



**Center for Community Engagement  
Annual Review and Report  
October 2011**

**Prepared By:**  
**Merith Weisman Coordinator, Center for Community Engagement**  
**707 664 3202**  
**[merith.weisman@sonoma.edu](mailto:merith.weisman@sonoma.edu)**

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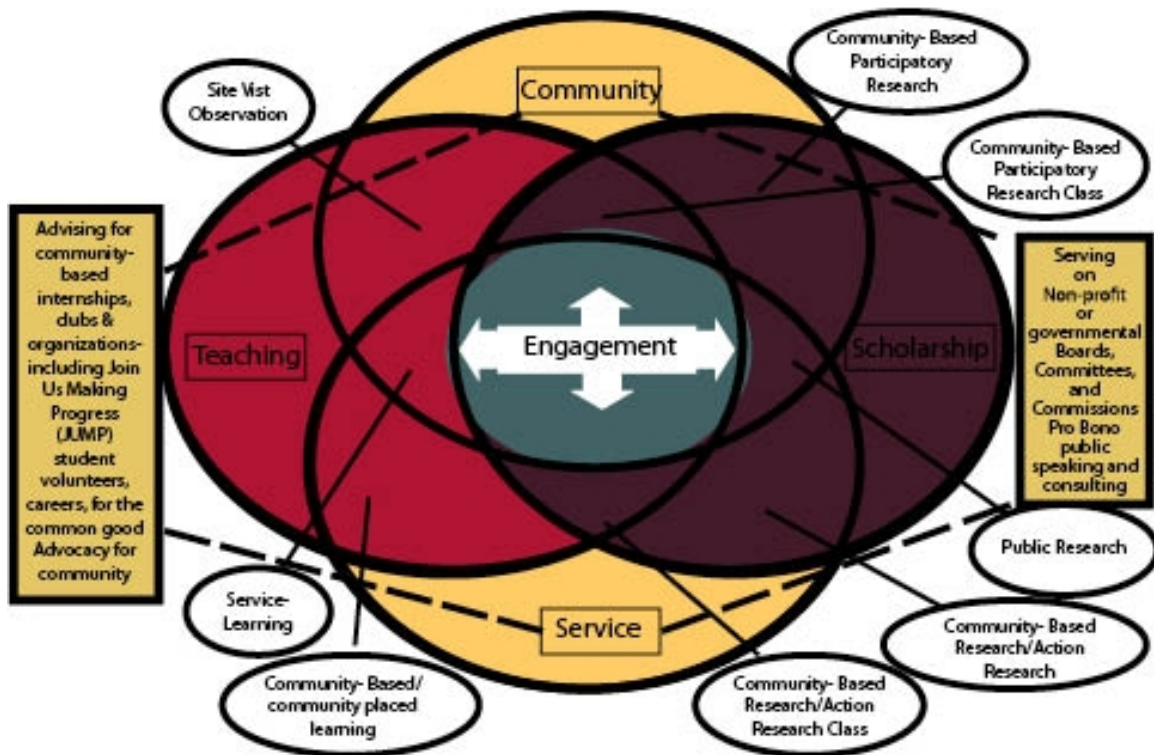


The Center for Community Engagement (CCE) advances community-based programs on the Sonoma State University campus. The CCE supports faculty in developing community-based teaching that integrates academic theory with community service and research that is inclusive of community partners and students to address local problems. By incorporating these projects into the curriculum, we teach students to be active citizens and that the theories taught in the classroom do apply to real-world issues.

Central to the mission of CCE are several goals:

- To integrate service-learning and community-based research into the curriculum;
- To support and promote high quality, reciprocal community-university partnerships that are firmly rooted in the curriculum;
- To foster the development of a civic perspective in education.

# Sonoma State University Common Good Activities



## A. Activities

*This description of CCE activities follows the structure of the [CCE's Strategic Plan](#). The CCE has both leadership and management responsibilities. Leadership activities work on the system to create a better system. Management activities work in the system to accomplish work effectively and efficiently. Both are vital to the CCE and of course, some activities fall into both categories (Franklin Covey Co. 2003).*

### 1. Leadership Activities

#### Strategic Action Committee (SAC)

[CCE SAC](#), consisting of faculty, students, and community members, serves as the leadership group in community engagement and focuses on the institutionalization of the CCE and community engaged academic work on campus. It meets monthly during the academic year (six times/year) and, per request of community partners, includes open time for community members to share ideas and concerns. Dates and times of meetings are publicized in the [e-newsletter](#) and [calendar](#).

- SSU CCE Strategic Action Committee
- Devon Bazzano, [BloodSource](#)
  - Taylor Bonilla, CCE
  - Farid Farahmand, Engineering
  - Natalie Hambalek, CCE
  - Sheila Katz, Sociology
  - Claudia Luke, SSU Preserves
  - Chirelle McCorley, CCE
  - Ane Pierce, Sonoma County Time Exchange
  - Jeanessa Perry, CCE
  - Magdalena Ridley, [Landpaths](#)
  - Jodi Roth, JUMP
  - Mitchell Salas, CCE
  - Bill Silver, Business & Economics
  - Elaine Sundberg, Academic Programs
  - Tim Wandling, English
  - Merith Weisman, CCE



## Connections throughout Campus

The CCE links with a variety of programs and provides service across disciplines. In particular, in 2010-2011, the CCE worked in collaboration with the Center for Teaching and Professional Development to ensure the resources are available for faculty to engage in academic service-learning and community research. Additionally, the CCE works with various committees as they approach the task of measuring and increasing civic learning goals. The CCE also engages student programs like [JUMP](#) to ensure a strong student voice in the integration of community engagement on campus.

## Public Relations

In response to the recommendations made by the [2009 Assessment of Perceptions of Community Partners](#) report, the CCE undertook significant growth in the use of social media. This includes:

- Twice annual newsletter <http://conta.cc/aRh4QI>
- Daily posts to Facebook [www.facebook.com/ssucce](http://www.facebook.com/ssucce)
- Multiple Daily Posts to three Twitter accounts [www.twitter.com/SSUCCE](http://www.twitter.com/SSUCCE), [www.twitter.com/SSUCCEeventlstng](http://www.twitter.com/SSUCCEeventlstng), [www.twitter.com/SSUCCEjoblstng](http://www.twitter.com/SSUCCEjoblstng)
- Regular updates to Sonoma County Community Calendar [http://www.sonoma.edu/cce/events.shtml#community\\_events](http://www.sonoma.edu/cce/events.shtml#community_events)
- Regular posts to LinkedIn Community Organizations and Higher Education Partnerships group and job board <http://linkd.in/aXuDeV>
- Regularly updated Resource Library [www.librarything.com/profile/SSUCCE](http://www.librarything.com/profile/SSUCCE)
- Monthly video releases on Youtube [www.youtube.com/ssucce](http://www.youtube.com/ssucce)
- Monthly posts to the Blog <http://ssucce.wordpress.com/>
- Regular updates to Pictures <http://picasaweb.google.com/SSUCCE>

These efforts appear to be quite successful in building and deepening relationships. For example, several external organizations are now hosting the community calendar widget and/or the Twitter Community Jobs widget and more are have expressed interest. Additionally, the process of researching and writing the newsletter stories and blog posts provides us with easily accessed material available upon CO, and other, request. They also serve as an FAQ and provide much-needed record keeping for the CCE's single-staffed office.

*North Bay Voice, a program of KRCB, is hosting the CCE's Sonoma County Community Events calendar on its website.*

Additionally, the CCE continues to be active on a system-wide, statewide and national level, celebrating the service work done by the Sonoma State University community with service-related as well as higher education-focused publications.





*While at the 2010 Diversity & Community Engagement: Mini-Conference, Elanna Mariniello of ProWorld Service Corps and Erma Jean Sims, SSU professor of Literacy, Elementary and Early Education discuss developing a service-learning course in Ghana.*

### **Course Development**

The CCE serves as a resource to assist faculty with integrating community engaged pedagogies into their curriculum and developing and supporting community partnerships. The service-learning course development component of the CCE is central to its functioning. The CCE provides assistance to faculty in curriculum design to improve the quality of both teaching and learning.

Involving faculty is the key to a successful course development. The CCE serves as a resource to faculty by providing information and guidance to encourage the integration of service-learning across the curriculum.

This support service helps faculty in the development of curriculum that integrates service-learning and addresses the ongoing needs of students in community based positions.

The CCE also acts as an advocate for community engagement on campus and in the community. The Center works with the campus community to promote the inclusion of community engaged activities in the faculty hiring, retention, and tenure process.

### **Resource Library**

The CCE serves as a clearinghouse for community engaged resources. The CCE uses [librarything.com](http://librarything.com) to manage its physical library. Faculty, students, and the community can come to find information and models to assist them in developing community-based learning programs. The library houses the latest research as well as sample syllabi and effective program models.



### **Community Partnership Program**

The CCE identifies and develops relationships with community organizations towards the goal of supporting collaborative development of community-faculty partnerships. The CCE serves as a linkage between community organizations and faculty to facilitate these strong and productive partnerships.

The CCE works closely with community partners to ensure that they are involved in the development and implementation of projects. The CCE conducts training for community agencies on service-learning pedagogy and provides all community partners with resources for building strong and productive relationships with the University. The CCE also conducts visits and ongoing conversations with community agencies to ensure service experiences are successful and results are documented.



*Students learn about volunteering and interning with Circle of Sisters mentoring program at the 2010 Service & Internship Fair.*

Community partners are included in the leadership of the Center through the Strategic Action Committee and participate in workshops, trainings and other events at the University. Faculty are encouraged to create co-teaching opportunities for community partners and actively involve them in the development of curriculum.

Relationships with community partners are cultivated and a database kept of community agencies interested in partnering with the University. The CCE provides assistance to those members of the campus community interested in identifying and developing relationships with community partners. These resources are available in the office and will be available online through coMesh. This resource often gives faculty members the jump-start they need to build community partnerships.

### **Community Service Internships**

At this time, we are conducting an assessment of the different impacts on students and community partners of community service internships, the Community Involvement Program (CIP) and service-learning. Once that assessment is complete, a recommendation may be made to work towards providing suggestions and best practices for successful experiences for all involved. One possibility is replicating a project developed at Portland State University. The PSU project has a Coordinator specifically in charge of internships who meets weekly with students and community partners to discuss issues, share insights, and reflect on experiences. The project



also includes an assessment tool to measure the impact of these internships on all involved. More information is available at [www.pdx.edu](http://www.pdx.edu).



*Natalia Deeb-Sousa of UC Davis gives the 2011 Community-Based Participatory Research workshop to SSU faculty.*

### **Community-Based Research Support**

The Center for Community Engagement supports community-based research. We are exploring focusing on one project or issue at a time and continue to support faculty in documenting and publishing community-based research. We hold one faculty workshop per year focusing on Community Based Participatory Research.

### **Service-Learning Development and Replication**

The CCE works with the Office of Research and Sponsored Programs to ensure the development and future funding of new service-learning and community service programs. We contribute regularly to faculty grant proposals, such as the successful S3 NSF proposal. Our successful funding of the [SWEEP](#) grant is now complete. The CCE also plans to explore funding to replicate successful community engagement programs nationwide.

## **2. Management Activities**

### **Ongoing Data Collection and Database Development**

Concurrent with the search for funding, data must be collected on campus regarding academic community engagement activities. The CCE documents faculty and community involvement with community-based activities currently underway and provides a mechanism for stakeholders to have input into the development process. This data collection process also provides an opportunity for education and dialog around community engagement, makes it easier for students to identify service-learning courses, helps connect community partners and faculty, and provides necessary data to the Chancellor's Office and other funders.



This data will be entered into a database that documents and helps connect community partners and faculty for continued relationship building. Stories will be collected for public relations and risk management paperwork will be built in to this multidimensional non-linear web-like system, called [coMesh](#) (currently in testing).

### **Ongoing Responsibilities**

Each year, the CCE provides programs to support community engagement and assist faculty, students, and community partners to work better together. These include:

\* Faculty training opportunities through on-campus workshops and information and support for off-campus conferences and publishing opportunities



*2001 Careers for the Common Good panelists give great insight to students about how they can make a living as a non-profit professional while students listen with hopes that they too can get a job that makes a difference. From left to right: Jerry Noviello of CalServes, Davin Cardenas '04 of North Bay Organizing Project, Travis Axton of Peace Corps, Shana Friedman '05, '10 of Sonoma County Community Action Partnership, Tiffany O'Neil '96 of Leukemia & Lymphoma Society, and Fred Vedder of Roseland University Prep.*

\* Collaboration with JUMP and Career Services to provide an annual Service and Internship Fair

\* Collaboration with JUMP and Career Services to provide an annual panel discussion on Careers for the Common Good

\* Collaboration with Study Abroad to provide an event for students to connect with international service opportunities<sup>1</sup>

\* Annual recognition event for faculty, students and community partners<sup>2</sup>

\* Opportunities for faculty and community partners to meet and develop relationships

\* SSU representation at community meetings and events

\* Coordination to procure support and funds for all activities (management and leadership; ongoing, temporary, and future)



*Dr. Mark Perri, Chemistry, Pam Su, Recreation Center, Chirelle McCorley, student, and a Stephanie Nelson from STRAW sharing ideas for future collaboration at the 2011 Sustainability & Community Engagement: Mini-Conference.*

<sup>1</sup> Currently discontinued due to lack of resources and de-prioritization by the CCE's Strategic Action Committee.

<sup>2</sup> Currently discontinued due to lack of resources and de-prioritization by the CCE's Strategic Action Committee.



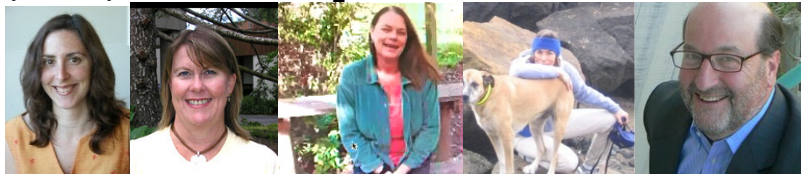
**B. Fiscal year financial report summarizing the nature, source, and amount of funding (including grants and contracts received) and operating expenses;**

Category	2009-2010 CCS rollover	Expended CCS Allocation	Campus CCS Match	SWEEP	SWEEP campus match	Laying the Foundation	Laying the Foundation campus match	Total			
Personnel faculty and staff salaries		24,804*	24,804*	7253	7,165*	1800	1439*	58,661			
Personnel student staff		10,000					47*	10,000			
Personnel faculty staff benefits		9,426*	9,426*		1893*			18,852			
Operating Costs	4,357	770	5,770	8,887	14,783		768	35,335			
Curriculum Development/Stipends											
Travel				144.00	103			247			
Honoraria						2000	1900	3,900			
Administrative costs				857	15,235†	200		1,057			
<b>TOTAL</b>	<i>Total with in-kind match</i>	<b>4,357</b>	<b>45,000</b>	<b>40,000</b>	<b>17,141</b>	<b>14,886</b>	<b>39,179</b>	<b>4000</b>	<b>2668</b>	<b>4154</b>	<b>128,052</b>

\*Please note that some of CCE Allocation and CCS match for salary and benefits are counted towards in-kind SWEEP and Laying the Foundation campus match requirements.

† Please note, in kind from Administration and Finance.

**C. Faculty, staff, and student personnel**



Merith Weisman, the coordinator of the Center for Community Engagement, is the sole professional staff. There is substantial support from Elaine Sundberg, the supervisor. There was also a one-day per week STEM Service-Learning Coordinator, and two contractors funded by SWEEP. There were four academic year student assistants and two summer assistants. Due to lack of funding, searches for a Faculty Fellow have been postponed indefinitely. Appropriate staffing for the CCE should include a full time Director, part time Faculty Fellow, and full time clerical support positions. Future growth plans could include several other staff members such as a community liaison position, other coordinator positions, and a grant writer.

*The Sustainable Waterways Educational Engagement Program (SWEEP)*

*This Learn and Serve America (LSA) funded program supported the development of service-learning courses in the STEM disciplines working in partnership with Copeland Creek and the University Preserves. Learn more and see the assessment [here](#).*



## D. Organizational structure

The organizational location of the CCE is critical. As the research suggests, the CCE is housed within the Division of Academic Affairs but maintains strong connections to the Division of Student Affairs and Enrollment Management and throughout the University.

## E. Space used

The CCE is on the first floor of the library in the Schulz Information Center. This location is readily accessible for faculty, students, and community members alike.

## F. Proposed budget for the upcoming year

Category	2010-2011 CCS rollover	CCS Allocation	Campus CCS Match	SWEEP no cost extension	SWEEP no cost extension campus match	Total		
Personnel faculty and staff salaries		24,804*	24,804*	2,808	8,335*	52,416		
Personnel student staff		10,000*				10,000		
Personnel faculty staff benefits		9,426	9,426		2,375*	18,852		
Operating Costs		770	7,770	4658	5008	18,206		
Curriculum Development/Stipends								
Administrative costs				393		393		
<b>TOTAL</b>	<i>Total in-kind match</i>	<b>0</b>	<b>45,000</b>	<b>42,000</b>	<b>7859</b>	<b>5008</b>	<i>15,718</i>	<b>99,867</b>

*\*Please note that some of CCE Allocation and CCS match for salary and benefits are counted towards in-kind SWEEP no-cost extension campus match requirements.*

## G. Impact of activities on the academic program of the University

Research indicates that successful community engagement programs build on the tradition and mission of the University. Part of Sonoma State University's mission is to prepare women and men to "have a broad cultural perspective" and develop as "active citizens and leaders in society, " "concerned with contributing to the health and well-being of the world at large." The Sonoma State University mission statement reflects the priority placed on engaging students in the creation and development of productive community partnerships.

In support of SSU's longstanding tradition of involving students and faculty in the local community, the Center for Community Engagement (CCE) provides support to new and existing activities that engage SSU students in active exploration of their community. The CCE works to establish and strengthen partnerships in the community and with faculty members to help them integrate learning pedagogies for the common good into their curricula. This includes service-learning, community-based participatory and action research, public service, civic engagement, problem-based learning, and activism. Additionally, we help nonprofit and governmental organizations working on diverse issues such as poverty, education, the environment, the arts, elderly, domestic violence, historical preservation, health, sexual assault, disabilities, and community organizing, access the resources of the University. We assist faculty and staff to connect with leadership

positions such as Boards of Directors and committees and support students in connecting with careers for the common good.

The CCE facilitates faculty-student-community connections and their integration into curriculum in order to create active and powerful learning experiences that address community needs. The CCE serves as a resource by providing information, training, and support services to expand community-based learning opportunities. The previously existing OCBL is housed in the CCE and is the primary office for service-learning initiatives at SSU.

## H. Community service



Campus Compact



The CCE provides the next-to-last stop for community organizations attempting to access the resources of the University. We were able to fulfill most requests this year. The CCE served as the link to several faculty members now serving on non-profit Boards of Directors and recruited faculty to serve on community panel discussions. We are regular attendees of various community coalition meetings. CCE personnel served as a founding member the [Sonoma County Time Exchange](#) Steering Committee and [The Minerva Project](#). Additionally, personnel reviewed grant proposals for NOAA and Sonoma County Community Action Partnership, and presentation proposals for Western Region Campus Compact. Staff continue to serve as the SSU representative to California Campus Compact and the Bay Area Service & Service-Learning Network.

## I. Plans for future activities

Now that we have gained approval for the strategic plan, created scenarios and made decisions about priorities, we will continue our implementation with these in mind. This year the Strategic Action Committee will provide general support and guidance for the CCE, especially in these challenging times.

This year we are hosting events to assist faculty and community partners to plan service-learning courses that educate for multicultural competence (in the fall) and sustainability (in the spring).

## J. Problems to be addressed

Of course, financial resources continue to be inappropriate for the extensive work that the CCE does to address the University's civic mission. Recently several service-learning lecturers and two tenure-track service-learning faculty have left the University while some tenured and tenure-track faculty have cut back on their community work as they are cutting back elsewhere. Beyond the internal cuts, the CCE has other resource concerns. It is likely that we will be able to access fewer resources from the nonprofit sector since as they cut back, they could choose to cut using staff time to work with us. It is also likely that earnings on endowments that fund grants and organizations directly have will continue to plummet this year, so this



is continuing to worsen. Additionally, it is possible that we could lose at least some of the annual \$45,000 allocation we receive from the Chancellor's Office. We could also lose more of the remaining support and services we get from the CO CCE. Finally, other SSU programs and offices that support our civic mission are also being cut.

Even before the current budget crisis, the CCE was able to identify concerns that are listed in our Strategic Plan:

**Internal Liabilities -- University**

- o Stirs up turf issues regarding ownership of the CCE
- o Creates the perception of prescription or "top-down" development if presented as a mandate or positioned incorrectly

**Internal Liabilities -- Faculty**

- o Involves too much faculty time given all of their other duties
- o Creates resistance among faculty if it is viewed as prescriptive
- o Sharing or recognizing alternative sources of knowledge can be threatening to some faculty

**Internal Liabilities -- Students**

- o Creates a negative student impression if students are not well prepared
- o Creates a negative student impression if students feel pressured to participate
- o Sets a barrier to lifelong service if the experience is a negative one
- o Without correct reflective analysis activities, students can have stereotypes confirmed

**Internal Liabilities -- Community**

- o Increases training and supervision demands on community agencies
- o Engenders negative results if roles and responsibilities aren't clear
- o The semester schedules of higher education can be challenging for community agencies