeting 3
Held Tuesday, December 9, 2014 in BRNG 4180

1. **Discussed group work on charge:**
   - **Research.** (Ming, Sunnie, Yukiko) Describe existing efforts in the College related to social justice and/or diversity. Include local, national, and global efforts in these descriptions (which can be brief). Compare the social justice/diversity efforts of peer institutions with our efforts.

   M.S.Y shared the material they developed and placed on Google docs. Other members responded and will continue to respond.

   - **Definition.** (Chris, Kathy) Review definitions of multiculturalism/social justice/diversity in the scholarly literature. Develop a definition of social justice/diversity/multiculturalism for the college based on the above research. Identify a preferred one or two word phrase to use when referring to this signature area. The definition needs to reflect broad-based faculty input, as it will eventually need to be approved by the entire faculty.

   C, K shared what they had done. Some suggestions on revising the college definition of social justice were provided. The statement will be edited and shared at the faculty meeting.

   - **Big Moves.** (Alberto, Ayse) Identify 1-3 possible Big Moves that would quickly enable the College to gain traction in creating a unique identity in the defined social justice/multiculturalism/diversity space and that have the potential to generate significant revenue for the College. Where possible, these Big Moves should leverage existing strengths of the College and Purdue University. For each Big Move idea include the following: (a) brief description; (b) fit, i.e. how the Big Move fits the definition and would help accomplish the vision; (c) revenue generating potential. Limit each Big Move description to one page.

   A, A discussed their vision for a social justice certificate at the undergrad and grad level. Further development of this idea would involve mapping existing courses that could contribute, examining existing enrollments and seeing if other colleges are interested. This would involve appointing a task force, paid work (summer?).

2. **There was no time to discuss the Vision.**

3. **Dates for completion of tasks**
   - Thursday, January 15 everyone offers feedback.
   - We will doodle a meeting to go over all we have done.
   - Thursday, January 29, final drafts posted on google.
   - Thursday, March 19: finalize report and submit to Dean.
   - Friday, April 24, share report at faculty meeting

4. **Other business**
   Everyone will describe methodology of how they did the task related to the charge.
AGENDA
Diversity and Social Justice Task Force Meeting 4
Wednesday, January 21, 2015
BRNG 4180

The Dean agreed to give us 15 minutes for the SJTF. The focus will be a quick update (JoAnn) followed by a discussion of proposed Big Move (Alberto & Ayse).

1. **DISCUSS UPDATES and WHAT NEEDS TO BE DONE on CHARGE:**
   - **Research.** (Ming, Sunnie, Yukiko) Existing efforts in the College related to social justice and/or diversity. Compare the social justice/diversity efforts of peer institutions with our efforts.
   - **Definition.** (Chris, Kathy) Develop a definition of social justice/diversity/multiculturalism for the college. Identify a preferred one or two word phrase to use when referring to this signature area.
   - **Big Moves.** (Alberto, Ayse) Discuss Friday faculty Meeting and what needs to be presented.

2. **DISCUSS VISION.** Generate a vision statement to guide the College’s efforts in this area. The vision statement should be short (a phrase, a sentence, or a paragraph) and describe what we hope to accomplish in 5-10 years by focusing our collaborative efforts in this area. The vision should create a unique niche for the college in the larger space of social justice/diversity/multiculturalism. The vision statement needs to be consistent with the definition and reflect broad-based faculty input, as it will eventually be approved by the entire faculty. (work on this in meeting and continue later.)

**Dates for completion of tasks**
- Thursday, February 5, final drafts posted on google.
- Late February, we will doodle a meeting to go over all we have done.
- Thursday, March 19: finalize report and submit to Dean.
- Friday, April 24, share report at faculty meeting.

**Other business**
3. **DISCUSS UPDATES and WHAT NEEDS TO BE DONE on CHARGE:**

   **Research.** (Ming, Sunnie, Yukiko) Existing efforts in the College related to social justice and/or diversity. Compare the social justice/diversity efforts of peer institutions with our efforts.

   **Definition.** (Chris, Kathy) Develop a definition of social justice/diversity/multiculturalism for the college. Identify a preferred one or two word phrase to use when referring to this signature area.

   **Big Moves.** (Alberto, Ayse) Discuss Friday faculty Meeting and what needs to be presented.

The Task Force agreed that each subgroup would finalize their contributions by Thursday, February 5 and post on Google docs as well as sending word documents to JoAnn and Marcia.

4. **DISCUSS VISION.** Generate a vision statement to guide the College’s efforts in this area. The vision statement should be short (a phrase, a sentence, or a paragraph) and describe what we hope to accomplish in 5-10 years by focusing our collaborative efforts in this area. The vision should create a unique niche for the college in the larger space of social justice/diversity/multiculturalism. The vision statement needs to be consistent with the definition and reflect broad-based faculty input, as it will eventually be approved by the entire faculty. (Work on this in meeting and continue later.)

JoAnn and Marcia will work on this in time as well as Recommendations to be shared at next meeting on March 4.

Dates for completion of tasks

Please note the following dates that we agreed upon in our last meeting.

- **Thursday, February 5:** Final drafts of group’s work completed. Put on Google docs and sent to JoAnn and Marcia as word documents. The documents should be ready to put into the Final report.
- **Thursday, February 26:** Draft of final report completed by JoAnn and Marcia and circulated to all SJTF members. This will include a Vision Statement and Recommendations.
- **Wednesday, March 4:** Meet about revisions/finalizing report.
- **Thursday, March 19:** Finalize report and submit to Dean.
- **Friday, April 24:** Share report with faculty at COE meeting (pending Dean’s approval).

Recommendations that were discussed on in Recommendations section.
1) **Discuss Vision**

2) **Discuss Recommendations**

3) **Discuss second Big Move.** Identify 1-3 possible Big Moves that would quickly enable the College to gain traction in creating a unique identity in the defined social justice/multiculturalism/diversity space and that have the potential to generate significant revenue for the College. Where possible, these Big Moves should leverage existing strengths of the College and Purdue University. For each Big Move idea include the following: (a) brief description; (b) fit, i.e. how the Big Move fits the definition and would help accomplish the vision; (c) revenue generating potential. Limit each Big Move description to one page. (Teaching, research and engagement? Include description of move, next steps and resources needed.)
Minutes
Diversity and Social Justice Task Force Meeting 5
Wednesday, March 4, 2015
BRNG 6115

1) **Discussed Vision:** We went through each item and revised, added to eliminated or moved the items.

2) **Discussed Recommendations:** We went through each item and revised, added to eliminated or moved the items.

3) **Discuss second Big Move.** We identified a second Big Move related to Research and a third Big Move related to Engagement. Drafts were later prepared by committee members and added to report.