Offices of the Dean of Students
Madison Initiative for Undergraduates Proposal Form

MIU Goals:
1) Preserve affordability of a UW-Madison education, primarily through expansion of need-based aid.
2) Generate faculty and instructional support, including hiring, to offer the courses, majors and experience students need
3) Expand best practices and innovation in teaching and learning, curricular design, and student services in order to enhance student outcomes.

<table>
<thead>
<tr>
<th>Contact Person:</th>
<th>Cynthia Lin</th>
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</thead>
<tbody>
<tr>
<td>Contact Information:</td>
<td>Multicultural Student Center, 2nd floor, Red Gym 262-9669</td>
</tr>
<tr>
<td>Proposal Title:</td>
<td>Institute for Social Justice and Transformative Leadership</td>
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<tr>
<td>Amount Requested:</td>
<td>$193,500 (total during remainder of FY2010 + FY2011)</td>
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Abstract: The Institute for Social Justice and Transformative Leadership will seed and support action-oriented projects for Inclusive Excellence among undergraduate students at UW-Madison. Housed at the Multicultural Student Center and in partnership with student organizations, other Dean of Students offices, and the Havens Center, the Institute will provide learning opportunities, training, and support on the cutting edge of authentic inclusion and transformation. The Institute has its roots in historical and ongoing grassroots social justice work. It embodies and reinvigorates the Wisconsin Idea by bringing to the UW campus critical opportunities that engage students in learning and action around social responsibility.

This proposal addresses the lack of visible and broadly accessible opportunities for students to develop fluency in and a grounded, action-oriented practice of social justice and inclusive excellence. Thus, core goals of the Institute for Social Justice and Transformative Leadership are: 1) To train undergraduate social justice leaders in anti-oppression facilitation, ally work, and community organizing; 2) To support students in creating and implementing peer-led social justice learning opportunities on campus, and 3) To increase and make visible broad campus community responsibility for social justice and inclusive excellence.

Programmatic components of the Institute for Social Justice and Transformative Leadership will include social justice leadership training opportunities via a course on student movements and organizing, as well as co-curricular modular workshops (UW Freedom School). The focus will be to train-the-trainer by developing and supporting a student "Social Justice Training Collective" to offer peer learning opportunities and trainings around diversity, inclusion, and ally-ship. Finally, the Institute will launch a Social Justice Scholars Program, bringing to UW a Social Justice Fellow or "Organizer-in-Residence" that will offer unique programming, coursework, and advising.

This proposal carries potential for broad buy-in from students, due to the involvement of student leaders, alumni/ae in planning, ongoing development, and commitments for implementation of the project, particularly from students who can champion the project and recruit participants. It is intended to complement proposals to strengthen existing leadership development opportunities, as articulated through a related MIU submission from Center for Leadership and Involvement (CFLI).
1. Within MIU goals 2 and 3, stated above, identify the problem that your proposal will address in terms of undergraduate education, instructional quality and innovation, and access, and how the proposed hires/innovation/activities/effort will significantly impact this problem.

... [S]ocial justice is both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. We envision a society in which individuals are both self-determining (able to develop their full capacities), and interdependent (capable of interacting democratically with others). Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.

- Adams, Griffin, and Bell, eds. (2007). Teaching for Diversity and Social Justice

Students need experiences through curricular and co-curricular opportunities to develop fluency in and a grounded practice of social justice and inclusive excellence. In a context in which simple nods to "embracing diversity" are no longer enough, there seems to be a lack of visible best practices for students, clear standards for accountability, and opportunities to produce actionable learning outcomes around inclusive excellence.

Without these experiences, students find themselves under-prepared after graduation to engage in the social justice, diversity, and inclusion work that is increasingly necessary in any professional, community, and/or civic context. Recent UW alumni/ae in careers and volunteer commitments specifically dedicated to social justice have voiced concerns that there are not enough young people trained with skills and capacities to fill critical community organizing and other social justice job positions in Wisconsin.

In terms of student leadership, we've seen that formal and curricular opportunities such as the Student Leadership Program (of CFL) do not tend to attract students of color or LGBTQ students. Meanwhile, students with marginalized identities find that their social justice leadership work within and advocating for their own communities come at the expense of their academic success. There is an ongoing polarization among student communities around diversity and leadership, even as we enter into deeper discussions about Inclusive Excellence. What is missing is a sense of broad campus responsibility for Inclusive Excellence and social justice. Indeed, there is a general lack of understanding among undergraduate students neither of inclusive excellence, nor of the broad array of benefits for all students.¹

The Multicultural Student Center and partners propose to draw from best practices in grassroots social justice and community organizing work, in order to inform ongoing planning and action around Inclusive Excellence at UW. The following approaches provide opportunities to build innovations around teaching and learning, curriculum design, and student services that keep pace with growing needs for sophisticated social justice and inclusive excellence practice:

¹ A case in point: MSC staff have heard about disgruntled rumors among students that the Madison Initiative is "taxing" wealthy students to subsidize "diversity efforts" for a small minority of "underprivileged" students. The AACU commisional papers demonstrate these broad benefits (http://www.aacu.org/inclusive_excellence/papers.cfm).
1. **To train undergraduate social justice leaders in anti-oppression facilitation, ally work, and community organizing.** A core principle of social justice work is to center the leadership and voice of community members most affected by the issues at stake. Thus, the Institute endeavors to develop students as social justice leaders and facilitators. The key approach will incorporate a “train-the-trainer” model in order to develop a broad reach for social justice and inclusive excellence learning.

2. **To support students in creating and implementing peer-led social justice learning opportunities on campus.** In accordance with “viral model” approaches to inclusive excellence, it is vital to center student leadership and to build capacity among students who can influence others as peers. For example, the 2009 Student Diversity Forum will be titled “A Little Less Talk, a LOT More Action,” and its coordinators have articulated a sense of urgency for supporting “student self-help” efforts around inclusion and diverse students’ success. This is indicative of a need that students feel to be empowered and heard as agents of inclusive excellence. The proposed Institute for Social Justice and Transformative Leadership—crafted in conversation with student leaders who have the capacity to then create broad buy-in for the proposed efforts—is an example of how centering and supporting student leadership can lead to action-oriented efforts.

3. **To increase and make visible broad campus community responsibility for social justice and inclusive excellence.** The Institute will seek to influence the campus climate by developing and creating clear measures around accountability for inclusive excellence. Programs will also specifically engage allies among “majority identity” students as partners in creating a broad identification of social justice as everyone’s role and responsibility. Finally, the Institute will leverage student services such as advising and co-curricular programming in order to better integrate them with curricular work under an inclusive excellence vision.

The Institute seeks to integrate these approaches in order to impact the state problem. The Institute will offer two “Social Justice Train-the-Trainer Programs” to build capacity among students as leaders in action-oriented inclusive excellence work. These training programs will track students into a Student Social Justice Training Collective, which will serve as a campus-based cadre of social justice trainers and facilitators. Finally, a Social Justice Fellow housed at the Multicultural Student Center will offer courses and programming that make social justice messages, tools, and models visible and accessible to a broad campus audience. There will be a strong emphasis throughout this programming of supporting ally education and practice among “majority identity” students, hand-in-hand with strengthening the leadership and skills of students from marginalized communities.

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**Curricular Capacity-Building Pathway: Action-Oriented Course on Student Movements and Organizing.**

The Institute will create and coordinate a regular, for-credit peer education course that draws from the rich legacies of student movements in order to provide training for student social justice leaders and diversity facilitators. Students will develop tools, skills, and strategies for becoming agents of institutional change and social justice. Thus, the course will be an important action-oriented complement to signature reflection-oriented diversity education courses already held at UW-Madison, such as Student SEED and Intercultural Dialogues, whose participants might track to this course. Taking these offerings as a series, students will move from focusing on important intrapersonal diversity work to the interpersonal level.

The course is an opportunity to “train-the-trainer” by identifying participants among undergraduate students who already find themselves in formal or informal leadership roles on campus, in particular students of color, LGBTQ students, others from marginalized communities, and “majority” allies. Drawing from the rich archival resources at the Historical Society and local institutional knowledge, the course will include a review of the history of UW student organizing and community organizing in Wisconsin communities, so that participants can lay important
groundwork for strengthening authentic campus-community partnerships and for activating the Wisconsin Idea. Session topics might include: "Students Organizing for the UW Ethnic Studies Requirement" and "Arts and Community Struggle." This course will be coordinated by the MSC’s Social Justice Education Specialist(s) in partnership with local organizers, UW student activist alumni/ae, and the sponsoring academic department.

Co-Curricular Capacity-Building Pathway: UW Freedom School
The UW Freedom School is a co-curricular complement to the for-credit Student Movement course. It is a series of popular education-style, train-the-trainer modules that would also train students to be social justice facilitators. In addition to the above, topics for multiple-workshop modules or one-time workshops might include: "Getting Past Divide-and-Conquer"; "Authentic Safe Spaces: Examining Organizational Culture"; "Organizing 101"; "Roles for Allies." As with the for-credit class, this program trains students to be social justice facilitators and leaders while offering flexibility for students who cannot afford to take a three-credit course, whose employment requires social justice training, and those who seek to deepen prior experience. The program will be coordinated by the MSC’s Social Justice Education Specialist(s) in partnership with community activists, UW student activist alumni/ae, and student diversity education leaders.

The inspiration for this program comes from the Civil Rights Movement’s Freedom Schools that opened in 1964 “in churches, on the back porches, and under the trees of Mississippi,” teaching Black youth to give name to the realities surrounding them and to be social justice teachers and leaders in their communities. At the same time that this effort is being launched at UW-Madison, parallel Freedom School programs are growing in the Madison community among youth of color, homeless people, and Spanish-speaking communities. Thus, it will foster rich connections and collaborations with community partners.

Coordinate and Support a Student Social Justice Training Collective.
The above “Social Justice Train-the-Trainer Programs” will track students into a Social Justice Training Collective, which is a core group of students trained and supported as social justice and anti-oppression facilitators. This group will create and implement customized workshops, trainings, and facilitations to build social justice capacity among student groups by request, as well as create unique and strategic ongoing programming. The Social Justice Training Collective will create employment opportunities for social justice leadership, by compensating members with hourly wages for their work. This is important because many student leaders are already overburdened with academic and employment requirements in such a way that their leadership comes at the expense of other responsibilities. The Collective will also work with an “extended family” of student staff in social justice-related positions on campus, such as the Housing D-Squad, MCSC Diversity Education Team, and the LGBT Campus Center’s student staff. The Social Justice Education Specialist(s) and a Social Justice Fellow (see below) will offer an umbrella of support in terms of coordination, advising, and on-the-job training.

Provide Intensive Resources and Trainings for Social Justice Allies
Other signature programs at the Institute for Social Justice and Transformative Leadership will center around ally work. In a context in which students of color, LGBTQ students, and others from affected communities shoulder the burden for social justice education and action, there is great need for developing and strengthening a culture of ally-ship on campus. That is, the Institute will provide resources and training specifically for white racial justice

ally, heterosexual-identified LGBTQ allies, male gender equality allies, etc. By doing this work alongside of centering the leadership of students from marginalized communities, an intentional allies learning program will support rich multicultural relationships and partnerships, in which social justice is seen as the responsibility of the entire campus community. The upcoming National White Privilege Conference, this year held at UW-Lacrosse, is a key opportunity to build capacity and create ongoing projects and learning spaces for racial justice ally work, as is the recurring UW Understanding Privilege (UP) workshop. The Institute will kick off these efforts by working with potential recruits to the program in anticipation of these events in Spring 2010. Potential participants include members of Student Leadership Program at the Center for Leadership and Involvement and participants in Student SEED, Intercultural Dialogues, and other diversity education classes.

**Launch a Social Justice Scholars Program.**

Finally, the Social Justice Scholars Program will be a unique offering to Inclusive Excellence initiatives. It will bring to the University of Wisconsin-Madison a Social Justice Fellow or Organizer-in-Residence with a one-year appointment (with option for another one-year renewal). The Social Justice Fellow/Organizer-in-Residence will bring to UW-Madison grounded experience in community-based social justice work, modeling cutting-edge work that combines social justice learning and practice. The founding documents of the Multicultural Student Center called for a Centers Fellow Program as one means of fulfilling the academic component of our mission, and the Institute gives an opportunity to revive the intended programming, in keeping with Inclusive Excellence initiatives.

The Fellow/Organizer-in-Residence will work together with the Social Justice Education Specialist(s)\(^3\) and other MSC staff to provide programming that will make social justice topics visible and accessible for broad audiences. Offerings might include: lecture series, courses that will enrich an understanding of social justice and inclusive excellence on campus, teach-ins, and guest facilitation for social justice training opportunities. In addition, the Fellow and the Social Justice Education Specialists will provide support for the Student Training Collective and organizational advising around issues of social justice during their Wisconsin Experience and post-graduation. Finally, the Social Justice Scholars team will also support undergraduate student-led social justice research, cultural projects, and exhibits, as well as service learning preparation and opportunities. A precedent at UW is the inclusion of Marc Joseph Bamuthi’s work as Artist-in-Residence in the First Wave program in 2007.

2. Describe how progress is to be measured, demonstrated, and reported; that is, provide metrics and timelines to evaluate project success.

Tasks and action steps:

1. **Use participatory processes to iteratively design, develop, assess, and refine the Social Justice Trainer Programs (course and UW Freedom School)**
   - Ongoing needs assessment/visions with intensive student engagement (Oct 2009-Jan 2010)
   - Develop initial curricula (Nov 2009-Jun 2010) and assess for ongoing planning (April-July 2010)
   - Develop UW Freedom School program (one-time workshops during Fall 2009, modular series in Spring 2010)

\(^3\) Currently the MSC has two Social Justice Education Specialist positions, but only one is currently filled, due to budgetary limitations.
2. **Pilot, develop institutional infrastructure for, and implement SJ Train-the-Trainer Programs**
   - Explore and develop partnership/academic sponsorship with faculty/departments (Nov-May 2010)
   - Implement both for-credit course and co-curricular programming (beginning Fall 2010)
   - Evaluation for ongoing planning may draw from social justice and diversity learning frameworks such as the Developmental Model of Cultural Sensitivity (beginning December 2010)

3. **Develop structure and support for the Student Social Justice Training Collective**
   - Develop criteria for participation, system for advising and ongoing support/training, and work expectations for members of the Collective (Spring 2010)
   - Recruit first pilot cohort of Student Social Justice Training Collective (May 2010)
   - Create work plan for Summer and Fall 2010 in partnership with the members (May 2010)
   - Begin trainings and facilitations in partnership with campus offices and students organizations (Summer/Fall 2010)
   - Evaluation and ongoing planning of the work and purpose of this program (begin Nov/Dec 2010)

4. **Hire Social Justice Fellow/Organizer-in-Residence and develop Social Justice Scholars Program**
   - Hire Fellow for one-year period with possible renewal option (January 2010)
   - Launch Social Justice Scholars Program with co-curricular programming (Spring 2010), complementary coursework (Fall 2010), mentorship of Collective (May 2010)

As stated in Question 1, the hire of the Social Justice Fellow/Organizer-in-Residence will improve access to much-needed experiences and curricular opportunities that give undergraduates on-ground skills and knowledge regarding diversity, inclusion, and social justice. The Fellow will work with other Institute staff to offer opportunities that enhance and activate student access in the following areas:

- **Advising** for students seeking to enhance their agency for social justice and inclusive excellence after graduation from UW. The Fellow will advise students in preparation for: A) Professional careers in social justice-specific work (e.g., community organizing, social justice education, faith leadership), B) Integrating social justice practice into public service (e.g., education, social work, government), and C) Actively embodying social justice participation in their communities and in their life work and passions (e.g., unpaid civic engagement, volunteer work, community leadership).

- **Preparation for and effective opportunities in service learning.** We have seen that community-based service learning opportunities too often fail to provide intensive experiential learning, while draining resources and energy from host organizations.\(^4\) The Fellow will support training for effective and mutually accountable partnerships, as well as facilitate relationship-building through social justice programming opportunities accessible to both the UW community and the greater community. This program also seeks to re-define service learning to include student leadership efforts toward creating a more inclusive campus climate.

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\(^4\) As documented through a Madison-specific research project on service learning outcomes for community organizations. Stoecker and Tryon, eds (2009). *Unheard Voices: Community Organizations and Service Learning.*
➢ **Research opportunities.** The Fellow will also support social justice undergraduate action research and activist scholarship, also augment student participation in opportunities like the WI Idea Fellowship and Kaufman Program. Examples include the oral history project documenting LGBTQ movement work on the UW campus; a comprehensive study of the multiple UW diversity initiatives; the impacts of advocacy for and implementation of Hmong re-settlement on Wisconsin; documentation of sacred indigenous sites in Madison.

➢ **Coursework that integrates and reflects Inclusive Excellence.** Hand-in-hand with co-curricular programming, the Fellow hire will provide opportunities and support for all students to be engaged in personal, social professional, and civic responsibility, through learning and practices that cultivate individual agency for social justice work. Finally, by working in community with social justice-related faculty members in relationship with co-curricular learning and student services, the Fellow hire will strengthen faculty capacity for incorporating best practices for inclusive excellence in teaching and learning, and curricular design.

In keeping with social justice work, we define “diversity” in the candidate pool in the following way: We seek individuals not only who have identities that reflect diverse communities but also who deeply embody broad anti-oppression practice through building power in their own communities (“authentic” or “indigenous” leadership) AND/OR work as allies across cultural identities. Our steps to identify and recruit this pool include:

➢ Publicity through activist scholars and community-based scholars networks, such as the UW-based listserv, “COMM-ORG: The On-Line Conference on Community Organizing and Development.”

➢ Recruitment through national networks of social justice and grassroots organizing groups, such as: Praxis Project (an organization that supports nationwide organizing for racial and economic justice), Funding Exchange (national network of social justice community funds), US Social Forum (2010 Forum will be regional in Detroit), Midwest Social Forum. MSC staff have direct connections with all of these.

➢ Strategic word-of-mouth diffusion via grassroots relationships. As an example of how this would work: Freedom, Inc., a Madison-based anti-violence and youth organizing group) might be interested in sending the job description to all Southeast Asian and other youth-of-color organizing groups, women-of-color-led anti-violence groups, LGBTQ people of color groups, and other groups they work with nationwide. We anticipate that this kind of communication will happen broadly like the “healthy virus” approach because such groups will highly value and support the work embodied in this position.

4. **Identify cross-college partnerships and/or campus collaborators needed to ensure success (between schools and colleges, with other major units, such as libraries, Dean of Students offices, IT, Housing, Enrollment Management, Union, etc.)**

**Leadership from students and student organizations.** Undergraduate student leaders have been central to the development not only of this proposal, but also of the developing a background understanding of the needs and gaps regarding student-centered action and practice around Inclusive Excellence and Social Justice at UW. Indeed their voices and visions have driven the efforts behind the Institute for Social Justice and Transformative Leadership. Examples include student leaders among the 10 student-of-color organizations housed at the Multicultural Student Center. In particular, the Multicultural Student Coalition (MCSC)—whose mission and purpose is to support multicultural student groups through services, technical assistance, and diversity education—will be a key collaborator, and their “Intercultural Dialogues” will be a “feeder” into the proposed training programs. Other student groups whose members have assisted in shaping the proposal and committed to continuing as collaborators include: MEChA, the Popular Education Collective, QPOC (Queer People of Color), and the Social Justice Track of the Student Leadership Program (CfLI). In addition, other student collaborators
include “majority identity” students formerly involved in diversity education organizations such as PREA (Promoting Racial and Ethnic Awareness) and Action Dialogues. Student leaders who have participated in planning to date have demonstrated a commitment to a) continue participating in the ongoing planning, structuring, and program development for the Institute, b) recruit more students to this process, and c) act as partners in the piloting and implementations of proposed programming.

**UW Alumn/iae.** Recent UW alum/iae have also both voiced their analysis of gaps and opportunities in social justice education and have reviewed and expressed support and excitement for this proposal. These alum/iae include students who were actively involved in student organizations and social justice advocacy, and who currently work as organizers, activists, and social justice professionals.

**LGBT Campus Center.** This key ODOS partnership has been instrumental in shaping this proposal. The LGBTCC and MSC are exploring potential for strengthening cross-identity social justice work and ally-ship among student-of-color and LGBTQ student groups, in addition to collaborating on social justice education programming. **Center for Leadership and Involvement (CILI).** MSC Social Justice and LGBTCC staff have identified ways to support CILI to create more viable and resilient social justice learning opportunities within the Student Leadership Program as opportunities to strengthen ally learning in the broader campus community, at the same time as improving access to student leadership experiences as proposed by CILI.

**Havens Center.** Patrick Barrett, Administrative Director of the Havens Center, has identified key areas in which the vision for this Institute and Havens Center’s purpose intersect, and will participate in ongoing development and support for the Institute. The Havens Center has also indicated an interest in co-sponsoring Social Justice programming and will collaborate in developing a Visiting Scholars series focusing on organizing and social justice practice (much like the Center has partnered with OMA! in developing the current Hip Hop Scholars series).

**Office of Equity and Diversity (Student SEED Program).** Student SEED is a signature diversity education program at UW and will track students into programming at the Institute.

**Housing Diversity Programs.** Student diversity leaders (D-Squad) are instrumental leaders reaching first-year students and will benefit from as well as contribute richly to the proposed training and programming. The professional and student staff will be important collaborators in ongoing planning and development.

Other anticipated key collaborators for this project will include: Morgridge Center for Public Service; academic departments, schools, and faculty (such as from the School of Human Ecology, School of Education, etc.); and the Office of Multicultural Arts Initiatives.
5. Include a detailed budget and budget narrative, identifying infrastructure need/cost, such as physical space and facilities, technology, other academic support services, etc.

Project timeline covered in proposal: December 1, 2009-June 30, 2011 (FY2010 and FY 2011)

Total requested during this budget period: $193,500

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**Personnel.** The budget request includes salary and benefits for the Social Justice Fellow at a rate of $45,000, including 40% fringe benefits. The anticipated hire date is Jan 2010, and so the budget includes six months of salary for FY 2010. The budget includes a line ($10,000) for student hourly wages for the Social Justice Training Collective. The Institute will train and select the first cohort by the end of Spring 2010, to begin work during FY2011. The budgeted amount is equivalent to 1000 work-hours at $10/hr wage during FY2011, which is equivalent to 25 workshops, including preparation and implementation.

**Programming expenses.** These budget categories include: Social Justice Fellow's program budget for expenses of programming, courses, materials and supplies, etc. (as specified in the founding documents for the MSC Fellow). Funds for guest facilitators, trainers, and speakers for the "Train-the-trainer" social justice course and co-curricular Freedom School. Materials and supplies specifically to support the training programs, including social justice training manuals and other resources to build the MSC's existing Social Justice Library. Professional development funds for the Social Justice Education Specialists

**Physical space and infrastructural needs.** Funds are allotted for the installation of cubicle space OR to contribute to renting off-campus office space in partnership with other ODOS programs. Technology needs include converting MSC conference room on the mezzanine of the Red Gym into a digitalized "smart classroom" equipped with projector, A/V equipment, and wiring to be a multimedia instructional space.
6. What are the anticipated learning outcomes as a result of this proposed initiative?

Learning outcomes for programs at proposed Institute for Social Justice and Transformative Leadership are drawn from UW-Madison Strategic Priorities and Initiatives* as well as Essential Learning Outcomes* that the Offices of the Dean of Students have adopted from the AACU (“Liberal Education and America’s Promise”), namely:

**Reinvigoration of the Wisconsin Idea.** Through involving students in active learning and civic engagement, UW social justice efforts will strengthen communication and partnership with local and statewide community groups, and incorporate best practices in both institutions of higher learning and community contexts nationwide.

**Enhancement of diversity to ensure excellence in education and research.** UW campus communities will learn practical lessons for operationalizing inclusive excellence and social justice.

**Personal and Social Responsibility.** The Institute will foster actionable outcomes—as well as build foundations and skills for life-long learning—for social justice and inclusive excellence for students and student organizations.

**Integrative Learning.** Students will build critical thinking and analysis tools through connecting theoretical foundations for social justice from across academic disciplines, community knowledge, and action-based learning.

**Specific Learning Outcomes of the Train the Trainer Programs**

*Purpose of the intervention: To build capacity among student social justice leaders for action-oriented inclusive excellence work and to create a cadre of student social justice facilitators*

1. **Capacity building.** Students will build capacity and on-ground skills to serve as active agents of social justice and inclusive excellence, and to help improve campus climate.

2. **Peer social justice leadership.** Through their work as social justice leaders—e.g. via the Social Justice Training Collective—participants will engage in on-ground practice and help expand among other students a broader identification with, understanding of, and capacity for social justice and inclusive excellence practices.

3. **Preparation for lifelong learning.** Graduating students will feel prepared to engage in their careers and communities as agents for social justice and inclusive excellence, and more students consider social justice principles and issues in their career choices.

**Specific Learning Outcomes of the Social Justice Scholars Program**

*Purpose of the intervention: To offer courses and programming that make social justice messages, tools, and models visible and accessible to a broad campus audience*

1. **Visibility.** Among all members of the campus community, there will be enhanced recognition of and identification with social justice and inclusive excellence as central to the Wisconsin Experience.

2. **Mentorship.** Students will be able to learn from innovative, effective, and concrete models for grounded social justice practice.

3. **Social justice skills, tools, and resources.** Students participating in intensive social justice training and service gain critical analysis skills and action tools, through integrated support and advising resources.

Finally, it is also our hope to develop clear directions for growth at UW regarding social justice and inclusive excellence. Possible expansion opportunities include the following: Establishing a community organizing and social justice certificate, becoming one of the very few institutions of higher education that offer such a curricular opportunity at the undergraduate level; Creation of a FIG that might include a small-group seminar with the Social Justice Fellow, the Train-the-Trainer course, and other related curricular opportunities.
Dear Ms. Voss,

Attached please find a letter from the 'Inter-Cultural Dialogue Course' steering committee, in support of the proposal for an Institute for Social Justice and Transformative Leadership (submitted to the MIU by Cynthia Lin). We thank you for consideration of our position.

On behalf of the ICD steering committee, Naama Nagar Graduate Student Project Assistant, Inter-Cultural Dialog Course, The Department of Sociology, The University of Wisconsin - Madison 8128 Sewell Social Science Building, 1180 Observatory Dr., Madison, WI 53706
Dear MIU review Committee Members,

As the steering committee for the Inter-Cultural Dialogue Course (Sociology 496) we strongly support the MSC’s proposal for an Institute for Social Justice and Transformative Leadership (submitted to the Madison Undergraduate Initiative by Cynthia Lin). While the institute will not replicate ICD’s work, we are certain that it will enhance and complement ICD’s mission of providing students with opportunities to learn about differences and inequalities in the USA, promoting campus diversity and bridging racial (and other) divides by fostering communication among students and developing their communication and leadership skills.

Several components in the Institute proposal are of particular benefit to ICD. ICD participants can increase their learning from the ‘Social Justice Scholars’ presence on campus, further connect with other campus initiatives, and channel their learned experience into action through the Action-Oriented Course on Student Movement and Organizing. ICD facilitators would have more opportunities to further develop their facilitation skills via the proposed ‘Freedom School’, and continue working with the ‘Training Collective’ after completing their ICD involvement.

The suggested Institute can serve as a much needed resource for students’ deliberation and collective action on campus, especially in light of the persistent need to strengthen the links between the various existing initiatives for minority students and majority students’ communities in UW-Madison.

Thank you for the consideration of this letter.

Sincerely,

ICD Steering Committee: Althea Miller, Shyla Gorham, Rebekah Blocker, Kerry McNellis.

Naama Nagar, ICD PA, the Sociology Department. Email: nnagar@ssc.wisc.edu
To whom it may concern,

I am writing in support of Cynthia Lin’s proposal for the Institute for Social Justice and Transformative Leadership. This proposal has been created out of the experiences of many individuals who have been deeply engaged in working for diversity at the UW. I believe this proposal provides the needed infrastructure and programming to build inclusive excellence on the UW Madison campus.

From 2004 to 2007 I worked with Action Dialogues, a student led collective of anti-racism and anti-oppression trainers who facilitated over 35 diversity workshops with different student groups, classes, house fellows, and staff on campus. I was also a part of the planning and facilitation of the Understanding Privilege retreat in 2007. As a white student, I believe that in order to truly build an inclusive campus climate, we must educate majority students to become allies to marginalized groups. We must provide the resources, education, and support they need build more allies, and challenge oppression in their spheres of influence. Time and time again I have heard students from marginalized groups express the need for allies to educate their peers. This is the way to creating true safe spaces for oppressed groups. I believe this proposal creates the infrastructure to do just that.

In my work with Action Dialogues and UP, one of the biggest needs I felt was that student leaders needed to be compensated financially or through credit in order to provide the resources needed for sustainable leadership. I strongly believe we need to empower students to do this work, since they are the most powerful agents in influencing and educating their peers.

The Student Movement Course, UW Freedom School, Social Justice Trainer Collective, and the ally training program hold enormous potential to empower students to lead their peers in building inclusive excellence. Institutionalizing these programs will ensure that students have the support they need in doing this work for their entire student career, and training those who come after them. I believe these programs are extremely needed and would be a huge step in creating social justice on our campus, and following the leadership of students in paving the way.

Sincerely,

Alison Brooks
Undergraduate Student
History Major
Re: Letters of support for Madison Initiative proposal

Hi Provost DeLuca and Dean Berquam,

I'm sorry that this comes well behind the 10/1 MIU deadline. I just permission from Magpie Martinez to forward this email for consideration as an expression of support from Housing Diversity Programs for the MSC proposal for an Institute for Social Justice and Transformative Leadership. Magpie had intended on writing a letter of support but had to go into crisis management mode last week. I hope this can still be considered in some way in the decision-making process!

Best,
Cynthia

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Cynthia Lin
Social Justice Education Specialist
Multicultural Student Center
University of Wisconsin-Madison
608-262-9669
cslin@odos.wisc.edu
Hi Cynthia
I am sorry that I did not get a letter out to you. I have been on call, and as you may have seen in the paper with the man passing away in Witte, so my time has been eaten up.

I apologize for this, and am very excited to see what your project could bring. I agree it could be an amazing collaboration.

Magpie

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Magpie Martinez
Director of Diversity Programs
Division of University Housing
UW Madison
608-265-5429
magpie.martinez@housing.wisc.edu

-----Original Message-----
From: Cynthia Lin [mailto:cslin@odos.wisc.edu]
Sent: Wednesday, September 30, 2009 5:48 PM
To: Martinez, Magpie; Eric W. Trekell; Alison Brooks; Monica Adams
Subject: Letters of support for Madison Initiative proposal

Hi to some of the folks who said they might still submit a letter of support for our social justice proposal!

I just heard that our proposal is being forwarding for submission tomorrow. They said if you just send me an email with your letter of support and contact info, that's fine (so no hand signature, no paper copy needed!). And I can forward it on. Hopefully that makes it easier...

Thanks! And I've attached the final proposal

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Cynthia Lin
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