Pitzer College
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New Graduation Requirements

SOCIAL JUSTICE THEORY
SOCIAL RESPONSIBILITY PRAXIS

INTERCULTURAL UNDERSTANDING
BRIEF HISTORY

* The Educational Objectives and Guidelines Taskforce was established by President and met for two years, resulting in three main recommendations, which were then approved by the Faculty and College Council as new policy, in Fall, 2016.

* The policy includes a new 2-course requirement (a Social Justice Theory and a Social Responsibility Praxis course) and an Intercultural Understanding requirement (including a global/international culture course/program and a domestic/local culture course/program).
Social Justice Theory
Student Learning Outcomes:

1) Students will be able to identify and describe the hegemonic structures and practices that further social injustice and oppression as studied in their course.

2) Students will be able to identify barriers to equality and/or inclusiveness and explore strategies to remove them.

3) Students are able to demonstrate a sophisticated understanding of social justice issues by describing and analyzing specific social justice issues from multiple perspectives/theoretical frameworks.

4) Students will be able to identify and describe the ethical and political implications of injustice, such as social problems, social stratification, the interdependence and intersection of systems of oppression, interpersonal and structural discrimination, and unequal distribution and access to power and resources (including natural resources).
Social Justice Theory
Course Criteria

* Course topics should be about the theory, history and/or social movements surrounding social (in)justice issues pertinent to at least one of the following: race, ethnicity, class, sexual orientation, gender-identity, immigration status, nationality, ability status, environmental justice, religion and/or social stratification. For example, the course might explore the history and current status of social justice movements, such as Civil Rights, Women’s Movements, Immigration Reform, Sexuality and Labor.

* Course readings and course discussions should challenge hegemonic structures and practices that further social injustice and oppression as well as ignite student understanding of strategies to disrupt or remove systemic barriers to equality and inclusiveness.

* Courses should enable students to acquire knowledge and sensitivity to the ethical and political implications of at least one of the following: social problems, oppressive systems, interpersonal and structural discrimination, unequal distribution and access to power and resources (including natural resources), and the interdependence and intersection of systems of oppressions.

* Courses should have assignments that can be used to assess the student learning outcomes suggested previously.
Social Responsibility Praxis
Student Learning Outcomes:

1) Students will be able to identify and describe social (in)justice issues (theoretically, and practically, within the context of the discipline being studies) that resulted in the need for community engagement.

2) Students will be able to describe how lessons learned from community engagement activities and diverse perspectives (as well as their own perceptions, biases, and assumptions), inform their understanding of social (in)justice issues and an awareness of power, privilege, and positionality).

3) Students design and utilize strategies which attempt to address primary social justice issues through community engagement activities.

4) Students will be able to demonstrate the highest standards of professional and ethical conduct when negotiating their own engagement in the community.

5) Students will be able to critically examine community needs and assets as determined through collaborative interaction with community members.

6) Students will be able to apply critical reflection and theoretical analysis to community engagement action resulting in a sophisticated understanding of and actualization of praxis.

7) Students will be able to identify, describe, and critically examine the benefits and potential pitfalls of community-campus partnerships for the purpose of addressing social justice issues.
Social Responsibility Praxis Course Criteria

Community engagement may come in the form of service, research, or another form of collaboration but is conducted from a framework that honors reciprocal, respectful, ethical partnership with the community members, agencies or institutions with whom the student is engaging.

The agenda for the partnership is made in collaboration between college partners (students, faculty, and/or staff) and the primary community partner contacts; each partner (students, community members and professors) gives and receives in different ways as they are able, creating a balanced sense of reciprocity in community-campus partnerships.

Community engagement actions recognize the assets of the community and attempt to build on them while also addressing what the community and past projects have identified as problems and challenges.

Community engagement fieldwork is complemented by classroom discussions, lectures, and assignments that engage critical reflections and rigorous analysis which address the theories of social justice that are specific to the disciplinary and community context.

Students create shared learning and impact goals with community partner sites and reflect on/evaluate progress on these (alone and with community partners) over course of semester.

Community engagement actions attempt to address the structural, political, social, economic, and/or environmental conditions (and any other root causes) that have resulted in the need for their community engagement and explore the benefits and potential pitfalls of community-campus partnerships.

Readings and course discussions challenge hegemonic structures and practices that further social injustice and oppression as well as ignite student understanding of strategies to disrupt or remove systemic barriers to equality and inclusiveness.

Any community engagement research conducted follows standards of community-based research protocol, such as: informed consent, mutual benefice, equal partnership in establishing research topic (and to some extent, the carrying out of research) and sharing of all end products with all related constituents.

Students engage in the community at least 45 hours per semester; Faculty engage in the community in a way that is appropriate to their pedagogy, methodology and personal approach but that serves as a model for students of respectful engagement and builds on the relationships that allow for the community partnership to exist.
Pitzer College Tenure and Promotion Review Policy

- Teaching
  - effectiveness inside and outside the classroom
  - curricular contributions to the faculty member’s field group
  - curricular contributions to the educational objectives of the college
  - curricular innovation and development
  - sponsorship of internships and other non-traditional means of teaching and learning
  - supervising student participation in research projects or internships
  - teaching, mentoring, or overseeing students in the context of public, campus- or community-based courses or projects

- Scholarly and Artistic Activities
  - publication of books, articles, and reviews
  - performances and exhibitions where relevant
  - technical reports of applied research and/or action research
  - presentation of papers at professional meetings
  - editing of scholarly journals and publications
  - serving as panel chair or as a discussant at professional meetings
  - portfolios, products, reports, or artifacts of public, campus- or community-based scholarship, artistic activities, or other forms of engaged and applied scholarship
  - other evidence of ongoing professional activity
Service to the College and Other Communities
- participation in the governance of the college (e.g., faculty meetings, college council)
- service on college and intercollegiate committees and contributions to college and intercollegiate programs
- service to field group(s)
- acting as an intellectual resource for colleagues, students and the community
- serving as a mentor to other faculty members
- participating in the governance of professional associations
- public, campus- or community-based projects that advance the educational objectives of the college
- facilitating public access to academic knowledge, art, and resources
- participation in public or community-based initiatives
- service to the wider community