



**SOURCE**  
Student Outreach Resource Center



# **SOURCE Social Justice Task Force Strategic Plan 2018-2020**



Student Outreach Resource Center  
The Community Engagement and Service-Learning Center  
Serving the Johns Hopkins University  
Schools of Public Health, Nursing, and Medicine

# Foreword

Following the death of Freddie Gray in April 2015, SOURCE (the community engagement and service-learning center for the Johns Hopkins University Schools of Public Health, Nursing, and Medicine) recognized its unique position to deepen relationships in Baltimore City by establishing critical consciousness development in service-learning pedagogy and programming.

Through enhanced funding from the Johns Hopkins University Schools of Public Health and Nursing, SOURCE was able to expand its team with a new staff position. The inaugural Assistant Director of Academic Service-Learning (ADASL) role was designed to provide faculty and community with service-learning program and course support, and to establish social justice orientation for SOURCE.

After joining SOURCE in September 2016 as the inaugural ADASL, Keilah A. Jacques launched SOURCE's Social Justice Task Force. The Task Force was charged with supporting the center in relevant, intentional, and strategic incorporation of a social justice orientation into the work done with students, faculty and the Baltimore community. The group process used [collective impact](#) as a structure, and [human centered design](#) as a motivational foundation. The Task Force engaged stakeholders as *end-users*, to design and propose the way SOURCE will execute a new approach to work, centered in social justice.

Over 12 months, a group of students, faculty, and staff from the JHU Schools of Public Health, Nursing, and Medicine, and community stakeholders, committed to a yearlong plan development process. The process created a three year strategic plan, to guide SOURCE's team in effectively implementing and measuring the success of this enhanced social justice approach. As a result, the Task Force helped SOURCE meet immediate needs, and purposefully set goals and sustainable solutions for the future. The efforts have resulted in

## **The Task Force centers their efforts into 4 working groups:**

- 1. Service-Learning Courses:** Curricular opportunities with service-learning experiences, that develop skill and knowledge to address the root cause of systemic-inequality through critical consciousness.
- 2. Social Justice Pedagogy:** The development of a social justice paradigm in service-learning. Focus on scholarly intentionality and inclusion of justice competencies, shaped by [SOURCE definition of social justice](#) :

*The movement of society toward more equality, support for diversity, economic fairness, nonviolent conflict resolution, and participatory democracy. In the classroom it looks like explicit recognition of oppression in its multiple forms.*

*Warren, K. (1998). Educating students for social justice in service learning. The Journal of Experiential Education, 21(3), 134-139.*

- 3. Justice in Action:** Service-learning opportunities that develop skill and knowledge to address the root cause of systemic inequality through critical consciousness.
- 4. Programmatic Focus:** Focus on infusing existing programming with justice-oriented inclusive competence, and civic engagement. Develop new opportunities, series, and scholarship experiences rooted in social justice.

The intended outcomes of the Task Force's work included:

- Development of a three year strategic plan that guides the social justice approach, implementation, and evaluation.
- Support strategic curriculum alignment and community partner development which enhances existing SOURCE work and forges new projects and programs
- Spearhead implementation and evaluation of the proposed approaches

Each working group spent four months examining and evaluating SOURCE's current work and proposing future initiatives, as recommended by TD Mitchell's *Traditional vs. Critical Service-Learning*<sup>1</sup>. In their investigation stage, each group identified best practice based on literature, advancements at other institutions, and the needs of stakeholders (community partners, students, and faculty). For more information, see the [Social Justice Task Force website](#).

Throughout the four month planning stage, the group used their research to identify a change process for SOURCE through refining existing elements of SOURCE's work, and developing new strategies, processes and innovations. The group concluded with a four month evaluation phase, gathering feedback and insight from stakeholders before completing the final plan outlined below.

# Acknowledgements

SOURCE's social justice strategic plan is a culmination of over a year of planning from dedicated students, faculty, staff, and community partners. This is an exciting journey for SOURCE, as the team is committed to building critical consciousness and developing social justice learning opportunities for all stakeholders. This plan represents the collective voices of multiple stakeholders involved in building a mutually beneficial relationship between Hopkins and Baltimore communities, through intentional social justice practices.

## *Special thanks*

To the team at SOURCE: Keilah Jacques, Shane Bryan, Mindi Levin, Vanessa Pinkney, and Kristen Wright, for supporting this process with your time and attention. This shift in our work culture is about occupying the future space this work calls us to do. This team is more than up for the challenge.

To all of the stakeholders who made time to participate and weigh in, we say a special *Thank You*. This work is nothing if you are not the center of it, and we appreciate that you value it enough to give your thought leadership in this process to help foster civically minded leaders.

## *A very special thanks*

Poonam Daryani, Mara James, Delaine Powerful, Shazeen Suleman

To these students, who even after graduating and moving to the next chapter of their lives, continued to weigh in, share thoughts, and provide feedback. Your commitment to anti-oppression work and critical consciousness development in yourself, peers, and the work of SOURCE is celebrated and cherished.

## **This work could not have been completed without the contribution of the following Task Force Attendees**

Barlow-Kemper, Gayne	Howes, Meridian	Reich, Abby
Barrett, Megan	Huang, Elena	Reyes, Jose
Bitterfeld, Leandra	Irwin, Stephanie	Rowther, Armann
Boyd, Jason	Kuhl, Jennifer	Sanghavi, Kavya
Bran, Jacqueline	Ledebur, Lindsay	Saracino, Juliana
Bosch, Gundula	Marcoulides, Demetrius	Scarborough, Sabrina
Burke, Margaret	Morgan, Rosemary	Shah, Roma
Carter, Mark	Mui, Paulani	Smith, Annie
Chung-On, Christopher	Ngalula, Yvonne	Suleman, Shazeen
Coe, William	Paul, Nithin	Tran, Jacqueline
Czaplicki, Lauren	Phillips, Myra	Von Mach, Tara
Daryani, Poonam	Portee, Maurice	Wolfe, Stephanie
DePriest, Kelli	Phillips, Myra	Woznica, Daniel

# Table of Contents

<b>Contents</b>	<b><u>Page #</u></b>
Purpose.....	5
SOURCE Mission and Values Statement.....	5
Key Terms.....	6
Task Force Guiding Principles.....	7
SOURCE Social Justice Task Force Workgroups.....	7
SOURCE Social Justice Task Force Timeline.....	8
Deliverables:	
<i>SOURCE Social Justice Programming Concept Map</i> .....	9
<i>Social Justice Pedagogy Competencies</i> .....	12
<i>Critical Consciousness Continuum</i> .....	15
Goals.....	23
Appendix.....	28

## Purpose

The road map to social justice orientation aims to support strategic curriculum alignment and community partnership development for SOURCE projects and programs. This plan is an intentional shift in culture within academia to engage end-users in development of projects and initiatives. There is a strong belief that with intentionality and social justice learning, sustainable solutions are created. This three-year plan is intended to guide SOURCE programs and activities.

## SOURCE Mission and Values Statement

**Who We Are:** SOURCE is the community engagement and service-learning center for the Johns Hopkins University (JHU) Schools of Public Health, Nursing, and Medicine.

**Our Mission:** SOURCE's mission is to engage the Johns Hopkins University health professional schools and Baltimore communities in mutually beneficial partnerships that promote health and social justice.

**Our Values:** *Reciprocity* – To exchange with others for mutual benefit  
*Justice* – To promote fair and equitable treatment for all  
*Service* – To be of service to others  
*Collaboration* – To work with others intentionally

## Key Terms

Below are key terms to build common language when addressing key social justice topics through the strategic plan.

<p><b><u>Anti-oppressive frame</u></b>          Dominelli, L. 2002. <i>Anti-oppressive social work theory and practice</i>. Basingstoke, UK: Palgrave Macmillan.</p>	<p>Anti-oppressive framework is a practice centered in minimize power hierarchies, by assisting in the building of power with those who hold a marginalized identity and/or reducing the unfair power of those of privileged status</p>
<p><b>Continuum of critical consciousness</b></p>	<p>A tool generated by the group--used to categorize the actions, behaviors, beliefs of an individual/ organization between points of social justice orientation. This tool also identifies what progression in social justice orientation can and should look like.</p>
<p><b>Critical consciousness</b>          1. Mitchel, T.D. (2008) Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models. <i>Michigan Journal of Community Service Learning</i>. 50-65          Kumagai, A. K., &amp; Lypson, M. L. (2009). Beyond cultural competence: critical consciousness, social justice, and multicultural education. <i>Academic Medicine</i>, 84(6), 782-787.</p>	<p>A level of awareness that considers history, policy, power redistribution, authentic relationships, and social change perspectives within competency (knowledge, skills, and attitudes)</p>
<p><b>Critical reflection</b>          Cipolle, S. (2010). <i>Service-Learning and Social Justice: Engaging Students in Social Change</i>. Rowman &amp; Littlefield Publishers, Inc. New York.          McLaren, P. (1998). <i>Life in schools: An introduction to Critical Pedagogy in the Foundations of Education</i>. New York: Longman, 185</p>	<p>The practice of fixing thoughts for careful consideration and awareness building, on issues of identity development, others identity, and the world-- with a commitment to address issues of societal relevance: history, policy, power redistribution, authentic relationships, and social change perspectives.</p>
<p><b>Social justice orientation</b>          Kumagai, A. K., &amp; Lypson, M. L. (2009). Beyond cultural competence: critical consciousness, social justice, and multicultural education. <i>Academic Medicine</i>, 84(6), 782-787.</p>	<p>The educational goal that through praxis, generates the condition or the factors that maintain cultural competency, discussion of race, etc in prevalent curriculum, practices, and competencies which aligns with critical consciousness.</p>
<p><b>Social justice paradigm</b>          Green, E. J., McCollum, V. C., &amp; Hays, D. G. (2008). Teaching advocacy counseling: A social justice paradigm of awareness, knowledge, and skills. <i>Journal for Social Action in Counseling and Psychology</i>, 1(2), 14-29.</p>	<p>A conceptualization of social justice, that then provides a working definition of social justice practice, as it relates to the development of awareness, knowledge, and skills which aligns with a critical consciousness practice.</p>
<p><b>Social justice pedagogy</b>          Brown, K. M. (2004). Leadership for social justice and equity: Weaving a transformative framework and pedagogy. <i>Educational administration quarterly</i>, 40(1), 77-108.</p>	<p>A critical consciousness centered function of teaching that requires active facilitation and co-learning in a process of critical self-reflection that can be stimulated by people, events, or changes in context that challenge the learner's basic assumptions of the world.</p>

## Task Force Guiding Principles

When formulating the strategic plan, SOURCE's Social Justice Task Force followed a set of guiding principles to ensure the process was collaborative and embodied social justice values. Below are the task force guiding principles used to create effective and sustainable goals:

- Take steps to **identify & dismantle oppression** in order to **build communities of justice**.
- Identify activities that are **beneficial for the Hopkins and Baltimore communities; *do no harm***.
- Identify the **gaps between academic & practical initiatives** within the Hopkins & Baltimore communities, and develop strategies **to fill them, in the spirit of interconnectedness**.
- Map a process of **progressive realization** along the **course continuum**
  - ◆ Using **evidence based methods & resources** to support **moving faculty, students, staff and community** with service-learning.
  - ◆ Reach out to those not involved in the work to **bring them together** with those who are, and to **move them along the continuum**.

## SOURCE Social Justice Task Force Working Groups

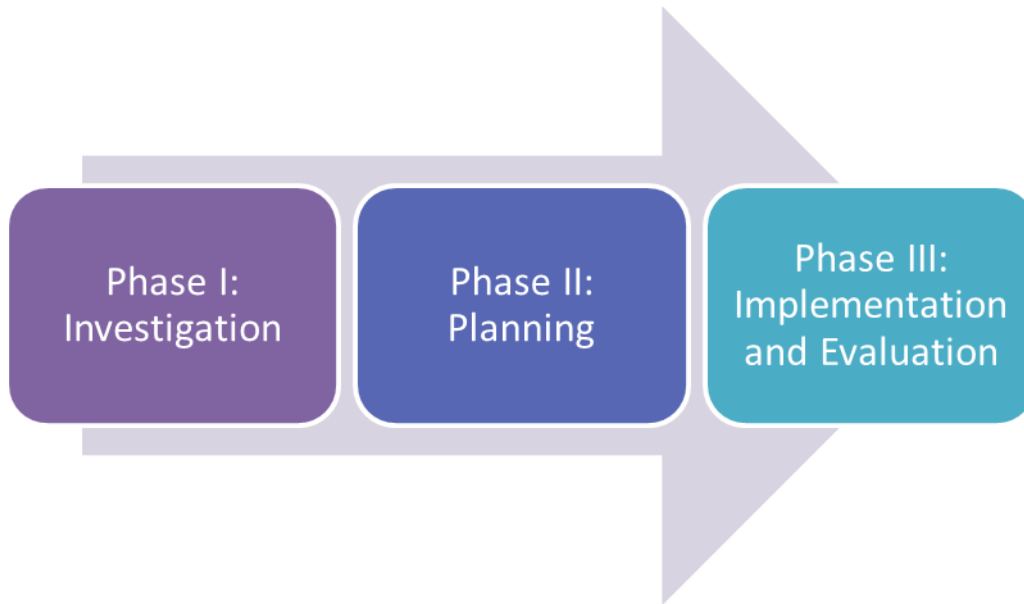
SOURCE's Social Justice Task Force focused on four primary areas to advance the social justice orientation for SOURCE. The four areas are: social justice pedagogy, service-learning courses, justice in action, and programmatic focus. In addition to general meetings where all working groups met collectively, each working group met separately to craft tools that focused on advancing social justice learning. Below are the four focus areas and descriptions of their goals.

Focus Area	Goals
Social Justice Pedagogy	Develop a social justice paradigm in service-learning. Focus on scholarly intentionality and inclusion of justice competencies, shaped by SOURCE definition of social justice.
Service-Learning Courses	Create curricular opportunities with service-learning experiences that develop skill and knowledge to address the root cause of systemic-inequality through critical consciousness.
Justice in Action	Build service-learning opportunities that develop skill and knowledge to address the root cause of systemic inequality through critical consciousness.
Programmatic Focus	Focus on infusing existing programming with justice-oriented inclusive competence, and civic engagement. Develop new opportunities, series, and scholarship experiences rooted in social justice.



## SOURCE Social Justice Task Force Timeline

SOURCE's Social Justice Task Force began in December 2016 and was committed to developing a three-year strategic plan. The planning process was broken into three phases: 1) investigation, 2) planning, and 3) implementation and evaluation. Each of the working groups utilized this timeline as a framework to guide the goals and tools they crafted. During phase three, the service-learning courses and justice in action working groups began holding joint meetings due to overlapping goals.



### **Phase I: Investigation (December 2016 - February 2017)**

1. Creating guiding principles: evaluate and develop guiding standards for our work together.
2. Baseline: Conduct a course and program analysis, research justice programming and partner numbers.

### **Phase II: Planning - Planning (February 2017 - June 2017)**

1. Refine existing/develop new strategies.
2. Establish process changes, modifications, and innovations.
3. Develop the roadmap for implementation.

### **Phase III: Implementation and Evaluation (August 2017 - December 2017)**

1. Support and outline implementation process.
2. Refine evaluation points, tools, and process.

## Working Group Deliverables

The four working groups were able to produce tools that help measure or guide social justice orientation. There were a total of three tools that were crafted:

- 1) SOURCE Social Justice Planning Concept Map
- 2) Social Justice Competencies & Milestones, and
- 3) Critical Consciousness

### **SOURCE Social Justice Planning Concept Map**

This specific tool was created by the Programmatic Focus working group where they developed a process of developing opportunities, programs, and experiences that build critical consciousness.

With respect to programming, the Social Justice Programming Concept Map focuses on:

1. Understanding bias and identity
2. Historical contexts and systems of oppression
3. Social justice in elements of practice
4. Agents of change across sectors, realms, and spaces

In addition, it aims to incorporate:

1. Justice in action service components
2. Justice in action professional exposure
3. Reflection into each outcome

The key elements of the Social Justice Programming Concept Map are:

- Partnerships
  - Program activities and event execution with other schools and student groups.
- Programming Outcomes
  - Align programming efforts to programming outcomes.
  - Develop reportable evaluation tools that indicate outcomes alignment.
- Connection to Community
  - Identify service opportunities to coincide with programming.
  - Identify professional organizations and institutions that align with programming.
- Connection to Practice
  - Identify professional organizations and institutions that align with programming
  - Utilize programming to raise awareness about service-learning courses and service opportunities.

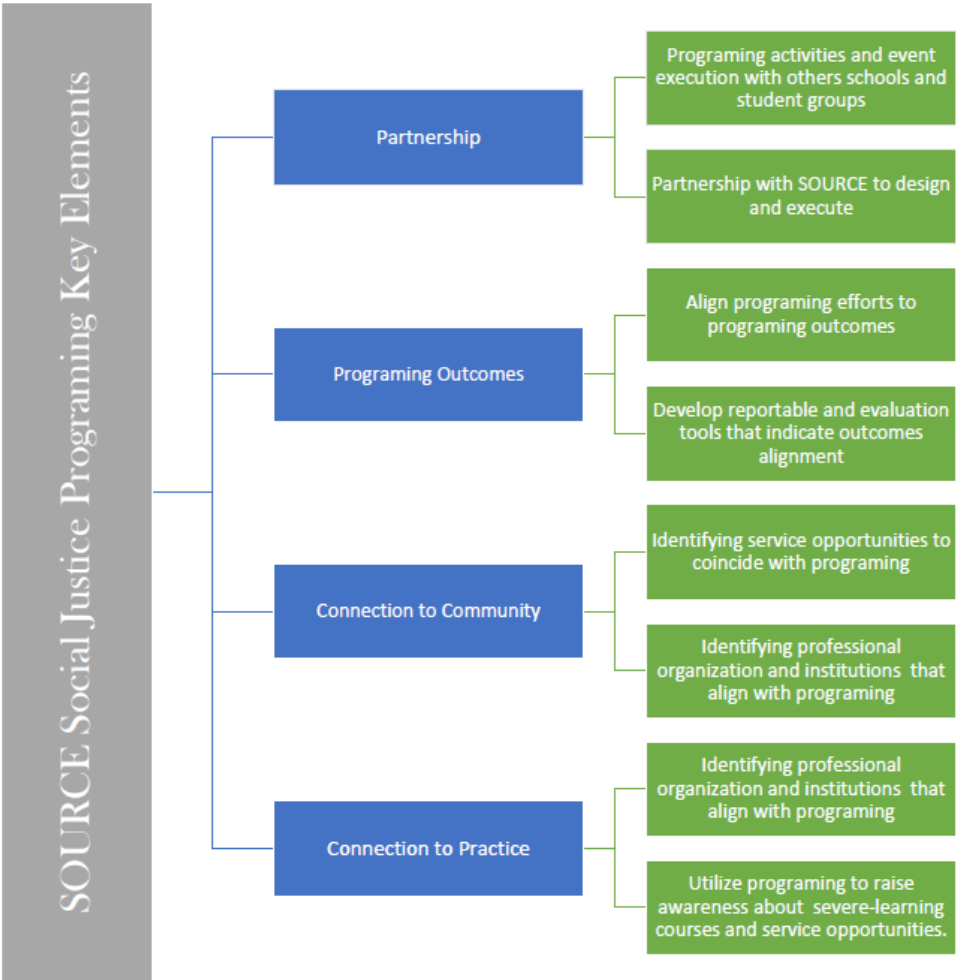
**SOURCE Social Justice Programing: Concept Map**  
 Developing opportunities, programs, and experience that move individuals along a social justice continuum.

The goal of this partnership is to support the continued professional, cultural, and justice oriented development of members of the JHSPH community and

Approach:

- Develop programing areas that will support movement along a social justice continuum , across the tenure of education and service, as well with intention connection and partnership with the community
  - Focus on the following areas:
    - Understanding Bias and Identity
    - Historical contexts and systems of oppression.
    - Social justice in elements of practice
    - Agents of change across sectors, realms and spaces
  - Incorporate justice in action service components
  - Incorporate justice in action professional exposure
  - Incorporate reflection into each outcome area

Programing To begin Fall 2017



## Next Steps

**Identify programing topics that will move students along a continuum and meet programing target outcomes.**

Sharing connect with Mindi/ Kristen for review and strategy support

Discuss modifications as needed

Identifying champions that can help move the project forward in connection community and professional organizations



**Develop a launch event**

Share launch event concept with SSJTF

Planning and development of launch event developed with in the SON Diversity and Inclusion Committee

Identify partner CBOS and professional organizations



**Work with SOURCE to develop on going programing connection to the community**

Develop programs in partnership

Lean into existing and cultivated CBO relationships

Identify other stakeholders that may help the process (i.e. Undoing Racism)



**Develop evaluations for all activities to demonstrate alignment to learning outcomes and programing goals.**

Conducting program evaluation with participants

Compiling results for analysis and reporting



**Identify ways to partner with student organizations**

- Soloranzo, D., Ceja, M., Yosso, T. (2000). Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students *The Journal of Negro Education*, 69(1) 60-73 doi: 162.129.44.17
- Wijeyasinghe, C. L., Griffin, P, and Love, B. (1997). Racism Curriculum Design. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice: A sourcebook* (pp. 82-109). New York:Routledge. 1st Edition.
- Bell, L.A., Funk, M.S., Khyati, J.Y., and Valvidia, M. (2016). Racism and White Privilege. In M. Adams & L.A. Bell with D. Goodman and K. Joshi (Eds.), *Teaching for diversity and social justice* (pp. 133-181). New York: Routledge. 3rd Edition.
- Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., & Esquiun, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), p. 271-286
- Jackson, B. W (2006). Theory and practice of multicultural organization development. In Jones, B.B. & Brazzel, M. (Eds.), *The NTL Handbook of Organization Development and Change* (pps. 139-154). San Francisco, CA: Pfeiffer.
- Marchesani, L. S. and Jackson, B. W. (2005). Transforming higher education institutions using Multicultural Organizational Development: A case study at a large northeastern university. In M. L. Ouellett (Ed.), *Teaching inclusively: Resources for course, department and institutional change in higher education* (pp. 241-257). Stillwater, OK: New Forums Press.
- <http://www.racialequitytools.org/resourcefiles/emarita.pdf>

## **Social Justice Pedagogy Competencies & Milestones**

The social justice pedagogy competencies and milestones were developed by the Social Justice Pedagogy working group. The intention was to create a process to measure engagement in creating social justice curriculum. The competencies represent the main objectives of social justice learning and the milestones reflect varying levels of commitment, which can display someone's growth in social justice learning. Below are the draft competencies and a chart that displays the milestones to measure an individual's growth.

### **Draft competencies (5)**

1. Use an anti-oppressive framework to critique and advance research and literature in health.
2. Integrate an intersectional lens that acknowledges the synergetic effect that a person who holds multiple marginalized and oppressed identities experiences, into health discourse.
3. Identify and address existing inequities and power differentials across all fields in health.
4. Recognize and critically reflect on personal and institutional beliefs, values, and social position, and their influences on political and social justice decision-making & civic engagement.
5. Demonstrate a commitment to actively engage in continual learning and knowledge building around social justice in health.

Competency	Milestone 1 (Beginner) <u>Symbolic Change</u>	Milestone 2 (Intermediate) <u>Identity Change</u>	Milestone 3 (Advanced) <u>Structural Change</u>	Milestone 4 (Expert) <u>Transforming Society</u>
<p><b>Use an anti-oppressive framework to critique and advance research and literature in public health</b></p>	<p>Beginning to question beliefs, attitudes, &amp; what has previously been taught/learned May be starting to engage in their conversations or attend events/ trainings/ workshops.</p> <p>Interested in and open to learning about power systems and dynamics, but not actively seeking or engaging with this information. Feels uncertain about their role and position, may be experiencing feelings of guilt or defensiveness if part of privileged groups.</p>	<p>Actively questioning beliefs, attitudes, &amp; what has previously been taught/learned; build-ing new beliefs/attitudes by educating oneself and listening to what Black, Brown and Indigenous communities have written and done.</p> <p>Learn about the politics, policies, laws, and theories that influence privileged and marginalized populations.</p> <p>Utilize technology to interact and collaborate with leaders on issues influencing privileged and marginalized populations.</p>	<p>Has critically examined their own positioning and understands the power and privileges they hold. Reflects on power structures surrounding race, class, gender and the ways in which these systems are inter-related.</p> <p>Take action to learn about their assumptions, worldviews, values, beliefs, biases, and culture as a member of a privileged and marginalized group.</p> <p>Take action to seek out professional development opportunities to learn more about themselves as a member of a privileged or marginalized group.</p>	<p>If they hold identities of power and privilege, they show up as accomplices (amplifying the work of folks who are marginalized, showing up in ways that center their voices and experiences) and are ready to dismantle systems of oppression that benefit them.</p> <p>Take action to immerse themselves in their community to learn about how power, privilege, and oppression influence their privileged and marginalized experiences. Then uses their privilege to change the status quo.</p> <p>Take action to learn about how their communication style is influenced by their privileged and marginalized status. Then actively informs their network and other privileges spaces of information that can change communication styles, perceptions, and beliefs.</p>
<p><b>Integrate intersectionality into public health discourse</b></p>	<p>Relatively unaware of continuing patterns of privilege; sees oneself as "non-racist" and refuses to indict systems of oppression that they participate in or support.</p> <p>Aware of racism and other oppressions, but doesn't know what to do: "avoid judging others for situations out of their control.</p>	<p>Understanding of racism and oppressive power dynamics as a barrier to effective diversity, but may not yet know how to address and transform inequitable power relations.</p> <p>Recognizes that the government isn't protecting and en-suring rights equally for all citizens.</p>	<p>Has moved away from tokenizing notions of diversity to un-derstand diversity as radical inclusivity that centers the voices, needs, and concerns of the most marginalized.</p> <p>Aware of multiple layers of structural inequality in action. Recognizes individual complai-sance or internalized hate.</p>	<p>Actively and intentionally build communities and structures based on ideas of radical inclusivity and liberation.</p> <p>Recognizes inherent injustices in social, economic, &amp; political systems.</p>

Competency	Milestone 1 (Beginner)	Milestone 2 (Intermediate)	Milestone 3 (Advanced)	Milestone 4 (Expert)
<p><b>Identify existing inequities and power differentials across all fields in public health</b></p>	<p>Recognizes social inequities. Witnesses contradictions between stated beliefs and reality of society.</p> <p>Interested in and open to learning about power systems and dynamics, but not actively seeking or engaging with this information.</p> <p>Feels uncertain about their role and position, may be experiencing feelings of guilt or defensiveness if part of privileged groups.</p>	<p>Acknowledges their assumptions, worldviews, values, beliefs, and biases as members of privileged and marginalized groups.</p> <p>Acknowledges how their privileged and marginalized status in society influences their worldview.</p> <p>Learn about the politics, policies, laws, and theories that influenced privileged and marginalized populations.</p> <p>Utilize technology to interact and collaborate with leaders on issues influencing privileged and marginalized populations.</p>	<p>Acknowledges that their privileged and marginalized status provides advantages and disadvantages in society.</p> <p>Expresses and demonstrates openness to learning about their cultural background, as well as their privileged and marginalized status. Foregrounding historical and presently marginalized narratives and voices in their learning and actions.</p> <p>Take action to learn about their assumptions, worldviews, values, beliefs, biases, and culture as a member of a privileged and marginalized group.</p> <p>Take action to seek out professional development opportunities to learn more about themselves as a member of a privileged or marginalized group.</p>	<p>Recognizes inherent injustices in social, economic, &amp; political systems.</p> <p>Take action to immerse themselves in their community to learn about how power, privilege, and oppression influence their privileged and marginalized experiences. Then uses their privilege to change the status quo.</p> <p>Take action to learn about how their communication style is influenced by their privileged and marginalized status. Then actively informs their network and other privileges spaces of information that can change communication styles, perceptions, and beliefs.</p>
<p><b>Recognize and critically reflect on held personal beliefs, values, social position and their influences on political and social justice decision-making &amp; civic engagement</b></p> <p><b>Demonstrate a commitment to actively engage in continual learning and knowledge building around social justice in public health</b></p>	<p>Acknowledges difference and values diversity but not ready to challenge their own complicities and take action to address systemic inequities.</p>	<p>Maintains a reflective practice that identifies influential elements of identity formation.</p> <p>Acknowledges the systems and structures that influence, limit, and shape others identities and experiences of that power location.</p>	<p>Has begun to unlearn internalized oppressions, dominant thinking around whiteness and white supremacy, and other hegemonies Ideologies are rooted in "my liberation is bound to yours."</p> <p>Has begun to unlearn internalized oppressions, dominant thinking around whiteness and white supremacy, and other hegemonies Ideologies are rooted in ""my liberation is bound to yours</p>	<p>Students bring an anti-oppression lens to all of their interactions and involvements. They are the organizers, the accomplices, the radicals &amp; revolutionaries.</p>

## Critical Consciousness Continuum

The critical consciousness continuum was developed by the Justice in Action working group with the intention to develop curriculum that advance students' social justice learning. The continuum can be used to measure a person's progress of adopting a deeper understanding of social justice. The curriculum and activities would be crafted with community partners to offer students service-learning opportunities which allow them to practice justice. Below is a draft of the critical consciousness continuum which describes key areas of awareness and levels of social justice engagement.

Domains of Critical Consciousness Advancement		Initial		Emerging		Developing Social Justice	
		Exclusive	Passive	Symbolic change	Identity change	Structural Change	Transforming Society
Awareness of Self and Others	<b>Identity formation: Engagement in process of reconstruction of self, knowledge, and culture.</b>	One group seen as better than other groups.	Maintains an ideology of "color-blindness" and is unaware of the way in which race and other social identities inform power locations.	Acknowledges difference and values diversity but not ready to challenge their own complicities and take action to address systemic inequities.	Maintains a reflective practice that identifies influential elements of identity formation.  Acknowledges the systems and structures that influence, limit, and shape others identities and experiences of that power location.	Has begun to unlearn internalized oppressions, dominant thinking around whiteness and white supremacy, and other hegemonies.  Ideologies are rooted in "my liberation is bound to yours."	Students bring an anti-oppression lens to all of their interactions and involements.  They are the organizers, the accomplices, the radicals, & revolutionaries.
		Students in this category support the concentration of power and privilege in certain identities (ex. whiteness, cisheteronormativity, able-bodied) and believe negative stereotypes about non-dominant identities and communities.  Students are not open to being challenged and are not willing to learn about privilege and power, systematic oppression and justice.	May be unwilling to acknowledge that oppression exists or that certain groups are targeted by oppression because of their identities.				



Domains of Critical Consciousness Advancement		Initial		Emerging		Developing Social Justice	
		Exclusive	Passive	Symbolic Change	Identity Change	Structural Change	Transforming Society
Awareness of Self and Others	<p><b>Perspective on intersectionality: Understanding of and engagement with alternative ways of knowing, thinking, and being</b></p>	<p>Intentionally and publically excludes oppressed populations or anyone who does not share their social positioning.</p> <p>Cultural Destructiveness: Sees the difference and forcibly removes or excludes it.</p>	<p>Erases difference and does not appreciate how different histories and present-day realities create systemic injustice.</p> <p>May embrace narratives around "global sisterhood" or believe that "everyone is the same and is treated equally."</p> <p>May not understand intersectionality and the ways that different identities and underlying axes of power interact to produce different lived realities.</p> <p>Uses diversity as a way to tokenize.</p>	<p>Relatively unaware of continuing patterns of privilege; sees oneself as "non-racist" and refuses to indict systems of oppression that they participate in or support.</p>	<p>Understanding of racism and oppressive power dynamics as a barrier to effective diversity, but may not know how to address and transform inequitable power relations.</p>	<p>Has moved away from tokenizing notions of diversity to understand diversity as radical inclusivity that centers the voices, needs, and concerns of the most marginalized communities.</p>	<p>Actively and intentionally build communities and structures based on ideas of radical inclusivity and liberation.</p>

Domains of Critical Consciousness Advancement		Initial		Emerging		Developing Social Justice	
		Exclusive	Passive	Symbolic change	Identity change	Structural Change	Transforming Society
Awareness of Social issues	<b>View of the world: Conceptualization of the organization of power and privilege in communities and society.</b>	Openly maintains the dominant group's power and privilege, sees differences in well-being/status as the result of individual decisions or actions.	Believes that some people need help due to dysfunctional families, poverty, or poor education, resulting in problems for individuals.	Recognizes social inequities.  Witnesses contradictions between stated beliefs and reality of society.	Acknowledges their assumptions, worldviews, values, beliefs, and biases as members of privileged and marginalized groups.  Acknowledges how their privileged and marginalized status in society influences their worldview.	Acknowledges that their privileged and marginalized status provides advantages and disadvantages in society.  Expresses and demonstrates openness to learning about their cultural background, as well as their privileged and marginalized status. Foregrounding historical and presently marginalized narratives and voices in their learning and actions.	Recognizes inherent injustices in social, economic, & political systems.
	<b>Source of the problem and social context: Understanding of root causes of social issues and inequity, patterns of oppression, and history of resistance narratives.</b>	Blames the victim --an individual's circumstances are the result of decisions and actions of that individual.	Believes in individual responsibility and meritocracy: "pull oneself up by the bootstraps."	Aware of racism and other oppressions, but doesn't know what to do; "avoid judging others for situations out of their control."	Recognizes that the government isn't protecting and ensuring rights equally for all citizens.	Aware of multiple layers of structural inequality in action. Recognizes individual complacency or internalized hate.	Recognizes inherent injustices in social, economic, & political systems.

Domains of Critical Consciousness Advancement		Initial		Emerging		Developing Social Justice	
		Exclusive	Passive	Symbolic change	Identity change	Structural Change	Transforming Society
Awareness of social issues	<b>View of social justice: Engagement and commitment to action intended to transform structural inequalities rooted in social responsibility, anti-oppression work, and critical community</b>	Holds a negative view of social justice, social justice advocates/activists, and social justice movements: "lazy, violent, or snowflakes"; "social justice warriors"; people who are personally unhappy or made mistakes trying to blame society as a whole.	Believes in individual responsibility and meritocracy.	Sees treating people fairly & increasing resources as the answer/tools to achieve social justice.	Believes resources need to be reallocated at an institutional level.  Demonstrates and advocates an increasing commitment to dismantle racism & eliminate inherent white advantage.	Examines root causes of injustice & works for systemic change.	Allies with others in combating all forms of social oppression; actively works in larger communities to eliminate oppression; uplifts marginalized groups, leaders, and voices when pushing for change.
	<b>Change agency: Conception of the role of individuals and systems in creating and maintaining structures and systems.</b>	"Take responsibility for yourself"; stop taking from the system."	"Some deserve help, others don't," "pull oneself up by the bootstraps"	Realizes "it could be me" experiencing oppression.  "I can help you," in ways that don't undo power systems that benefit me.	"I understand there is injustice and I 'support' others in making a change."	"I am an ally, I will step up when it makes sense to me."	"I am an accomplice";  "I act and support and speak up when willing and able" to support marginalized identities.

Domains of Critical Consciousness Continuum		Initial		Emerging		Developing Social Justice	
		Exclusive	Passive	Symbolic change	Identity change	Structural Change	Transforming Society
Awareness of Social Issues	<b>Power dynamics: Understanding of power differences, structures, and issues.</b>	Supports institutionalization of oppression through formal policies and practices, teachings, and decision-making on all levels.	Passively opposes social justice work by not being open to challenges around personal beliefs and not willing to learn about privilege and power, systematic oppression and justice.	Interested in and open to learning about power systems and dynamics, but not actively seeking or engaging with this information. Feels uncertain about their role and position, may be experiencing feelings of guilt or defensiveness if part of privileged groups.	Learn about the politics, policies, laws, and theories that influence privileged and marginalized populations.	Take action to learn about their assumptions, worldviews, values, beliefs, biases, and culture as a member of a privileged and marginalized group.	Take action to immerse themselves in their community to learn about how power, privilege, and oppression influence their privileged and marginalized experiences. Then uses their privilege to change the status quo.
		Participates in these systems through actions and words. Actively opposes the work of others to restructure these systems.			Utilize technology to interact and collaborate with leaders on issues influencing privileged and marginalized populations.	Take action to seek out professional development opportunities to learn more about themselves as a member of a privileged or marginalized group.	Take action to learn about how their communication style is influenced by their privileged and marginalized status. Then actively informs their network and other privileged spaces of information that can change communication styles, perceptions, and beliefs.

1. University of Washington, Center for Curriculum Transformation, <<https://www.washington.edu/omad/ctcenter/>>
2. University of Pretoria Curriculum Transformation Framework <[http://www.up.ac.za/media/shared/9/HumPdf%20docs/up-curriculum-transformation-framework-final-draft\\_23may2016\\_1.zp89110.pdf](http://www.up.ac.za/media/shared/9/HumPdf%20docs/up-curriculum-transformation-framework-final-draft_23may2016_1.zp89110.pdf)>
3. "Recommendations for Race, Equity, and Inclusion Strategic Plan: Executive Summary. 2017, <<http://sph.washington.edu/diversity/UW-SPH-Recommendations-for-Race-Equity-and-Inclusion-executive-summary-July2017.pdf>>
4. Cipolle, S.B. Service-Learning & Social Justice Engaging Students in Social Change (2010). Rowan & Littlefield
5. Continuum on Becoming an Anti-Racist Multicultural Organization: Crossroads Ministry, Chicago, IL: Adapted from original concept by Bailey Jackson and Rita Hardiman, and further developed by Andrea Avazian and Ronice Branding; further adapted by Melia LaCour, PSESD.
6. Arnstein, S. R. "A Ladder of Citizen Participation," JAIP, Vol. 35, No. 4, July 1969, pp. 216-224.
7. STEP UP! Facilitator Guide: The Action Continuum

	Initial		Emerging		Developing Social Justice	
	Exclusive	Passive	Symbolic change	Identity change	Structural Change	Transforming Society
<b>Domains of Action</b>	<p>Uses overtly oppressive and "dog-whistle" statements when talking about targeted groups or to individuals.</p> <p>Puts down people from target groups.</p> <p>Discriminates against target groups or group members.</p> <p>Verbally or physically harasses target group members.</p> <p>Tells oppressive jokes.</p> <p>If they occupy many spaces of power and privilege, they may proclaim that they experience discrimination and oppression.</p> <p>Questions and pushes back on reflections from targeted group about oppression. This may take the form of gas lighting, emotional manipulation, and/or erasure and dismissal.</p>	<p>Feels uncomfortable engaging in conversations and dialogues about systems of power and oppression</p> <p>-Does not see self as an active or passive participant in systems of oppression.</p> <p>Quickly becomes defensive and angry if called out about personal privilege</p> <p>-Understands inequity and suffering as a personal failing</p> <p>-Believes in systems of success built on individualism and meritocracy (ex. American Dream mythology, "pulling up oneself by the bootstraps")</p>	<p>Demonstrates knowledge and awareness of systems of oppression and the impact of oppressive actions by self and others, but does not take action to challenge</p> <p>Claiming uncertainty or confusion about "what to do".</p> <p>If they occupy many spaces of power and privilege, they may have guilt and have trouble understanding how to be an ally/ accomplice.</p>	<p>Calling out, pushing back, or questioning oppressive actions and statements in classrooms.</p> <p>Signing petitions and participating in marches around large scale issues.</p> <p>If they occupy many spaces of power and privilege, they may be changing their language and practices, such as buying from certain stores or certain products; if they hold more marginalized identities, they may become more active in student and community group and organizing efforts.</p>	<p>Students in this category are practicing allyship, meaning that they are inspired by and committed to social justice causes and are involved in justice-oriented groups, organizations, and coalitions. As an ally, they may attend events, show up at rallies, and engage in dialogue / hold space for education and learning. If they are members of the marginalized group seeking justice, they support movements for justice in ways that are active and participatory.</p>	<p>Students in this category are leading the fight for structural and systemic change. They are the organizers, community mobilizers, artists and educators who bring an anti-oppression lens to all of their engagements.</p> <p>If they hold identities of power and privilege:</p> <p>They show up as accomplices by amplifying the work of folks who are marginalized, including transfer to their own power to others and de-centering themselves from the work completely</p> <p>They are also doing the work of calling in/ calling out and educating their kin, friends, and community members who uphold and perpetuate oppressive systems.</p>

	Initial		Emerging		Developing Social Justice	
	Exclusive	Passive	Symbolic change	Identity change	Structural Change	Transforming Society
<b>Domains of Action</b>	Seeks out and absorbs information and facts that affirm their worldviews and denial of oppression.	Believes in systems of success built on individualism and meritocracy (ex. American Dream mythology, "pulling up oneself by the bootstraps.")	<p>If they hold more marginalized identities, they may be figuring how they want to intervene against oppression and have not yet fully developed the analysis, tools, and skills to be more actively engaged.</p> <p>Prefers peace / harmony over justice and equity.</p>	<p>For students holding identities of power and privilege, they recognize that they cannot expect or depend on marginalized folks to do the labor of educating them. They take on learning about histories and structures of oppression through reading, participating in workshops and trainings, and attending events and actions where they practice de-centering themselves and listening deeply to the most marginalized in order to better understand their concerns, demands, and needs - in short, they are learning how to be an accomplice.</p> <p>For students holding identities that have been marginalized and oppressed, they are becoming parts of communities and attending events that evolve a critical consciousness of their own histories and positioning, and are gaining the tools to take action in a way that feels appropriate for them.</p> <p>Both categories of students are developing an analysis of systemic and structural oppression and how they become institutionalized. Commitment to intervening against injustice is strengthening.</p>	<p>It is important to recognize here that the labor of educating others should never fall exclusively on the shoulders of those who experience oppression.</p> <p>People with privilege should not expect or depend on people who are marginalized to teach them about or explain /justify their experiences with structures of oppression.</p> <p>Those who experience oppression can choose to hold space for education and dialogue through engaging in one-on-one conversations, calling in, sharing resources, facilitating workshops, etc. if they have the ability and are willing, but we must recognize that this is labor that requires safety and resources.</p>	

1. University of Washington, Center for Curriculum Transformation, <<https://www.washington.edu/omad/ctcenter/>>

2. University of Pretoria Curriculum Transformation Framework <[http://www.up.ac.za/media/shared/9/HumPdf%20docs/up-curriculum-transformation-framework-final-draft\\_23may2016\\_1.zp89110.pdf](http://www.up.ac.za/media/shared/9/HumPdf%20docs/up-curriculum-transformation-framework-final-draft_23may2016_1.zp89110.pdf)>

3. "Recommendations for Race, Equity, and Inclusion Strategic Plan: Executive Summary. 2017, <<http://sph.washington.edu/diversity/UW-SPH-Recommendations-for-Race-Equity-and-Inclusion-executive-summary-July2017.pdf>>

4. Cipolle, S.B. Service-Learning & Social Justice Engaging Students in Social Change (2010). Rowan & Littlefield

5. Continuum on Becoming an Anti-Racist Multicultural Organization: Crossroads Ministry, Chicago, IL: Adapted from original concept by Bailey Jackson and Rita Hardiman, and further developed by Andrea Avazian and Ronice Branding; further adapted by Melia LaCour, PSED.

6. Arnstein, S. R. "A Ladder of Citizen Participation," JAIP, Vol. 35, No. 4, July 1969, pp. 216-224.

7. STEP UP! Facilitator Guide: The Action Continuum

# Goals

Each SOURCE Social Justice Task Force working group developed their own goals, each with at least one strategy, action and milestone.

## Justice in Action Goals, Strategies, Actions, and Milestones

<b>Goal: Design approach to service-learning opportunities that develop skill and knowledge to address the root cause of systemic inequality through critical consciousness.</b>		
<b>Strategy</b>	<b>Action</b>	<b>Milestones</b>
<b>1a</b> Develop a continuum for students to evaluate their social justice orientation	<p><b>1a<sup>1</sup></b> Design actions that connect curriculum development to the critical consciousness continuum</p> <p><b>1a<sup>2</sup></b> Utilize the continuum to help students evaluate themselves through their tenure at the health services schools</p> <p><b>1a<sup>3</sup></b> Utilize the continuum to execute programming and coursework that advance justice orientation in health services students</p>	<p><b>1a<sup>1</sup></b> Create critical consciousness continuum trainings for students and community</p> <p><b>1a<sup>2</sup></b> Generate an advocacy plan to build visibility around the continuum and advocate for curricular use</p> <p><b>1a<sup>3</sup></b>: Faculty and instructors should also participate in the evaluation of the social justice continuum</p>
<b>1b</b> Develop a continuum for CBO to evaluate the justice orientation of their work and internal processes	<p><b>1b<sup>1</sup></b> Identify a way to connect curriculum development and CBO professional development efforts</p> <p><b>1b<sup>2</sup></b> Utilize the continuum to help willing CBOs evaluate themselves</p> <p><b>1b<sup>3</sup></b> SOURCE will use the continuum for an annual evaluation of internal processes, procedures and external programs</p> <p><b>1b<sup>4</sup></b> Utilize the continuum to align students and CBOs for justice in action activities</p>	<p><b>1b<sup>1-4</sup></b> Create a social justice vision statement</p> <p><b>1b<sup>4</sup></b> Develop engaging justice in action opportunities or activities.</p>
<b>2a</b> Identify current partners that have justice activities for students to serve with	<p><b>2a<sup>1</sup></b> Survey existing partners annually to identify programming that have justice in action opportunities</p> <p><b>2a<sup>2</sup></b>: Create a robust student-CBO matching system that surveys interests, experiences, and availabilities</p>	<b>2a<sup>1-2</sup></b> The frequency of student participation in specific activities or projects
<b>2b</b> Identify new organizations that have justice activities for students to serve with	<p><b>2b<sup>1</sup></b> Survey community partners to identify other organizations or initiatives that can present justice in action opportunities for students (justice collaborative)</p> <p><b>2b<sup>2</sup></b> Conduct regular outreach to recommended justice collaborative in the Baltimore community</p> <p><b>2b<sup>3</sup></b> Develop a process for justice collaborative to pipeline into the community partner process</p>	<p><b>2b<sup>1-3</sup></b> The number of JIA projects that are created by partners for students</p> <p><b>2b<sup>2</sup></b> Create a tool to measure client/community impact for feedback</p>

## Service-Learning Courses Goals, Strategies, Actions, and Milestones

<b>Goal: Create curricular opportunities with service-learning experiences, that develop skill and knowledge to address the root cause of systemic-inequality through critical consciousness.</b>		
<b>Strategy</b>	<b>Action</b>	<b>Milestones</b>
<p><b>1a</b> Determine a social justice practice that can be adapted to cultivate service-learning experiences</p>	<p><b>1a<sup>1</sup></b> Incorporation of critical consciousness development across service-learning courses</p> <p><b>1a<sup>2</sup></b> Expand opportunities for CBOs to learn about and implement service-learning and critical consciousness into institutional practice and when working with students</p>	<p><b>1a<sup>1</sup></b> Incorporate critical consciousness and critical service-learning into annual Fellows seminar and monthly fellows meetings</p> <p><b>1a<sup>2</sup></b> Develop lunch and learn opportunities for CBO partners and inviting them to staff meetings</p>
<p><b>2a</b> Provide students the opportunity to engage in critical consciousness practice through coursework</p>	<p><b>2a<sup>1</sup></b> Review courses that acknowledge systemic inequalities and share best practices for course enhancement</p> <p><b>2a<sup>2</sup></b> Develop justice in action as service-learning opportunities in courses</p>	<p><b>2a<sup>1</sup></b> Host training for faculty/community around opportunities for adding S-L to courses.</p>
<p><b>3a</b> Provide faculty and staff the opportunity to engage in critical consciousness practice through trainings</p> <p><b>3b</b> Provide faculty and staff the opportunity outside of fellows program to engage in critical consciousness practice through trainings</p>	<p><b>3a<sup>1</sup> b<sup>1</sup></b> Review trainings and professional development opportunities that acknowledge systemic inequalities and share best practices for course enhancement in critical consciousness</p> <p><b>3a<sup>2</sup> b<sup>2</sup></b> Provide training for faculty interested in intentionally embedding critical consciousness into their courses</p> <p><b>3a<sup>3</sup> b<sup>3</sup></b> Develop reflection activities that intentionally embedding critical consciousness into the activities</p>	<p><b>3a<sup>1</sup></b> Reviewed faculty community fellows' curriculum and made modifications to include more justice and critical consciousness development.</p> <p><b>3a<sup>2</sup> b<sup>2</sup></b> Hosting a training at each health professional school on embedding critical consciousness into courses</p> <p><b>3a<sup>3</sup> b<sup>3</sup></b> Create a packet or guide of reflective activities that develop critical consciousness</p>



## Social Justice Pedagogy Goals, Strategies, Actions, and Milestones

<b>Goal: The development of a social justice paradigm in service-learning. Focus on scholarly intentionality and inclusion of justice competencies, shaped by SOURCE definition of social justice.</b>		
Strategy	Action	Milestones
<p><b>1a</b> Utilize task force developed elements of social justice pedagogy</p> <p><b>1b</b> Finalize the social justice pedagogy</p> <p>* Year 1 focus 1a/1b</p> <p>With a note on the external review board being final step</p> <p>Inviting the targets of the advocacy to the final review committee</p> <p>Utilize the web page for them to examine the whole eco-system from which this has emerged</p>	<p><b>1a<sup>1</sup></b> utilize competencies and milestones that align with the critical consciousness continuum to shape programming and curriculum</p> <p><b>1a<sup>2</sup></b> utilize competencies and milestones that align with the critical consciousness continuum to guide course curriculum and subsequent training</p> <p><b>1b<sup>1</sup></b> Develop a review committee made of target stakeholders:</p> <ul style="list-style-type: none"> <li>• Prior task force thought leaders (i.e. LEAD)</li> <li>• Student Assembly</li> <li>• SON Student Senate</li> <li>• SOURCE Service-Learning Faculty Fellows</li> <li>• JHSPH DrPH is Social Justice and Health Equity faculty leads</li> <li>• JHSPH Faculty</li> <li>• SON Faculty</li> <li>• SOURCE Student Governing Board reps</li> <li>• Center for Social Concern (CSC) social justice rep (Abby Neyenhouse and collective at HWD)</li> </ul>	<p><b>1a<sup>1</sup></b> Add social justice pedagogy to programming such as Baltimore Week, Monthly CBO Seminars, and Student Groups</p> <p><b>1a<sup>1</sup></b>: Add social justice pedagogy to training opportunities such as SOURCE Service-Learning Faculty and Community Fellows, SOURCE Service Scholars, service -learning courses, CBOs, PHN Clinical, etc</p> <p><b>1a<sup>2</sup></b> Add social justice pedagogy to Fellows seminar and monthly meeting content</p> <p><b>1b<sup>1</sup></b> Inviting and convening the review committee</p>

## Social Justice Pedagogy Goals, Strategies, Actions, and Milestones (Cont.)

<b>Goal: The development of a social justice paradigm in service-learning. Focus on scholarly intentionality and inclusion of justice competencies, shaped by SOURCE definition of social justice.</b>		
Strategy	Action	Milestones
<p><b>2a</b> Identifying advocacy avenues for wider social justice pedagogy implementation at the schools (courses and trainings)imbedded into culture</p> <p><b>2b</b> Identify opportunities to incorporate student support of the critical consciousness continuum through outreach to student government/ student leaders/student orgs</p>	<p><b>2a<sup>1</sup></b> utilize competencies, milestones, the critical consciousness continuum to raise visibility and advocate for social justice activities</p> <p><b>2a<sup>2</sup></b> execute strategy to utilize competencies, milestones, the critical consciousness continuum in the development of new courses, course tracks (i.e. the DrPH program), courses designations, etc</p> <p><b>2a<sup>3</sup></b> Identify or participate in meetings where decisions are made: CEDC (Diversity);COW (Engaged Department Initiative),School Wide practice.</p>	<p><b>2a<sup>1</sup></b> bring task force tools to the table on conversations of accreditation (new CEPH requirements), curriculum development</p> <p><b>2a<sup>2</sup></b> Advocate with chairs, MPH program, key programs directors who are strategic stakeholders (MPP, MHS, PhD, MSPH, MSN/MPH, SON) for the development of these courses, course tracks, designations etc</p> <p><b>2a<sup>2</sup></b> Identify existing courses that have social justice components</p> <p><b>2a<sup>3</sup></b> Increasing dedicated staff time to identify or participate in meetings where decisions are made</p>

## Programmatic Focus Goals, Strategies, Actions, and Milestones

<b>Goal: Focus on infusing existing programming with justice-oriented inclusive competence, and civic engagement. Develop new opportunities, series, and scholarship experiences rooted in social justice</b>		
<b>Strategy</b>	<b>Action</b>	<b>Milestones</b>
<b>1a</b> Utilize critical consciousness continuum and best practices to enhance and evaluate existing programming	<b>1a<sup>1</sup></b> Implement suggested changes to existing programs	<b>1a<sup>1</sup></b> Identify CBOs who are working on target programming themes or issues to be a part of planning, execution, and evaluation of programs.  <b>1a<sup>2</sup></b> Identify existing programming within institutions
<b>2a</b> Utilize critical consciousness continuum and best practices to develop programming areas that will support movement along a social justice continuum, across the tenure of education	<b>2a<sup>1</sup></b> Develop a program development tool that uses the task force tools on critical consciousness and associated competencies  <b>2b<sup>1</sup></b> Utilize the tool to develop new programming opportunities	<b>2a<sup>1</sup></b> Program development concept map that outlines the process of adjusting programming and implementing new ones.  <b>2b<sup>1</sup></b> New programming opportunities available to all of East Baltimore communities.

## Appendix

### **GUIDELINES FOR DEPARTMENTS AND COURSE INSTRUCTORS ENGAGED IN SOCIAL JUSTICE CURRICULUM TRANSFORMATION**

*Adapted from Members of the Task Force on Diversity in the Curriculum Sub-Committee on Departmental Initiatives at the University of Washington "Guidelines for Departmental Review" and Workstream on Curriculum Transformation at the University of Pretoria "Curriculum Transformation Framework: Self-Reflection Questions for Faculties"*

#### **OVERALL QUESTION:**

What is it that students in your discipline need to know in order to be successful in social justice action?

#### **GUIDELINES FOR ANSWERING THIS QUESTION AT DEPARTMENT LEVEL:**

1. Begin discussions of desired learning objectives of individual courses and sequences for the degree and for service courses—what is the social justice learning profile for the graduate of this department
2. Review existing courses and interview faculty members about how their courses prepare students for social justice work
3. Interview students about their interests and expectations for social justice learning in the department
4. Survey alums of the department for their ideas regarding social justice knowledge, skills and values they need in the workplace
5. Research courses and curricula at peer institutions
6. Interview career planning and placement counselors and members of the public health professional community about elements of social justice learning that are essential parts of training

#### **GUIDELINES FOR ANSWERING THIS QUESTION AT COURSE LEVEL:**

7. Evaluate course learning objectives and content in relation to social justice competencies
8. List challenges and limitations faced in transforming course (eg - related to discipline/professional body, practical issues like resources/work, etc.)
9. Outline fully the steps necessary to address the imperatives of curriculum transformation (timeline, tasks, etc.)

# Progress Report Template

## Social Justice Task Force Plan Report

### Justice in Action

Process	Impact	Milestones	Trend (Upward/Downward)	Date of Expected Completion	Notes
<p><b>1a<sup>2&amp;3</sup> Process:</b> implement a pre-course evaluation and an additional evaluation before graduate to all students; or develop key questions that are added to all course evaluations</p> <p><b>1a<sup>3</sup> Process:</b> An initial evaluation, mid evaluation, and final evaluation (variable depending on project length)</p> <p><b>1a<sup>3</sup> Process:</b> SOURCE follows assessment results with a packet:</p> <p>a) letter that elaborates where they are</p> <p>b) overview of what this stage means, and resources to support further development</p> <ul style="list-style-type: none"> <li>• See the public health assessment as a guide</li> <li>• Consider developing an overview of ways to plug in and learn more based on where students want to move that lives on the website with the social justice oriented courses</li> <li>• May mean SOURCE has a calendar that they publish</li> </ul>		<p><b>1a<sup>1</sup></b> Create critical consciousness continuum trainings for students and community</p> <p><b>1a<sup>2</sup></b> Generate an advocacy plan to build visibility around the continuum and advocate for curricular use</p> <p><b>1a<sup>3</sup>:</b> Faculty and instructors should also participate in the evaluation of the social justice continuum.</p>			

Process	Impact	Milestones	Trend (Upward/Downward)	Date of Expected Completion	Notes
<p><b>1b<sup>1,2,4</sup> Process:</b> Evaluation of justice projects in relationship to stakeholder/community impact</p> <p><b>1b<sup>4</sup> Process:</b> Roll out with a small number of partners who are interested</p> <p>Treat as a consultancy process</p> <p>How do CBOs want to use and receive feedback on this? Get feedback while executing</p>	<p><b>1b<sup>1-4</sup> Impact:</b> Ensure end-users are benefiting</p>	<p>1b<sup>1-4</sup>: Create a social justice vision statement</p> <p>1b<sup>4</sup>: Develop engaging justice in action opportunities or activities</p>			<p>Recommended items will be identified for first pilot store July 2015</p>
<p><b>2a<sup>1</sup> Process:</b> add survey question to annual checklist for CBO partners</p> <p><b>2a<sup>2</sup> Process:</b> create a database that tracks projects; identifies popular projects; tracks community impact; records shifts in local issues or changes in policy, as related to justice in action opportunities</p> <ul style="list-style-type: none"> <li>• May be a year process from initiate to get the info that is required and insure done well.</li> <li>• Project for student practicum</li> <li>• Eventually have a weekly message from CBOs that is updated by staff</li> <li>• Opportunities to tracking the impact of student involvement</li> <li>• Consider engineering school or science who knows the content to develop something in partnership with a student practicum</li> </ul>		<p><b>2a<sup>1-2</sup>:</b> The frequency of student participation in specific activities or projects</p>			
<p><b>2b<sup>1</sup> Process:</b> add survey question to annual checklist for CBO partners</p> <p><b>2b<sup>1</sup> Process:</b> Results will be evaluated after the survey deadline passes, and new information regarding justice in action opportunities will be added to our CBO list or database</p>					

## Service-Learning Courses

Process	Impact	Milestones	Trend (Upward/ Downward)	Date of Expected Completion	Notes
<p><b>1a<sup>1</sup> Process:</b> add survey questions to summer pretest/ post-test to be evaluated at the end of the program and used for program improvements and enhancements to curriculum.</p> <p><b>1a<sup>1</sup> Process:</b> add survey question to annual faculty survey to be evaluated at the end of each academic year. Results will inform future program modifications and developments to curriculum.</p>	<p><b>1a<sup>1</sup> Impact:</b> Ensure faculty are also developing along a continuum and developing their courses with components of critical consciousness development</p> <p><b>1a<sup>2</sup> Impact:</b> Ensure faculty outside the formal Service-Learning Fellows Program have the opportunity to engage in trainings along service-learning, social justice, and critical consciousness.</p>	<p><b>1a<sup>1</sup></b> Incorporate critical consciousness into annual Fellows seminar and monthly fellows meetings</p> <p><b>1a<sup>2</sup></b> Develop lunch and learn opportunities for CBO partners or attending staff meetings.</p>			
<p><b>2a<sup>1</sup>:Process:</b> Training to take place sometime mid-year.</p>	<p><b>2a<sup>1</sup>: Impact:</b> Feedback will be evaluated to make program modifications and improvements to the training.</p>	<p><b>2a<sup>1</sup>:</b> Host training for faculty/ community around opportunities for adding S-L to courses.</p>			<p>Recommended items will be identified for first pilot store July 2015</p>

Process	Impact	Milestones	Trend (Upward/ Downward)	Date of Expected Com- pletion	Notes
<p><b>3a<sup>1</sup> Process:</b> Modify current survey to include question that evaluate critical consciousness and justice learning and add post survey</p> <p><b>3a<sup>1</sup> Process:</b> Develop series based training or partner to execute training that helps faculty moved through development so they can facilitate student development. Standard for fellows. Possibly available to non fellows</p> <p><b>3a<sup>2</sup> Process:</b> Collect feedback from faculty who attended the workshop with action plan to how they will incorporate new learning into their courses</p> <p><b>3a<sup>3</sup> Process:</b> Distributing new packet of information to faculty and community</p> <p>Suggestions: New packet developed every 3-5 years; adjusting every few years for new research and knowledge</p>		<p><b>3a<sup>1</sup>:</b> Reviewed faculty community fellows' curriculum and made modifications to include more justice and critical consciousness development</p> <p><b>3a<sup>2</sup>b<sup>2</sup>:</b> Hosting a training at each health professional school on embedding critical consciousness into courses</p> <p><b>3a<sup>3</sup>b<sup>3</sup>:</b> Create a packet or guide of reflective activities that develop critical consciousness</p>			



**Social Justice Pedagogy**

Process	Impact	Milestones	Trend (Upward/Downward)	Date of Expected Completion	Notes
<p><b>1a<sup>1-2</sup>:</b> Pre-Post evaluation questions that assess whether social justice was incorporated in programming or training and the impact of the content</p> <p><b>1b<sup>1</sup> Process:</b> executing the final review board in early year 1.</p>	<p><b>1b<sup>1</sup> Impact:</b> New pedagogy used to execute 1a<sup>1</sup> in year 1 and year 2</p>	<p><b>1a<sup>1</sup></b> Add social justice pedagogy to programming such as Baltimore Week, Monthly CBO Seminars, and Student Groups</p> <p><b>1a<sup>1</sup>:</b> Add social justice pedagogy to training opportunities such as Faculty and Community Fellows, SOURCE Service Scholars, Service-Learning Courses, CBOs, PHN Clinical, and etc</p> <p><b>1a<sup>2</sup></b> Add social justice pedagogy to Fellows seminar and monthly meeting content</p> <p><b>1b<sup>1</sup></b> Inviting and convening the review committee</p>			
<p><b>2a<sup>1</sup> Process:</b> Compare social justice courses to accreditation standards and requirements</p> <p><b>2a<sup>2</sup> Process:</b> Courses reviewed according to pedagogy and listed on SOURCE's website</p> <p><b>2a<sup>2</sup> Process:</b> Monitored list of social justice courses and make them available via the SOURCE website.</p> <p><b>2a<sup>3</sup> Process:</b> Create an institutionalized rotating committee that reviews new and existing programming and courses (equitable representation of student, staff, community, and faculty).</p> <p><b>2a<sup>3</sup> Process:</b> Measured by staff/others attending and participating in a certain # of meetings where decisions are made</p>	<p><b>2a<sup>1</sup> Impact:</b> Seeing advocacy exploration with chairs, and MPH program, program leaders</p> <p><b>2a<sup>2</sup> Impact:</b> Students have access to a list of courses with social justice components</p> <p><b>2a<sup>3</sup> Impact:</b> Seeing the proliferation of the pedagogy and alignment to policies and practices around engagement</p>	<p><b>2a<sup>1</sup></b> bring task force tools to the table on conversations of accreditation (new CEPH requirements), curriculum development</p> <p><b>2a<sup>2</sup></b> Advocate with chairs, MPH program, key programs directors who are strategic stakeholders (MPP, MHS, PhD, MSPH, MSN/MPH) for the development of these courses, course tracks, designations etc</p> <p><b>2a<sup>2</sup></b> Identify existing courses that have social justice components</p> <p><b>2a<sup>3</sup>:</b> Increasing dedicated staff time</p>			

## Programmatic Focus

Process	Impact	Milestones	Trend (Upward/Downward)	Date of Expected Completion	Notes
<p><b>1a<sup>1</sup>Process:</b> Aggregated number of CBOs identified or outreached.</p> <p><b>1a<sup>1</sup> Process:</b> Number of CBOs involved/participating in each event increases, as compared year by year.</p> <p><b>1a<sup>1</sup> Process:</b> Goal of 10%-25% increase each year. (not changing the number of event, but increasing CBO partners)</p> <p><b>1a<sup>1</sup> Process:</b> Gathering and analyzing feedback from CBOs via a survey on their involvement in the programming process, within a week of the event. Ask about recommendation for the future. How to further engage others.</p> <p><b>1a<sup>1</sup> Process:</b> Utilizing feedback to make quality improvements. Two weeks after the event have the recap meeting to examine feedback and start planning for the next event (depending on what it is/ when it happens). Put that feedback into the planning process for that next event.</p> <p><b>1a<sup>2</sup>Process:</b> Create a of existing programming and the number of events</p> <p><b>1a<sup>2</sup>Process:</b> Identifying areas for collaboration</p> <ul style="list-style-type: none"> <li>Optimize opportunities for event and programs through collaboration to do a series or collaborative event across campus</li> <li>Federal Work student to reach out to other centers, groups, or efforts <ul style="list-style-type: none"> <li>Do check-ins to identify if programming is aligned and collaborating is possible</li> <li>Designated person or group to reach out to other stakeholders. Ongoing as well as being of a planning process. To identify key point of contact in student groups, centers, groups, and departments.</li> <li>Creating a department org chart/ contact list.</li> <li>Reach out regularly.</li> <li>Tracking them via a list.</li> </ul> </li> </ul>	<p><b>1a<sup>1</sup>Impact:</b> Impact will be a measurable 'advancement in partnership maturity'. By increased engagement particularly if the same CBOs have mutable touch points.</p> <p>Examine the weight of Attending/ Participating/ planning</p> <p><b>1a<sup>2</sup>Impact:</b> See a measurable increase in collaborative programming measured by partnership increase from year to year and reported in annual report.</p>	<p><b>1a<sup>1</sup></b> Identify CBOs who are working on target programming themes, issues to be a part of planning, executing, and evaluating programs</p> <p><b>1a<sup>2</sup>:</b> Identify existing programming within institutions</p>			

**Programmatic Focus**

Process	Impact	Milestones	Trend (Upward/ Downward)	Date of Expected Completion	Notes
<p><b>2a<sup>1</sup>Process:</b> Identify existing tools</p>	<p><b>2a<sup>1</sup>Impact:</b> Having programming developed by a standard guidance tool every time</p> <p><b>2a<sup>1</sup>Impact:</b> Identify if this work can be applied to other programming across schools by bringing the concept map into conversation when executing collaboration in programming</p>	<p><b>2a<sup>1</sup>:</b> Program development concept map</p> <p><b>2b<sup>1</sup>:</b> New programming opportunities available to all of East Baltimore communities</p>			



615 N. Wolfe St.  
Suite W1600  
Baltimore, MD 21205-2179  
410-955-3880 | fax 410-502-9809  
SOURCE@jhu.edu  
<http://SOURCE.jhu.edu>

