

Educate for Engagement and Innovation (EEI)

Goal: Be a university of choice where students are prepared to pursue their career goals and contribute to civic life.

Desired outcomes:

1. SJSU students are engaged outside the classroom through activities, events, and organizations that support academic, social and career goals.
2. SJSU students benefit from advising and career development to achieve evolving academic and career goals.
3. SJSU students continually develop/learn skills to be career ready at graduation and throughout their lives: leadership, working with diverse teams, and communication.
4. Students engage in intellectual pursuits that broaden perspectives.
5. All SJSU students participate in experiential learning through a global experience, an internship, service-learning project, or a RSCA experience.

The following narrative describes the processes and results of our discussions to create our recommended goal, desired outcomes, strategies, and metrics.

We started with the question: what are the elements of the teaching and learning environment here at SJSU?

In our meetings we wrestled with

- How our initial ideas overlapped with one another and with those of other task forces. Many of our original outcomes were actually more like strategies.
- We also discussed how teaching and RSCA fit into EEI, which was initially very heavily focused on advising. It is invoked in any strategy that pertains to co-curricular activities and preparation for the workforce. We had to define exactly what curricular and co-curricular mean, versus extra-curricular. Curricular refers to classes and requirements for graduation, whereas co-curricular refers to other activities that are not necessarily required for graduation, but that help students transition to the workforce: these include research projects with faculty, service learning, community engagement projects, internships, campus resources such as the Career Center, student clubs. Extracurricular activities fall under the realm of campus life.

We initially came up with

- A long list of “to-do’s” as opposed to goals.
- We then created six goals that were mainly focused on advising.

After reading the feedback from the campus

- We folded our “empowered to engage with their community” desired outcome into a desired outcome about lifelong skills. We made advising a strategy rather than an outcome; we emphasize teaching and supporting educators at all levels. We also include research, scholarship and creative activity into our task force, because it is a curricular or co-curricular high impact practice for students.

For the May 7, 2018 draft

- We reorganized our six initial strategies into three main outcomes, one of which centered on advising, and the other two focusing on engaging with the community and transitioning to the workforce.

During the summer and fall of 2018

- We collaborated with Vice President for Student Services Patrick Day to revise our recommendations.
- Former Interim Vice President for Student Services Sharon Willey continued to serve on the EEI task force.
- We also edited the list of possible strategies and metrics.

Final recommended EEI desired outcomes (as listed above in the box)

1. SJSU students are engaged outside the classroom through activities, events, and organizations that support academic, social and career goals.
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3. SJSU students continually develop/learn skills to be career ready at graduation and throughout their lives: leadership, working with diverse teams, and communication.
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Final recommended EEI strategies [general set not connected to specific desired outcomes]

- SJSU will foster excellence and innovation in teaching by
 - Recruiting tenure-line faculty and lecturers who are committed to quality, innovative teaching, and who provide a diverse range of perspectives.
 - Supporting all instructional faculty and staff (including tutors, teaching assistants, lecturers, and tenure-line faculty) to continue to develop professionally in their roles
 - Aligning faculty success more closely with student success.
- SJSU will foster excellence and innovation in advising by
 - Recruiting and training academic advisers who help students progress along their pathway to graduation.

- Providing online and in-person advising for students that gives them confidence in their academic success, awareness of their pathway toward graduation, and the ability to launch their career.
- Ensuring all students connect with their home department during orientation and know who to obtain advising from.
- Creating effective, targeted advising services for students in need of enhanced academic and career support.
- Requiring students to see an advisor at 30/60/90 unit milestones for academic and career planning.
- Tracking all advising milestones in a single, enterprise database. Install that database if it doesn't exist.
- Using language background data to develop a program to support multilingual students through appropriate advising at the university level.
- Transitioning all advisors to the EAB-Student Success Collaborative. All advisors will be required to use EAB to track advising notes and advising campaigns.
- Developing and implementing a mandatory developmental and effective advising training curriculum focused developing cultural sensitive academic advisors, and implementing consistent developmental and effective advising.
- Hiring data/ technology specialists to track student academic success and engagement and to keep the technology tools up to date.
- Investing resources to increase staff advisors on campus and to ensure faculty advisors are adequately compensated. Create consistent staff descriptions across all colleges with tiered levels of promotion (higher level roles for things like "transition advisor", "graduation specialist"). Create a consistent job description for faculty advisors across all colleges and departments, set caseload with 0.2 assigned time that is paid at the university level and comes with requirement of training and assessment. Hire advisor leadership to provide oversight and training to ensure all advisors are providing the same high quality services and advising campaigns.
- Upgrading and expanding physical space devoted to advising on campus. All of the success centers are at capacity from a space standpoint. Short and long term solutions on facilities need to be addressed.
- Expanding advising technology support: An additional staff person is needed in Graduate and Undergraduate programs to ensure the technology tools stay closely accurate to curriculum and curriculum changes. The technology support in ITS also must be expanded in order to adequately support the increased users (both students and faculty) of the advising tools.
- Hiring staff for enrollment services, improving technology, and making changes to business processes to facilitate timely transfer credit and graduation application evaluations.
- All students will participate in high impact practices.
 - Improve promotion of co-curricular activities. Create incentives for co-curricular activities; target student groups in related majors; share benefits of co-curricular activities broadly to students through a variety of communications vehicles and at advising events.
 - Create co-curricular programs that enable the accumulation and certification of transferable skills and integrative learning.
 - Launch a co-curricular transcript to document student engagement in co-curricular activities and programs.

- Increase the number of service learning students by 50% with an emphasis on the first year experience and 10% of service experiences categorized as high intensity.
- Add forty additional faculty members across all seven colleges offering service learning experiences in their courses, an average of 8 per year.
- Incentivize faculty offering service learning courses. Obtain financial support for structured release time for faculty to develop and implement curriculum and partnerships necessary to create service learning experiences for students within classes they currently teach or are proposing. Increase formalized department and college level support for faculty practitioners (e.g., integrating service learning (SL) into departmental guidelines for RTP, faculty hiring criteria, lecturer evaluation, and program planning).
- Create an institutional pipeline for careers in public service and civic engagement for 250 students in for-credit classes (e.g., specific leadership focused classes and minors, guest lectures, shadowing, tips on application process, tighter connections to internships, re-engaging the Career Center in collaboration, 4-6 week program).
- Create partnerships with five regional higher education institutions and five nearby companies to partner on curricular and co-curricular community projects and/or expand place-based community capacity building initiatives. Successful implementation of these programs will foster recruitment of future SJSU students and create mentorship opportunities for current students.
- Include departmental reporting of community learning in periodic program reviews as required by accreditation boards or SJSU, approximately every five to six years.
- Revitalize the Minor in Community Service Learning and create recognition upon graduation in a special ceremony that includes distribution of unique honor cords.
- Provide all SJSU students the opportunity to take a course within their college that enables them to engage in community learning as a component of their academic curriculum (i.e., multiple SL courses in every College readily accessible to majors).
- Create an on campus hub designed as a collaborative hub in high traffic area to provide interested constituents centralized support to navigate the many ways they can get involved in making a difference through community engaged work. Obtain a base budget for programmatic operations and add five professional full-time staff to support faculty and SJSU student learners, develop and maintain high quality community partnerships, develop marketing and communications, supervise part-time student staff, and further assessment.
- All students will acquire the knowledge and skillsets of their major, and the lifelong skills of oral and written communication, teamwork, leadership, problem solving, and critical thinking.
 - Increase opportunities for students to be mentored by faculty in their RSCA activities.
 - Increase attendance at general job fair.
 - Engage alumni by requesting feedback and inviting to participate in campus events.
 - Build and leverage professional mentor networks to help students learn the essentials of professional success; foster professional development mentoring best practices through mentor training.
 - Develop a campus-wide employer engagement strategy to cultivate and promote internship opportunities across all colleges.
 - Increase number of students completing mentorships, internships, experiential learning, and/or RSCA before graduating.
 - Providing more motivational and professional development talks to inspire students. Advertise the events through multiple platforms and campus wide to increase attendance.

- Require FYE and Transfer courses/experiences based on “Design Your Life” curriculum to cover career assessment, exploration and planning as well as personal branding.
- Implement campus-wide career-readiness curriculum and passport (delivery) program based on NACE career-readiness competencies and SJSU’s career prototyping model (explore, experience, launch). Enable select passport modules to be completed within classrooms and through participation in career education and/or recruiting events.
- Implement enterprise-wide, digital career learning environment to scale passport program and other career education.
- Put career center in a visible location to increase student passive traffic. Build and staff experiential learning hub and student employment office to create entry point for students to start their journey to build career experience.
- Build partnerships to focus on massively scaling and promoting (via SJSU Handshake) experiential opportunities for students. Partners/elements to include: Student Affairs (especially Student Involvement and student orgs., Associated Students) CCLL, CommUniverCity, on-campus employers, part-time employers, internship/leadership conference, centralized student employment listing/office/practices, coordination across academic internship coordinators, study abroad, etc.
- Implement scalable career-readiness mentoring program (digitally enabled) in cooperation with Alumni Association and employer partners. Collaborate with faculty mentoring program to select a campus-wide mentoring app standard to reduce cognitive load on students and create seamless experience.
- Build campus-wide corporate relationship management strategy involving Advancement, Career Center, Alumni Assn., and college administration to expand student access to employers and grow philanthropic giving through clearer role definitions and cross-referrals.
- Develop Diversity, Inclusion, and Belonging (DIBs™) Program to make SJSU a prime destination for organizations to recruit diverse talent, which is a key incentive for employers to invest in our campus. Partnership to include: Career Center, Student Affairs Success Centers (Latinx/Chicanx, etc.), EOP, CoB GoAL Program, etc. Combine employer-funded talent development (via career-readiness passport, plus targeted identity formation and role salience activities) with premium diverse-talent recruiting channels.
- Develop sustainable funding for career closet (professional clothing), job shadows, and internship scholarships for diverse talent.
- Increase participation in at least two *curricular High Impact Practices* focused on oral and written communication, team-building and other soft-skills, including collaborative Research, Scholarship, and Creative Activities with faculty mentors.
- Provide professional development for faculty to teach writing, presentation skills and other critical skills.
- Connect to co-curricular activities so students integrate across experiences.
- Engage Writing Across the Curriculum program to support faculty professional development for teaching writing.
- Encourage participation and leadership in student organizations and communicate how this can contribute to future career success.
- Provide team-based problem solving and critical thinking learning experiences within the curriculum across the university.

Final recommended EEI metrics [general set not specifically connected to outcomes]

- Decrease achievement gaps in graduation rates.
- Improve pass rates in key bottleneck courses and decrease achievement gaps in those courses.
- Continue to increase tenure density among faculty ranks.
- Within the limits of the CBA, recruit and retain more highly-qualified non-tenure-line faculty by increasing number of courses individuals teach.
- Increase adviser/student ratio by factor of 2.
- Increase physical space for advising by factor of 2 (split among department, college and university resources).
- Increase fraction of students attending extra-curricular events.
- Increase fraction of students who are activity participating in community service and outreach.
- Increase fraction of students involved in RSCA with faculty.
- Increase fraction of faculty involved in RSCA by distributing resources based on number of students served by the faculty member.
- Increase fraction of graduates who report that curricular and co-curricular activities directly supported their transition to the workforce and/or helped them obtain their first job.