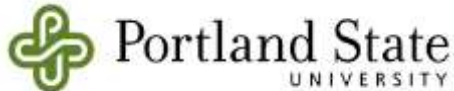


Operationalizing Equity, Ethics, and Social Justice in your Ed.D. Program

CPED Convening Portland, Oregon
June 7, 2016



Deborah Peterson, Ed.D.
Anita Bright, Ph.D.
Swapna Mukhopadhyay, Ph.D.
Portland State University

Session goals and organization

Introductions

Examining What Social Justice Means in Higher Education

Operationalizing Social Justice in our EdD Programs

Barriers to Enacting Social Justice in our Contexts

Strategies for Addressing Barriers

Reflecting on Next Steps We Each Can Take

Introductions

Please include:

Your name

Institution

Positionality

What drew you to this session

What is “Social Justice”?

Write a brief description of what the terms means to you.

Please be prepared to share your thinking.

Darder: Traits of Critical Leadership for Social Justice

“Personal consciousness of one’s individual conditions and social location
Social consciousness of the conditions that impact communities
Understanding how these two dimensions intersect and inform one another
Awareness of how power relations inform cultural, political, social, and
economic conditions and, thus, tactics and strategies for intervention
Embrace individual and social responsibility as world citizens and subjects of
history”

Some other working definitions

Lee Anne Bell, 2016:

“Social justice is both a goal and a process. The goal of social justice is full and equitable participation of people from all social identity groups in a society that is mutually shaped to meet their needs. The process... should also be democratic and participatory, respectful of human diversity and group differences, and inclusive and affirming of human agency and capacity for working collaborative with others to create change” (p. 3).

Solórzano, 1998

“... continual attempts to question and abolish racism and racial oppression as part of also counteracting ethnic, gender, class, and other forms of oppression” (p. 122).

Thinking about your institutional context:

In what ways do you feel there is *agreement* among your institution's faculty as to what *social justice* **means** and **looks like** in practice?

Partner share!

What does this *look like* in an institutional setting?

This work of enacting equity, ethics, and social justice in our programs needs to be done at the faculty level.

Example 1: Anita and Swapna's choices of readings.

Example 2: Deborah's choices of researchers.

Example 3: Admissions process.

What are your examples? Please be prepared to share.

Example 1:

Self-care: “Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.” Audre Lorde

Progressive, holistic education, “engaged pedagogy” ... emphasizes well-being. That means that teachers must be actively involved committed to a process of self-actualization that promotes their own well-being if they are to teach in a manner that empowers students.
(hooks 1994, p. 15)

To educate as the practice of freedom is a way of teaching that anyone can learn. ... To teach in a manner that **respects and cares for the souls of our students** is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin (hooks, 1994, p.13).
(emphasis added)

Systems Barriers

“Every system is perfectly designed to get the results it gets.”

~Paul Batalden

Institute for Healthcare Improvement

<http://www.ihp.org>

Barriers

What are some of the *barriers* to enacting a social justice focus in our doctoral programs?

Strategies We've Used



Reflection: Sankofa

How do you integrate these concepts into your daily life?

How can we each contribute to our organizations enacting these principles in our work and daily lives?

Share one step that is within our sphere of influence that we can do to impact change.

Looking ahead

How might we continue to grow these ideas, and benefit from our mutual insights?

Darder's thoughts on indispensable qualities of critical leadership for social justice

Knowledge of self-contradictions and personal struggles

Self-vigilant in one's attitudes and behaviors toward self, others, and the world

Confidence and humility (comfortable with knowing and not knowing)

Faith and respect for others

Personal commitment to the common good—Tu eres mi otro yo

Present and engaged style of communication and participation

Courageous and thoughtful when challenging others

Commit to a collective sensibility to decision-making with others

Impatiently patient—respect for the process

Commitment to living, working, and loving with integrity

Focus on nurturing relationships with others, rather than being right

Grounded in a revolutionary love, anchored in justice and our humanity

Forgiveness for one's own and others' limitations & mistakes

Compassion for struggles faced in our efforts to become more fully conscious

Respect for the preciousness of all life

Embrace humor, joy, and the sensual dimensions of our humanity