

Executive Statement:

While on sabbatical Laura McClusky intend to revise the minor. Information provided by the Curriculum Committee shows that several of the electives within the minor have not been taught in a while. It is likely that other classes have been added to the catalog that could be incorporated into the minor. McClusky has also met with David Glidden, a declared minor, to discuss his experience in the minor, noting areas of weakness and strengths within the minor.

Changes/comments, etc. that make this report different from last year's report are below in red.

Goals of the minor: Goals remain the same from last year's assessment report.

- 1) To provide students with a broad understanding of issues under the term "social justice"
- 2) To provide students with critical knowledge that will allow them to recognize structural inequalities
- 3) To provide students with some understanding of how to end structural inequalities
- 4) To provide students with an understanding of the similarities between diverse struggles against structural inequalities
- 5) To provide students with the knowledge that alliances are important
- 6) To provide students with hands-on experience with social justice organizations or experience applying organizing theory to real-life situations

Outcomes: How will student meet these goals?

Outcomes and measurement are still at the level of assuming passing a class indicates a student has met the goals. While on sabbatical McClusky intends to gather copies of syllabi from the instructors of the courses in the major to see if the goals of the courses match the goals of the minor. The outline here is from last year's report.

- 1) Students will successfully complete two courses from two categories of social justice classes (Global Justice, Social Justice, Environmental Justice, Economic Justice).
 - a. This exposes them to at least two general issues within the general frame of "social justice."
 - b. Taking two courses within the those general categories allows some diversity and depth within those categories.
 - c. All classes within these categories deal intrinsically with structural inequalities.
 - d. It is assumed that introduction to the structural inequalities is enough to provoke thought on ending these injustices. Assessment of the degree to which each class deals directly with solutions needs to be done.
 - e. Similarly, it is assumed that exposure to two general issues will create thought on similarities between struggles. Assessment needs to be done on the degree that each class deals with such similarities, and the need for alliance or coalition building.

- 2) Students are required to take an internship that deals with social justice. This is where the hands-on Goal #6 plays into it. Students have a variety of experiences with their internships, from helping to organize the Activism Symposium to working at an organization that works for social justice organization.
- 3) Students are required to take the Introduction to Community Organizing class SEJ 250. This class helps them to plan action and build an activist organization.

Some thoughts/Comments/Future Plans:

In the past, Activism Symposium was overseen by a faculty member who helped students build an alliance or a coalition of various minded activists in efforts to organize the event. Since the event has been overseen by a member of the DOS staff, the teaching moments have been lost in favor of a get-it done attitude. Therefore, there is less of a diversity of students organizing the event, less of a need to talk about issues their connections and importance. It has become more of an internship about event planning than a practicum on social justice. I'd like to return budget and organizing efforts to a faculty member. Perhaps providing internship credits is not as effective as holding a 1 or 2 credit course 7 week course both in the late fall and the early spring would be more effective.

This year (2015), both the Dean of Students and Professor McClusky oversaw the Activism Symposium. The budget for the event was held by the DoS office, and SEJ transferred its budget into that budget line. This created some minor difficulties when the DoS took her vacation returning to work the day of the event.

Professor McClusky's oversight allowed for some discussions about organizing and activism in general. Having David Glidden, a minor in SEJ, and several students (Mikayla Kravetz and Alissa Broome) who had taken the SEJ 250 Community Organizing class help organize the event helped to put the event into an activist perspective. I was proud to see how they contributed to discussion on publicity, building alliances and logistics with concepts from the class. The event was successful. There was a good deal of campus energy surrounding the keynotes and the sessions. There were a number of student presentations, including thesis presentations. Most sessions were well attended.

The issue of workload still needs to be addressed, as does the issue of budget. To my knowledge the budget remains under the DoS.

The coordinator should gather syllabi to make judgments regarding the fit of the classes to the minor. A re-examination of the curriculum of the minor might be in order given the new minors now in existence.

As mentioned above, this will be in process soon.