

**Strategic Task Force
End of Year Progress Report (May 2014)**

Task Force Name: Stewards of Place

Charge: Determine a baseline of participation in programs linking degree, career and community.

Committee Members: José L. Cruz (Chair), Berenecea Johnson-Eanes, Greg Saks, Stephen Stambough, Eliza Noh, Vince Buck, Dawn Macy, Jim Case, Alyssa Jensen (student), Theresa Harvey (Fullerton Chamber)

Meeting Dates: 10/11/2013, 11/14/2013, 12/5/2013, 12/19/2013, 1/7/2014, 1/28/2014, 3/5/2014, 3/20/2014, 4/10/2014, 4/22/2014, 5/16/2014

Summary of Work Performed: The Task Force met on 11 occasions during the 2013-14 academic year (see meeting minutes). In its first meeting, the Task Force agreed that in addition to determining a baseline of participation in programs linking degree, career and community, it would examine the institution's "stewardship of place" efforts. As part of its deliberations, the Task Force reviewed internal and external documents and reports (see references), consulted with various campus constituents, and discussed best practices in community engagement with leaders of San José State University's ComUniversity and San Francisco State University's Institute for Civic and Community Engagement. The Task Force also contributed to and benefited from the University's concerted effort to develop a strong re-classification application for the Carnegie Community Engagement Classification.

Recommendations:

1. Develop a "vision-strategy" document to allow the campus community to articulate a vision for its stewardship of place efforts and how these efforts should be organized and supported for maximum impact. The document should align with the core mission of the University (explicitly recognize that learning is preeminent and that the application of knowledge is key) and help further its strategic goals and objectives by leveraging our diverse internal and external community. The development of this vision-strategy should be modeled after the focus group-driven Libraries of the Future (LOFT) effort. One of the major outcomes of this process will be a University-wide definition of community engagement that will help clarify how our existing efforts (CICE, Volunteer Service Center, Career Center, and HIPs) can best be leveraged on behalf of our stewardship of place.
2. Create an inventory of existing community engagement activities, partnerships, on- and off-campus stakeholder involvement, and footprint map in order to determine a baseline of activities and stakeholders and identify gaps where students, faculty and staff can be mobilized to engage underserved communities. Mine the Academic Affairs Annual Report (AAAR) database to identify community engagement efforts at the department, center and institute level. Review the AAAR questions to ensure that we can capture information that would feed into our Carnegie Classification application.
3. Establish a cross-divisional group (i.e., CICE, Academic Programs, Career Services) to advise the HIPs Task Force's efforts to establish a baseline of student participation in programs linking degree, career and community.

4. Establish a University-wide committee to monitor and strengthen our University's efforts to strengthen its stewardship of place and to guide the development of future Carnegie Community Engagement applications (similar to WASC Steering Committee). The committee will develop an ongoing plan to address gaps identified in the 2014 Carnegie Classification application.
5. Consider the possibility of investing in infrastructure, similar to SJSU/SFSU, to visibly and intentionally support the University's stewardship of place efforts. Consider having a presence in the City of Fullerton (e.g., Hunt Branch Library). Explore possibility of making campus resources (conference rooms, athletic venues, etc.) available to the community during times of low-utilization (e.g., Fridays.) Consider establishing an annual CSUF Community Service Day for faculty, staff and students.
6. Consult our diverse stakeholders, such as students and external community (community colleges, school districts, community-based organizations, city managers, and the private sector in Orange County), for their vision of Stewards of Place via focus groups and/or surveys. Work with cultural groups in our region to import cultural performances to our facilities and work to make our events more attractive to a more diverse population.
7. Conduct outreach to on- and off-campus stakeholders for participation in existing and future engagement activities and partnerships through developing and implementing a strategic internal and external communication plan. Consider multi-language signage on campus and diversifying the media outlets in our marketing plan (e.g., La Opinión and Korean Daily.)
8. Identify existing and new resources to support engagement activities such as existing courses, centers, and institutes; OLLI; a PRBC strategic investment plan; internal grant program; government grants; and UPS revision to incentivize participation.
9. Develop University-wide assessment rubrics (sample instruments) for: community partnerships; learning outcomes tied to course learning goals for community engagement activities; and the impact of community engagement participation on students, faculty, university, and community.
10. Using the University-wide definition of community engagement, incorporate specific language in DPS documents that clarify how/when/if CE will be considered as a form of teaching, scholarship, and/or service; using DPS documents, clarify how CE will be rewarded as a form of teaching, scholarship, and/or service; provide reviewers of personnel portfolios with training on how to assess CE as a form of teaching, scholarship, and/or service.
11. If CE is not explicitly defined in DPS documents and procedures as a criterion for RTP, faculty participation in these practices will rely on the incentives and support we can offer them; when perpetual or actual barriers to faculty use of CE practices exist, consider ways to alleviate or remove them (e.g., a minimum of one semester lead time in teaching assignments for service-learning courses so that faculty can develop the syllabus and partnerships, or reconsideration in RTP of faculty roles in CE activities—such as coordinating academic internships—which diverts attention from scholarly or service activities that are more favorably considered); baseline funding for service-learning courses so they are reliable for students and faculty.

12. Support the efforts of recently formed task force to engage the campus more purposefully on College Town project. Ensure that the composition of the task force reflects the diversity of our campus and community.
13. Develop a “virtual front door” for the University that will encourage the local community to participate in our events. As part of this effort, consider ways to facilitate and demystify parking and explore possibility of allocating free tickets for on-campus events to local residents and alumni. Also, facilitate the process of identifying University experts that can be tapped by the community.

Conclusions:

- Place—physical and temporal—is a precious resource that needs to be leveraged on behalf of the communities that define it. A strong sense of place enables universities to nurture civic engagement, support the generation and application of knowledge, fuel local economic development, and construct frictionless educational pathways for the students in their communities. Therefore, Cal State Fullerton should continue to build on current efforts and aim to be a model steward of place.
- Due to data infrastructure limitations, the University’s baseline of participation in programs linking degree, career and community is best expressed in our 2014 Carnegie Community Engagement Classification application.
- Community engagement is a part of our institution’s core identity, informs our strategic direction, and drives our policies and practices. We recognize that our local community represents an important living lab for the generation and application of knowledge and leverage this reality with various community partnerships, including The Grand Central Arts Center, the Cooper Center, and WINCART.
- We are a regional university with a global outlook that engages locally with its global community as one mechanism to enhance the quality of our academic programs. For example, in collaboration with the Vietnamese community in Orange County, CSUF is launching one of the nation’s first Vietnamese bachelor of arts degree program in the fall of 2014. The program will better prepare students to engage the Vietnamese community on an educational, cultural, and entrepreneurial basis both locally and internationally.
- We are committed to nurturing civic engagement. Students in the American Democracy Project explore social and political problems and develop policy solutions. The Cal State DC Internship program places juniors, seniors, and graduate students from all majors and CSU campuses in internships in and around Washington. Other programs, such as Urban Agriculture Community-based Research Experience (U-ACRE), engage students and community partners in important societal issues—in this case, healthy and sustainable nutrition and agriculture policies and practices to address obesity and diabetes.
- We are committed to constructing frictionless educational pathways for the children in our community as part of a broader effort to increase degree completion rates, reduce time to degree and narrow achievement gaps among traditionally underserved students, including

those in South County. For example, in partnership with the Santa Ana College and the Santa Ana Unified School District, we established the ¡Adelante! Initiative to provide Latino students with an explicit pathway from middle school through college. The Strengthening Transfer Education & Matriculation in STEM program, on the other hand, provides community college students with specialized advising and research opportunities that prepare them for transfer into four-year science, technology, engineering, and math degree programs. Other programs include Guardian Scholars, Jumpstart, Compass and Project MISS.

- We are very proud of its contributions to the public good. Indeed, *The Washington Monthly* recently ranked Cal State Fullerton first in California and fourth in the nation in terms of educational value and 22nd in the nation in terms of the University's contribution to the public good. Through our curricular and co-curricular offerings, we award nearly 9,000 degrees every year—more than half of our graduates are first among their family to earn a college degree. From an economic perspective, CSUF is Orange County's 10th largest employer, and for every \$1 invested by the state, it returns \$5.15 to the state economy. Furthermore, according to the Center for Internships & Community Engagement's 2013 Community Engagement Report, Cal State Fullerton students performed more than 1.4 million hours of service through course-related or voluntary engagements in 2011-12. As a result, our University was named (for the sixth consecutive year) to the President's Higher Education Community Service Honor Roll with distinction.
- We are well positioned to become a model steward of place: 1) our mission statement explicitly addresses community engagement and how "we strive to be a center of activity essential to the intellectual, cultural and economic development of our region"; 2) our strategic plan calls for an increase by 25% in the number of CSUF students participating in international, service learning, internship, community engagement or other innovative instructional experiences that prepare students for professional endeavors in a global society; and 3) the University has restructured its operations and is evaluating its current policies and practices to ensure that its community engagement efforts are strengthened and sustained.

Supporting Documents (Please Attach):

1. Task Force Meeting Minutes (October 2013-May 2014)
2. Task Force Progress Reports (October 2013-May 2014)
3. References
 - 3.1 Stepping Forward as Stewards of Place (AASCU, 2002)
 - 3.2 The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification (2013)
 - 3.3 A National Call to Action: A Crucible Moment College Learning & Democracy's Future (The National Task Force on Civic Learning and Democratic Engagement, 2012)
 - 3.4 Dr. José L. Cruz's news columns: 1) "A School Must Know Its Place" (OC Register, November 2013) and 2) "CSUF: Teacher-Scholars Should be Celebrated" (OC Register, December 2013)
 - 3.5 Dr. Mildred García's news column "Learning Meets Service at CSUF" (OC Register, December 2013)
4. CSUF Reports

- 4.1 Town Hall Presentation
 - 4.2 “Where Have They Gone?” – The Employment, Civic Engagement, and Post Baccalaureate Educational Experiences of Recent CSUF Graduates” Presentation
 - 4.3 Proposed Spring 2014 Timeline
 - 4.4 CSUF Stewardship of Place Vision Strategy
 - 4.5 Chancellor’s “2013-14 California’s Call to Service Initiative” memorandum (October 2013)
 - 4.6 “What’s Going on at Cal State Fullerton?” community e-newsletter advertisement
-
5. 2014 Carnegie Community Engagement Classification Application