Introduction

This Strategic Plan follows first the establishment of SJSU’s Center for Service-Learning in 2000, and the Center’s subsequent Strategic Plan 2007-2012. The development of what is now the Center for Community Learning & Leadership similarly follows the strategic plan of the University across these years, Vision2007 and Vision 2017. While built upon a solid history and viable trajectory, this Strategic Plan is perpetually a working document, an evolving product of internal and external stakeholders, that is, administrators, faculty, students, and community organizations; and is grounded in the fourteen years’ experience of the current director. Any strategic plan is subject to organization policies, processes, resources, as well as educational and social changes, as has been brought on by such forces as technology, High Impact Educational Practices, and social innovation.

San Jose State University’s Vision 2017 speaks to the goals of “Unbounded Learning” and “Helping and Caring.” The goals of the Center for Community Learning & Leadership (CCLL) demonstrate this vision. Vision 2017 goals of “Spartan Pride” and “21st Century Spaces” seemingly reflect a metropolitan university in the heart of Silicon Valley, proud of its role and contributions in “powering” a region wherein most of her students and graduates reside and work, and who serve and strengthen this very community with a sense of its place in a global society. The Academic Plan 2017 furthers defines SJSU’s goals as “Educating and Innovating in Silicon Valley for a Better World: Achieving Distinction in Learning, Scholarship and Engagement.”

History

The now Center for Community Learning & Leadership (CCLL) was conceived in 2000 and commenced a budding national and state initiative to integrate “community service-learning” pedagogy into the curricula. Through educational workshops and supported by faculty mini-grants, a small cadre of faculty stepped up to formally integrate a “service-learning” component into their course(s). Concomitantly, community organization partnerships were established. Best practices and risk management were promoted. A “Service-Learning & Community Engagement (SL/CE) Annual Awards” ceremony was initiated, and in 2003 the Fall “Community Connections Fair” commenced, equally an annual event.

A VISTA (Volunteers in Service to America) grant enabled the Center to manage Project SHINE (Students Helping in the Naturalization of Elders). In 2003, an AmeriCorps Bridging Borders (tutoring program) commenced a nine year run. The Center birthed a student-run Cesar Chavez Community Action program which spun-off to Associated Students.
Circa 2005, CCLL initiated with Student Health and the Cesar Chavez Center an Alternative Spring Break program which later was assumed solely by Cesar Chavez. From 2007 thru 2009, CCLL played a major role in a campus-wide SJSU Day of Service. The logistics of both programs challenged their sustainability.

A most significant happening took place in 2005 when CCLL participated actively in the creation of CommUniverCity-San José, a coalition of an eastside neighborhood and the community organizations serving there, the University, and the City of San Jose. CommUniverCity (CUC) has become the limelight SL/CE program of SJSU to which CCLL is strongly allied; some thirty-plus faculty direct projects under the auspices of CUC each year. Similarly in 2005 the CCLL now director became an instructor and course coordinator of the cross-listed “157” Community Action & Service course. CCLL continues to oversee this course and its rotating instructors and various community partners. The course has now grown to four sections, one a STEM-SL focused class.

In the ensuing three years, given a (CSU) broader perspective of community engagement, the Center changed its name to CCLL, created a Strategic Plan, achieved the President’s Honor Roll for service to community, and attained the Carnegie Foundation’s Classification of “Community Engagement” as a distinction of our University.

Circa 2007, CCLL brought together the leading SL/CE entities on campus and established the “Community Engagement Collaborative” comprised of CCLL, CUC, Cesar Chavez, Career Center, Sociology Community Change, and Student Affairs select programs. Leadership and direction provided by University Advancement constructed a design for a collective, comprehensive Center for Community Engagement, pending a major endowment, which design document is still an aspiration of the CE Collaborative.

Circa 2009, CCLL became a one of only five university partners in AmeriCorps Bay Area JusticeCorps program serving the Superior Courts. Project SHINE continues strong, managed by interns of Health Science. CCLL’s now director joined with the program manager of Neighborhood Housing Services and created what is now the Silicon Valley-Neighborhood Development Training Conference for community members. Having directly supported an Ashoka Changemaker Campus Social Entrepreneur in Residence, CCLL later became a co-organizer of the county-wide Social Innovation Leadership Forum. Because of SL/CE opportunities stemming from the SJSU Sustainability Board, the CCLL director is now a key player in campus Sustainability activities. A part-time faculty co-director incorporated a SAVE project (Students Against Violence Everywhere) for over three years, and has now moved onto a VET program (Veterans Embracing Transition) which runs out of the CCLL office. CommUniverCity also is directed out of the CCLL office. 2012 was the sunset of the AmeriCorps program.

In response to EO1064, the CCLL director has chaired an internship committee for the past two-plus years. The committee has drafted a policy & procedure advancing to the Faculty Senate. This endeavor overlaps with risk management contracting of community organizations as
partners, and the implementation of “SJS4,” the CalStateS4 database “Supporting Students and Service Sites.” Working with several campus offices, the integration of these “off-campus activities” is a daunting effort on levels of technology, training, implementation and community involvement.

With the nationally recognized success of SJSU’s mobilization of the San Jose community to raise the minimum wage, CCLL has now partnered with the Santa Clara County Creeks Coalition to “Restore Coyote Creek” – a long-term, cross-disciplinary undertaking involving not only the ecological restoration of riparian habitat, but the relocation of several hundreds of homeless persons living in encampments. CCLL is ever on the lookout to bring meaningful community learning opportunities to faculty and students.

The personnel history is as follows, commencing in 2000. Debra David, Ph.D., Gerontology, established the Center for Service Learning with support of a CSU model “Strategic Action Team” and a PT administrative assistant. In 2001, a Community Partnership & Program Coordinator was hired; the next year Michael Fallon, MA, Education, assumed this position. By 2005, the Strategic Action Team had fulfilled its purpose and disbanded. The Center looked for support by the formation of a “Community Engagement Collaborative” (aforementioned). The administrative assistant was replaced with a student assistant. In 2006, Debra David became an Associate Dean and Michael Fallon became Associate Director. In 2008, Debra retired; Elena Klaw, Ph.D. Psychology, became Director on .4 release time, largely responsible for the AmeriCorps program and her own SAVE project. From 2010-2013 Elena and Michael served as co-directors. Upon the sunset of AmeriCorps, Peggy Arana switched from AC Program Manager to .5 Administrative Support Coordinator in March 2012; effective 2014, Peggy also serves .5 with CommUniverCity. Elena retired as co-director after 2013; Michael Fallon is now director. CCLL has retained a Federal Work Study student assistant even after Peggy became its admin.

Vision

Citing the Academic Plan 2017, SJSU and CCLL envision a vibrant, diverse, welcoming and inclusive educational institution focused on academic excellence, social responsibility and mutual respect...leveraging the opportunities of Silicon Valley to promote transformational and sustainable change to strengthen student and faculty success. We will integrate liberal and professional education with theoretical and applied knowledge. Through our graduates, faculty and staff, SJSU will be a crucial resource and vital partner in building a better world for the region, state, nation and beyond.

Foundational Beliefs

The California State University has infused the vision and mission of its service-learning centers with certain beliefs and premises:
- A holistic education incorporates high impact educational practices, notably, service-learning and community engagement, which foster student academic success, personal and career development, and social responsibility.
- Needs exist throughout our region, nation and world which faculty and students should address in a real world curricula and through collaborations that build social capital.
- Strong partnerships with organizations are essential to high-quality engagement wherein faculty and organization staff become co-educators in optimizing the learning experience while producing mutually reciprocal benefits.
- The student service-learning experience is enhanced through best practices of faculty and staff which integrate communication, relevancy, reflection, and evaluation.

Values

Values are the basis for Vision and Mission. These values are inherent in those persons, yea, educators who advocate for service-learning and community/civic engagement and beyond.

- Student centered opportunities, projects, programs and experiences that inculcate learning and advance personal and professional development.
- Fostering a team approach, practicing teamwork, building relationships and collaboration, furthering communication, networking, generating social capital.
- Engendering quality partnerships with organizations and community members that are mutually and reciprocally beneficial.
- Learning responsiveness, flexibility, dealing with ambiguity; yet being proactive, advocating for just causes; balancing autonomy, freedom, innovation with uniformity and the common good.
- Respecting democracy and practicing active citizenship in a diverse and global society, reflected in the microcosm of San Francisco Bay region.

Definitions

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich learning experiences, teach civic responsibility and strengthen communities. Source: California State University, 2010

“Civic Engagement is working to make a difference in the civic life of our communities and developing the knowledge, skills, values and motivation to make that difference; promoting the quality of life in a community through political and non-political processes. . .” Source: Educating Citizens ~ Preparing America’s Undergraduates for Lives of Moral and Civic Responsibility by Colby, Ehrlich, Beaumont, Stephen, 2003

Community-Based Learning and Service-Learning are field based “experiential learning” instructional strategies that are a required part of a course, providing students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze
and solve problems in the community. Through these instructional strategies, students have the opportunity to both apply what they are learning in real-world settings and reflect on their service experiences. Source: High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, by George D. Kuh (Washington, DC: AAC&U, 2008)

Mission

The SJSU Center for Community Learning & Leadership promotes community-learning for the holistic development of persons, organizations, and community, and to foster the common good.

To this end, the mission is fourfold:

▪ Promote and facilitate community learning across campus and community and assure an integrated support network. (ref. Goals 1, 2, 5)
▪ Advise and enable faculty and students to engage in the continuum of service appropriate to their discipline, purpose and development. (ref. Goal 3)
▪ Represent SJSU as metropolitan university building and strengthening the community in a diverse urban environment. (ref. Goal 4)
▪ Instill within all participants an ethic of social responsibility and inspire leaders in social justice. (ref. Goal 1, 2, 3, 4, 5)

Goals

Over the next five years, SJSU’s Center for Community Learning & Leadership will strive to achieve the following goals. Overlap and intertwining of goals is expected, relative to the broad mission of CCLL. While delineated as actions, the measure of outcomes will be determined by the degree of accomplishment. Definitive timelines are few, rather CCLL should always “watch the timing” for action that are most timely. This plan is comprehensive for the sake of a succeeding director (and staff); further, CCLL intentionally believes in the broad appeal of community learning for the common good. Of greatest value beyond the success of these goals are the meaningful relationships and collaborations of persons in good faith.

GOAL 1: Create an institutional infrastructure dedicated to supporting collaborative relationships among faculty, community partners, students and staff in the arena of community learning. (OFFICE OPERATIONS)

➢ Continue sound management of all aspects of office operations from personnel to programs to budget.
➢ Continue to support the programs and/or office presence of Project SHINE, JusticeCorps, CommUniverCity, and other potential service programs, namely, Restore Coyote Creek, Social Impact Interns, and The (Veterans) Mission Continues.
Maximize the output of staff members individually and as a team inclusive of work study students and potential interns; reassess the division of labor and addition of interns.
  o Consider holding monthly meetings of staff.
Continue to keep abreast of CSU-Community Engagement directives; and, by comparison, to familiarize with other leading CSU university SL/CE centers/programs.
Seek out a larger facility for a comprehensive Community Engagement Center bringing the leading engagement entities under one roof for one stop services.
Argue for increased staffing, especially if a larger center:
  o Foremost, a staff member dedicated to realizing the full potential of SJS4.
  o A faculty member on release time who would mentor other faculty on SL/CE.
  o A Community Partner & Program Coordinator as distinct from Administrative Director.
Commence arrangements for a new director to assure smooth transition of leadership.
  o Orient the new, incoming (Fall) AVP of Graduate & Undergraduate Programs.
  o Announce CCLL staffing needs in Fall 2015; commence search in Spring 2016; mentor the new director over Summer.
Communicate, collaborate with University Advancement for needed funding.
  o Share this Strategic Plan with UA.
Specifically seek (SSETF) funding to compensate the volunteer program managers in their leadership of the extensive Project SHINE.

GOAL 2: Foster campus-wide awareness of and institutional commitment to community learning and leadership. (CAMPUS-WIDE CONSCIOUSNESS)

Continue events central to campus-wide awareness: the September Community Connection Fair, the April Provost’s Awards for SL/CE; support CommUniverCity events, especially the year-end Showcase.
  o Weigh adding a Community Connection Fair or similar event in February, coordinated with Career Center (employment fairs).
  o Acknowledge more faculty in Awards, esp. SJS4 faculty pilots.
Collaborate, communicate regularly with the Center for Faculty Development (CFD) in faculty announcements that emphasize High Impact Educational Practices and CCLL services.
Better utilize multiple (online) mediums (websites, social media) to better market both CCLL as an academic Center for HIP pedagogy; and the Community Engagement Collaborative website as a source for as broader forms of social action, inclusive of national and global programs.
Solicit support of the Spartan Daily, Media Relations, SJSU website(s) to further broadcast community engagement.
Remain a clearinghouse for broad community engagement information and opportunities: assure that the breadth of community learning programs has cross-discipline appeal.
Promote expanded involvement in service/community by student clubs and organizations.

Continue to exhibit a visible presence and influence at campus and community key events such as the Silicon Valley Neighborhood Development Training Conference, Social Innovation Leadership Forum, Sustainability Week, Restore Coyote Creek Summit.

Strengthen the collective benefit of the Community Engagement Collaborative, including Student Affairs, by meeting quarterly to renew greater focus, promotion, and opportunities for student leadership development.

GOAL 3: Facilitate, sustain, increase academic department and faculty involvement and leadership in community-learning. (FACULTY RELATIONSHIPS)

Continue support for the 157SL Community Action and Service course with rotating faculty and new subject matter.

- As the STEM Service-Learning section was added, explore a fifth section focused on “environmental communication” to partner with Restore Coyote Creek.

Continue to strengthen relationships with those academic departments and programs most inclined to High Impact Practices:

- Anthropology Organization Studies Major; Environmental Studies; Justice Studies Human Rights Minor; Mexican-American Studies; Sociology/Interdisciplinary Social Sciences (SISS) Community Change concentration; SISS movement to “applied” graduate studies.

Continue outreach and facilitation for STEM Service-Learning.

- Sustain, facilitate STEM SL from College of Science, Jay Pinson STEM Education Center; reach out (again) to the College of Engineering; attempt (again) to involve Mathematics.
- Re-apply for STEM SL VISTAs (Volunteers in Service to America) for as long as possible.
- Seek support for the security of the Jay Pinson STEM Education Center Director as she has become a successful lead for STEM SL and grants.

Continue to serve as Principal Investigator coordinating the W.M.Keck STEM SL Research Study.

Approach (again) the English Department for partnership with Reading Partners and the CommUniverCity Pen Pal Project.

Equally promote SL/CE projects within CommUniverCity as this may attract certain faculty.

Continue to collaborate with the Center for Faculty Development on promotion, orientations, trainings on CE scholarship and High Impact Educational Practices.

- Send “Welcome Letters” to key departments to remind their faculty of CCLL services.
- Continue orientations to new tenure-track faculty and new lecturers.
Foster a “community” of SL/CE faculty via formal and informal networking and recognition, and via the SJS4 database if possible.

- Encourage and foster more interest in community-based research, especially in Methods courses.
- Advance the development of faculty, moreover, students -- from (simple) Service-Learning into (complex) Community/Civic Engagement into Internships and Career Formations, and as appropriate, into Social Entrepreneurship.

- Beyond sustaining an institutional structure for SL/CE/INT, work to decentralize ownership and responsibility to individual Colleges and Departments to maximize proliferation of HIPs.
- Attend as appropriate key College and Department events.

GOAL 4: Develop dynamic community partnerships that garner collaboration in identifying and addressing community needs and social issues. (COMMUNITY PARTNERSHIPS)

- Strengthen and deepen existing partnerships; take and create opportunities to communicate and bond and evaluate.
  - Establish and/or strengthen relationships at get-togethers as Community Connections Fair, Provost’s Awards, August Faculty & Community Get Together.
- Beyond promoting community organization needs and seeking out appropriate faculty and course partnership; help partners create internal internships that go beyond SL/CE.
- Broker new partnerships relative to current community issues.
  - Raising the minimum wage, addressing and ameliorating homelessness, working on various aspects of Sustainability, restoring Coyote Creek, addressing the Drought, growing community gardens.
- Attend community and organization meetings/events as appropriate to learn of their needs and opportunities and follow up with SJSU resources where possible.
  - Promote their seasonal causes to the greater campus, e.g., Back to School, Holiday Drives, Food & Clothing Drives.
- Continue to select selectively serve on organization Advisory Boards and selectively contribute (personally) to their funding drives and causes, e.g., Silicon Valley’s Giving Tuesday (every December).
- Represent SJSU and Higher Education in community/countywide issues.
  - CommUniverCity-San Jose, Catholic Charities STEP UP Campaign to Cut Poverty, County’s Community Plan to End Homelessness, Franklin-McKinley Children’s Initiative.

GOAL 5: Collect the data as reasonably necessary to measure and assess the outcomes and impact of community learning. (DATA COLLECTION & ASSESSMENT)

- Continue to work for the identification and designation of SL courses and Internships.
- Implement the SJS4 database “Supporting Students and Service Sites.”
- Make the case to faculty, educate campus broadly; orient, train faculty on SJS4.
- As SJS4 allows, educate, orient, train community organizations in its use.
- Secure a dedicated staff member who can manage SJS4 and maximize benefits it offers.
  - Integrate Risk Management with SJS4: incorporate the Learning Plan & Participation Guidelines, the University-Agency Agreement, Civic Engagement and Integrated Learning Rubrics; meet all reporting requirements of SL/CE/Internships.
  - Integrate tracking, posting, accessing partner agreements with Contracts & Purchasing Services.
- Continue as Principal Investigator on the CSU’s W.M. Keck STEM Service-Learning Research Study which activities and impacts are coordinated via SJS4.
  - Recruit SL faculty course participants each semester and control groups.
- Assist administration in determining the efficiency of decentralizing SJS4-related processes such that Academic Departments secure new University-Organization Agreements as needed or as renewed; as well as establish common expectations for the employment of SJS4.