



## **Center for Community Engaged Learning and Research Strategic Plan 2016-2021**

**June 2016**

## MISSION

“Advancing Communities through Engaged Education”

Grounded in TCNJ’s mission to “empower its diverse students, staff, and faculty to sustain and enhance their communities,” as well as TCNJ’s commitment to the public purpose of higher education, TCNJ’s Center for Community Engaged Learning and Research develops lifelong learners who are prepared to lead lives of critically informed community engagement. We do this by delivering learning experiences and research opportunities that connect TCNJ students and faculty with community partners in reciprocal collaborations. These collaborations enhance the ability of participants and organizations to understand and address the contexts and causes of community-identified concerns.

## VISION

TCNJ’s CELR Center will be a national leader in integrating community engagement throughout TCNJ’s educational and scholarly activities by building on local and regional assets and relationships.

## VALUES

- *Engaged Learning:* We deliver educational experiences that provide individuals and groups opportunities to participate in and reflect upon civic and community engagement.
- *Social Change:* We create meaningful and innovative experiences that contribute to lasting benefits for communities and that challenge systemic injustices and inequalities.
- *Collaboration:* We build reciprocal relationships with diverse community-based organizations to develop sustainable partnerships and projects that mutually benefit all participants.
- *Full Participation:* We create opportunities and environments in which individuals from diverse backgrounds are able to participate meaningfully and effectively.

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## INTRODUCTION

Over the past decade, The College of New Jersey's Center for Community Engaged Learning and Research (CELR Center) grew significantly in many directions. In its beginnings, as the Office of Civic Leadership Development in Student Affairs and, as of 2006, the Bonner Center for Civic and Community Engagement, the Center had 2.5 staff members and had responsibility solely for a 40-student Bonner Community Scholars program and the First-year Community Engaged Learning (FYCEL) requirement. Today, the Center for Community Engaged Learning and Research, established in 2012 and including the Bonner Institute, is or has been annually responsible for:

- a 100+ student Bonner Community Scholars program;
- 1400+ students in the FYCEL program;
- 30-40 Advanced CEL courses;
- a state and national AmeriCorps program;
- an AmeriCorps VISTA program;
- the Trenton Prevention Policy Board;
- the Trenton Violence Reduction Strategy;
- TrentonWorks, a downtown Trenton programming space;
- over \$300,000 in grant and project-based funding for staff positions; and
- a full-time staff of 15, with additional part-time staff; and
- various prison-related programs.

Given this wide-ranging growth and the varied activities the Center now manages, it was evident that a clearly articulated plan was necessary to ensure TCNJ's CELR initiatives continue to develop and thrive in a focused and college mission-consistent direction.

Accordingly, during the spring 2016 semester, Center staff and stakeholders, including TCNJ faculty, students, and staff, Trenton-area community partners, and TCNJ administrators engaged in a 6-month strategic planning process to develop a plan to guide the center's activities and organization through 2021. The document that follows is the product of months of discussion, input, and conversation among a diverse and representative range of stakeholders and constituents involved in the CELR Center's activities and programs, and provides the foundation upon which the Center will continue its work.

## HISTORY

TCNJ has a long history of efforts to institutionalize and develop partnerships with community organizations through its community engaged learning and research initiatives. In the 1960s and 70s, as Trenton State College, the institution demonstrated a commitment to access and to integrating community issues with teaching and learning. In 1995 TCNJ was at the forefront of the service-learning movement. As part of its nationally-recognized First Year Experience program, all TCNJ students were required to complete a Community Engaged Learning (CEL) experience through a common core course, partnering with more than 40 community organizations. In 2003, TCNJ implemented a comprehensive academic transformation that linked the CEL experience to the newly developed First Seminar Program (FSP). In addition, more than two-dozen upper-level CEL courses had been developed across the curriculum. Under the direction of Antonino Scarpati, these programs were administered through the Office of Civic Leadership Development in Student Affairs.

In 2004, the Bonner Center for Civic and Community Engagement was established to house the Bonner Community Scholars program, first led by Dr. David Prensky. In 2006, under the direction of Patrick Donohue, the Bonner Center took on the coordination of the First-year CEL requirement (FYCEL) and began integrating the Bonner Community Scholars program with FYCEL management. During this time, the Bonner Community Scholars Program was reoriented towards cultivating and supporting a diverse student body through recruitment. Moreover, the program has since been organized into student-led teams addressing specific community needs in collaboration with community partners. Bonner Scholars now organize and lead FYCEL activities, and work with staff and First Seminar Program faculty to design curricular FYCEL components. Since 2010, Bonner Scholars and staff have also supported upper-level CEL course components (Advanced CEL, or ACEL).

In the summer of 2012, the Center for Community Engagement Learning and Research was created to house the Bonner Institute, consisting of the Bonner Community Scholars and First-year CEL programs, and other community engaged-related programs and initiatives. In 2014, community engaged learning was recognized as a Signature Experience of the college. In April, 2015, the Bonner Community Scholars Program celebrated its 10th year at the College. As a consequence of these and TCNJ's additional community engagement-focused programs, in 2015 TCNJ received the Community Engagement Classification from the Carnegie Foundation, a distinction shared by only 360 other colleges and universities nationwide.

At the end of the 2014-2015 academic year, long-time director Patrick Donohue retired, and Dr. Michael Nordquist was appointed as interim director. This Strategic Plan builds on the wide and deep foundation constructed over the past decades to prepare TCNJ, the CELR Center, and the TCNJ community for productive and transformational decades to come.

## PROGRAMS

TCNJ's Community Engaged Learning and Research (CELR) Center is the primary administrative home to the College's community engagement activities that integrate educational experiences with community service, student development, and civic participation. Housed within the CELR Center, the Bonner Institute houses the Bonner Community Scholars and First-year CEL programs. The Center's main programs are described below.

### COMMUNITY ENGAGED LEARNING

Community Engaged Learning (CEL) incorporates community-based projects and activities with educational experiences. CEL aligns the educational and scholarly activities of TCNJ with the interests and needs of community organizations and members in order to enrich academic opportunities for TCNJ faculty and students. CEL takes multiple forms:

- *First-year CEL*: All first-year students are required to participate in a community engaged learning experience, either through their First Seminar Program course (FSP) or through a co-curricular CEL day.
  - Curricular, FSP-based FYCEL experiences are integrated into the FSP course design and complement the existing learning objectives of FSPs.
  - Co-curricular CEL days are generally one-day activities during which students learn about the history and context of a particular issue in the Trenton region, and engage in a project or activity alongside community members to help address this issue.
- *Advanced CEL (ACEL)*: ACEL experiences are course-based CEL activities in 200-level and above courses that complement the existing learning objectives of the course. ACEL courses take course-specific skills and knowledge and apply them to address community-identified issues. ACEL experiences are generally 15-20 hours of community engagement.
- *Internships*: Community-based academic internships are TCNJ student internships based at community organizations through a partnership between our Center and TCNJ's Career Center. These internships are designed for students who are interested in further developing their skills or deepening their knowledge while contributing to the goals of a non-profit community organization.

### BONNER COMMUNITY SCHOLARS

The Bonner Community Scholars program is a four-year student and community development program that provides its participants with opportunities to enhance their own skills while promoting positive change and receiving an education. TCNJ Bonners:

- Are an intentionally diverse group of approximately 100 students
- Complete 300 hours of service each semester (CEL coordination, service site, meetings)
- Serve at 20+ sites in the community
- Participate in a student leadership developmental model
- Receive 50-100% tuition scholarship based on need

TCNJ Bonners are divided into 4 issue-based divisions, each of which has 3-5 teams serving with a community partner. Bonners lead the First-year CEL experiences, coordinating more than 1400 first-year students on 8 hour community engaged learning projects. In addition, Bonners work with Bonner Volunteers, non-Bonner TCNJ students who serve with our partners.

## COMMUNITY ENGAGED RESEARCH AND INITIATIVES

The CELR Center coordinates relevant and focused college-community collaborations that provide TCNJ faculty, staff, and students opportunities to work on long-term, community-based projects that build on and contribute to academic knowledge. These currently include:

- Trenton Prevention Policy Board (TPPB): TCNJ's CELR Center has facilitated TPPB since 2011. Started in 2009, TPPB's mission is to make and implement policy, program, and practice recommendations to promote positive youth development and prevent juvenile delinquency in the City of Trenton. TCNJ's and the Center's role has been to serve as facilitators of TPPB as the "backbone organization" that coordinates diffuse efforts around youth-related issues. TPPB has involved students, faculty members, and staff members throughout its operations. As part of the state-wide Municipal Planning Board initiative from the NJ Attorney General's Office of Community Justice, TPPB is one of 8 youth-focused policy boards supported by higher education institutions in communities throughout New Jersey.
- Trenton Violence Reduction Strategy (TVRS): In coordination with the Trenton Police Department, CELR Center has managed and coordinated components of TVRS, funded by the New Jersey Office of the Attorney General, since 2013. TVRS is part of a three-pronged strategy to address violence in Trenton, and focuses on selected individuals with criminal histories and trajectories to increase the probability that they are able to find non-criminal pathways through the provision of social services and other support. TVRS has provided funding for faculty and student involvement in research and community engaged learning opportunities, and has provided significant support for city and state agencies in efforts to address violent crime in Trenton.
- Independent faculty and student research and scholarship: The CELR Center supports and facilitates research opportunities for students and faculty who are interested in pursuing community engaged or community based research in order to integrate community knowledge and experience with disciplinary and interdisciplinary knowledge production. In addition to TPPB and TVRS, we have supported faculty in Sociology, Psychology, Criminology, Interactive Multimedia, Marketing, Computer Science, and Journalism, among others. Most of these projects involved long-term community partners of the Center, involved students, and produced useful deliverables for community partners as well as scholarly products.

## PROCESS

This strategic plan is the result of over a year's worth of reflection and critical discussion. A Task Force on Community Engaged Learning as Signature Experience was convened in Fall 2014, and produced a series of programmatic and institutional recommendations in Spring 2015. During the Spring 2015 semester, a self-study was conducted, resulting in a compilation of existing documentation and records of current programs and operations. A subsequent external review was conducted, the results of which inform this document.

During the Fall 2015 semester, the senior CELR Center leadership team of Michael Nordquist (interim CELR Center executive director), Paula Figueroa-Vega (Bonner Institute director), and Heather Camp (senior program director) began meeting to plan out the Center's strategic planning process. Throughout the fall semester, CELR Center leadership and staff met to discuss draft mission, vision, and values statements, developed from existing Center documents, TCNJ's on-going strategic planning discussions, and priorities of staff and students involved. This team interviewed and identified a consultant to support the strategic planning process. The team selected Dr. Stephen Hundley, Interim Associate Vice Chancellor for Undergraduate Education and Dean of University College and Professor of Organizational Leadership and Supervision, of Indiana University-Purdue University Indianapolis.

Spring 2016 marked the beginning of our formal strategic planning process. The following timeline provides an overview of events that have contributed to this plan. All related documents, including situational/SWOT analysis and feedback from sessions, can be found at <http://celr.tcnj.edu/strategic-planning/>

- January 5-21:
  - Development of draft mission, vision, values with CELR Center staff, consultant
- January 22: CELR Center strategic planning retreat
  - 35 participants: TCNJ faculty, staff, administration
  - Situational/SWOT Analysis of CELR Center
  - Discussion and feedback on draft mission, vision, values statements
  - Preliminary goals and priorities developed
- January 23-February 15:
  - Draft goals developed from retreat input, mission, vision, values revised
  - Retreat participants review, comment on, and confirm draft document
  - Draft strategic plan developed by CELR Center staff and consultant
- February 15-March 15: stakeholder review and feedback of draft strategic plan
  - February 17: Faculty and Staff conversation; 20-25 participants
  - February 18: CELR Center staff conversation
  - March 2: Student conversation; 14 participants
  - March 3: Community Partner conversation; 11 participants
  - One-on-one conversations with 10 community partners
  - March 4-15: Revision of draft plan by strategic planning team



- March 15-April 15: review of revised draft plan
  - March 17: CELR Center staff conversation
  - March 18: Associate Provost conversation
  - March 21: Review draft plan with consultant
  - March 23: Student conversation; 5 participants
  - April 12: Bonner Community Scholar conversation; 90 participants
  - April 12-15: Revision of draft plan by strategic planning team
- April 15-April 27:
  - Electronic review of draft plan to all participants to-date
  - Development of metrics with consultant, Associate Provost
- April 27-June 30:
  - May 2: review of draft plan and metrics with consultant
  - Final revision of plan
  - Development of final document

Over these six months, more than 200 people participated in the development and review process. Minutes and input from all meetings and conversations were posted on the Center's website and made available to all participants ([celr.pages.tcnj.edu/strategic-planning/](http://celr.pages.tcnj.edu/strategic-planning/)). The draft plan underwent three substantial revisions, with minor revisions and adjustments along the way. We are confident this plan and the direction it provides will serve as a solid foundation for the Center's future.

As part of the strategic planning process, statements on Mission, Vision, and Values were developed to guide the CELR Center in its decision-making processes. These complement and build on TCNJ's Mission, Vision, and Values.

## MISSION

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- *Social Change:* We create meaningful and innovative experiences that contribute to lasting benefits for communities and that challenge systemic injustices and inequalities.
- *Collaboration:* We build reciprocal relationships with diverse community-based organizations to develop sustainable partnerships and projects that mutually benefit all participants.
- *Full Participation:* We create opportunities and environments in which individuals from diverse backgrounds are able to participate meaningfully and effectively.

## ALIGNMENT OF CELR CENTER MISSION WITH TCNJ MISSION

*Mission:* The CELR Center’s mission is derived from and clearly aligns with the mission of TCNJ. The Center’s mission is grounded in TCNJ’s mission to “empower its diverse students, staff, and faculty to sustain and enhance their communities.” The Center’s work is designed to prepare students to be able to sustain and enhance their communities through effective and meaningful engagement and involvement. This is evident in its CEL programming, the Bonner Community Scholars program, and the support we provide to faculty and students interested in community engaged and based research. All of the Center’s programming is organized around TCNJ’s commitment to the public purpose of higher education, as we aim to prepare students to apply their education for the public good.

*Vision:* The Center will support the College’s vision by creating a “vibrant, collaborative, and inclusive community of learners” through the Bonner Community Scholars program and the opportunities our programming and projects create for the TCNJ community. The CEL requirement and other programming supports TCNJ’s vision for its students to “leave a distinct mark on the world” through their professional and personal lives. As a scholarship program for an intentionally diverse group of students, the Bonner Community Scholars program aims to support the accessibility and affordability of TCNJ for individuals from diverse and unconventional backgrounds and experiences.

### *Values:*

*Engaged Learning:* Engaged Learning embodies TCNJ’s values through its commitment to enriching communities and pursuing curiosities in- and outside the classroom at a high quality level (Excellence and Engagement), assessing practices and activities (Self-reflection), and developing innovative and experimental community engagement activities (Excellence).

*Social Change:* Social Change embodies TCNJ’s values through its commitment to enriching communities (Engagement), working together in a spirit of fairness, cooperation, and transparency (Integrity), engaging with diverse individuals and organizations (Inclusiveness), and reflecting upon the value and impact of Center activities (Self-reflection).

*Collaboration:* Collaboration embodies TCNJ’s values through its commitment to developing high quality and innovative partnerships (Excellence), working with diverse partners off-campus to enrich communities (Engagement), maintaining reciprocal and ethical partnerships (Integrity), seeking diverse partners (Inclusiveness), and evaluating partnerships regularly (Self-reflection)

*Full Participation:* Full Participation embodies TCNJ’s values through its commitment to enabling students, faculty, and partners to challenge themselves and others and hold one another accountable (Excellence), making our partners co-educators in community engaged learning (Engagement), and preparing CEL participants for civic and civil participation (Integrity and Inclusiveness).

## CELR CENTER GOALS, OBJECTIVES AND METRICS

These goals are the product of a situational analysis of the Center's operations, activities, and values, and reflect the priorities of TCNJ, staff, Community Engagement trends and practices, and build on the strengths of the Center's successful programming and activities. These goals will guide how we implement, improve, and change our existing programs. They are rank-ordered according to a combination of priority and chronology.

Timelines and action steps for each objective are being developed by CELR Center staff, in conversation with relevant stakeholders, based on necessity (what needs to be done in a timely manner), significance (what will have the greatest impact), and chronology (what needs to be done before other objectives can be addressed).

The representative metrics have emerged as likely data points to assess progress and recommend programmatic and operational improvements to Center activities. We will use the coming months to clarify what metrics are available and meaningful, and to build evaluation of our strategic plan into our comprehensive assessment strategy.

Goal 1: Enhance Center's Operational Effectiveness and Infrastructure

Goal 2: Increase Student Opportunities and Quality of CEL Activities

Goal 3: Improve Faculty Participation in CELR Activities

Goal 4: Create, Support, and Sustain Mission-consistent Community Partnerships and Projects

Goal 5: Enhance Bonner Community Scholars Program

Goal 6: Enhance Assessment Practices

Goal 7: Communicate Work and Impact of CELR Center Effectively and Comprehensively

### GOAL 1: ENHANCE CENTER'S OPERATIONAL EFFECTIVENESS AND INFRASTRUCTURE

Through the strategic planning process, we aim to implement changes in organization and operations to more effectively meet the clearly defined goals that have emerged over the course of our conversations. This necessarily involves clarifying if and how programs and structures support our goals, planning for current and future funding and staffing needs, including staff development, and the continued efforts to institutionalize CEL and civic engagement across campus. By intentionally focusing on our structure and infrastructure, we aim to be more efficient and effective in realizing the Center's and TCNJ's missions.

#### Objectives:

1. Clarify institutional expectations and goals for CELR Center
2. Revise Center organizational structure
3. Establish process to review existing programs and structures
4. Work with administration to cultivate internal and external resources to adequately staff and fund Center
5. Support CELR Center staff through professional development and engagement opportunities
6. Support institutionalization of community engaged learning and research throughout campus operations and programs

Representative Metrics:

1. Reorganization submitted to and approved by TCNJ Human Relations office
2. Alignment of staff workload distribution and stated expectations
3. Successful resource development to meet staffing and programming needs
4. Implementation of review process for programs and structures
5. Development of staffing and funding plan for medium- and long-term
6. Development of benchmarks for CEL institutionalization

## **GOAL 2: INCREASE STUDENT OPPORTUNITIES AND QUALITY OF CEL ACTIVITIES**

To most effectively impact students' educational experiences through community engaged learning and other initiatives, we aim to align our programming and activities with recognized outcomes of community engagement programs and more effectively integrate these practices into the Center's programming. With the education of students as our focus, we will work to improve existing and develop new CEL opportunities to provide more students access to CEL experiences. In addition, incorporating the CELR Center into the shared governance system will more effectively integrate Center activities into the student-focused academic programs of TCNJ.

Objectives:

1. Develop learning outcomes for all CEL programs (FYCEL, ACEL, Internships, etc.)
2. Expand, integrate and institutionalize multiple developmental CEL opportunities beyond FYCEL (ACEL, Internships, co-curricular, etc.)
3. Strengthen educational rigor of CEL experiences
4. Clarify expectations and responsibilities regarding co-curricular collaborations and initiatives with Student Affairs and other campus units
5. Work with relevant offices to establish a governance-based advisory council

Representative Metrics:

1. Number and type of CEL opportunities made available
2. Number, demographics, and characteristics of students participating in CELR experiences
3. Evidence of integration of outcomes into design and assessment of CEL experiences
4. Evidence of improved attainment of learning outcomes
5. Feedback from participants on impact and effectiveness of academic and co-curricular experiences
6. Establishment of governance-based council to advance student-focused CEL

## **GOAL 3: IMPROVE FACULTY PARTICIPATION IN CELR ACTIVITIES**

As a key partner in developing and delivering curricular CEL experiences, faculty members will be a focus of CELR outreach and development efforts. Through workshops, speaker series, and department- and school-focused outreach efforts, we aim to build a network of faculty members who are familiar with the resources and assets of the Center, and who are conversant in the basic principles and practices of community engaged learning and research. We will support faculty and TCNJ processes to encourage institutional support and recognition for the value of CELR-related activities as well.

Objectives:

1. Expand pool of interested, invested, and prepared faculty participating in CELR activities
2. Establish clear mutual expectations and responsibilities for supporting faculty
3. Work with departments and academic units to strengthen understanding of and support for CELR activities
4. Offer trainings and workshops for faculty on effective CELR practices
5. Match faculty research interests and abilities with partner needs and interests effectively
6. Work with governance, administration, and deans to explore faculty incentives for participation in CELR activities, including campus-wide Promotion and Tenure criteria and school-specific opportunities

Representative Metrics:

1. Number, demographics, characteristics, and department/school affiliation of faculty teaching CEL and conducting CER and at what levels
2. Number of faculty receiving training in CEL best practices
3. Satisfaction of faculty in CELR support and delivery reported through assessments
4. Number of outreach and presentations done for different units across campus
5. Implementation of incentives for CELR participation

**GOAL 4: CREATE, SUPPORT, AND SUSTAIN MISSION-CONSISTENT COMMUNITY PARTNERSHIPS AND PROJECTS**

CEL Center work is not possible without the relationships and trust established between the Center and community-based partners. Building on the deep and wide network of partnerships established over the past decade, we will strengthen and refine the connections and partnerships we have with community organizations and individuals committed to the transformational work of community engaged learning. We will seek and develop partnerships and projects that support the mission of the Center and TCNJ, and that have the most potential for long-lasting impact in the community and on students. Our commitment to Trenton and to finding a long-term presence in the Trenton community remains.

Objectives:

1. Develop and apply measurable standards for community partnerships and projects
2. Establish process to regularly review existing, and evaluate proposed, partnerships and projects
3. Determine desired areas of growth for partnerships and projects
4. Develop a physical presence in Trenton to facilitate college-community collaboration

Representative Metrics:

1. Public dissemination of standards for partnerships
2. Establishment and execution of assessment of existing partnerships based on standards
3. Feedback from partners on quality and impact of partnerships
4. Feedback from staff and students on quality and relevance of CEL experience with particular partners
5. Satisfaction of partners, willingness to recommend working with us
6. Number and demographics of partners and partners' clients/patrons

## **GOAL 5: ENHANCE BONNER COMMUNITY SCHOLARS PROGRAM**

As the most visible presence and the most well-established program of the CELR Center, the Bonner Community Scholars program plays a key role in all CELR Center activities. We seek to build upon the existing structure of the program, while strengthening the intentional and educational components that will result in better prepared and more informed Bonner Community Scholars to continue their significant work on- and off-campus.

### **Objectives:**

1. Refine Bonner Community Scholars student development and leadership curriculum
2. Incorporate credit-bearing curricular components to Bonner Community Scholars experience
3. Support Bonner Community Scholars more effectively academically
4. Establish a process to improve work quality of Bonners and ensure they perform responsibilities in accordance with job description, procedures, and policies

### **Representative Metrics:**

1. Establishment and execution of program and project review
2. Feedback from staff and students on relevance and quality of programs and projects
3. Number and type of academic offerings for Bonners
4. Number of Bonner Community Scholars in good academic standing
5. Number of Bonner Community Scholars meeting defined expectations and responsibilities

## **GOAL 6: ENHANCE ASSESSMENT PRACTICES**

In an effort to continuously improve and develop CELR Center programs, developing a quality assessment infrastructure is a necessary component of our strategic plan. Through the development of mission-driven learning and impact outcomes of our programs, and the establishment of a feasible data collection and analysis system, the Center will be able to reflect upon and improve its programs and operations in the short- and long-term.

### **Objectives:**

1. Articulate a sustainable assessment framework for meaningful reflection
2. Articulate student, college, and community impact outcomes and indicators
3. Identify data needs and requirements
4. Develop a sustainable data collection strategy to enable timely and meaningful decision-making
5. Foster a culture of assessment, accountability, and improvement

### **Representative Metrics:**

1. Type and quality of feedback on CEL experiences
2. Number of programs that have met outcomes
3. Evidence of assessment being used to inform program improvements and changes
4. Public dissemination of impact outcomes



## **GOAL 7: COMMUNICATE WORK AND IMPACT OF CELR CENTER EFFECTIVELY AND COMPREHENSIVELY**

As a TCNJ Signature Experience, and a deeply embedded part of the TCNJ experience and identity, communicating the successes and impressive work of CELR Center programs is necessary to be able to be a leader in the field and to attract the students, faculty, and resources that are essential to developing and improving CELR programs in the coming years. Attaining appropriate recognition in scholarly, professional, and institutional venues will support the development of the Center and the reputation of TCNJ in the communities of which it is a part.

### **Objectives:**

1. Develop communications strategies to disseminate, promote, and market TCNJ activities for TCNJ and external audiences
2. Work with communications office and partners to establish workflow for communicating Center activities and impact
3. Develop campus-wide clearinghouse for partner, partnership, and project opportunities
4. Disseminate Center-affiliated work in peer-reviewed and professional outlets
5. Maintain and expand national recognition for TCNJ and Center's efforts (Carnegie Classification, President's Honor Roll, etc.)

### **Representative Metrics:**

1. Number of stories/posts about Center activities to internal and external audiences
2. Number of non-CELR-coordinated opportunities available
3. Number of publications and creative projects shared in peer-reviewed contexts
4. Number of presentations on Center's programs and practices
5. Number of renewed and new national recognitions



## ALIGNMENT WITH TCNJ STRATEGIC PRIORITIES

TCNJ Strategic Priorities CELRL Strategic Goals	<i>Priority I: A Diverse, Inclusive, And Healthy Campus.</i>	<i>Priority II. Enhance Signature Experiences</i>	<i>Priority III. Promote The College's Distinctive Identity</i>	<i>Priority IV: Physical And Technological Infrastructure</i>	<i>Priority V: Sustainable Financial Model</i>
<i>Goal 1: Enhance Center's Operational Effectiveness and Infrastructure</i>	Improving the Center's operations will contribute to attracting and retaining diverse students and faculty who more often express interest in CEL-related activities.	Enhancing Center operations will improve management of the CEL Signature Experience.	An effective and innovative center and deeper institutionalization of CEL will contribute to TCNJ's distinctive identity.	Through enhanced operations, we will assure that we have appropriate space and technology to support faculty, students, and partners in CELR activities.	Establishing adequate internal and external funding for Center through innovative means will contribute to the long-term sustainability of TCNJ.
<i>Goal 2: Increase Student Opportunities and Quality of CEL Activities</i>	Increased CEL opportunities will attract and retain students and provide more diverse experiences.	Increased CEL opportunities and quality will enhance the CEL Signature Experience.	Increased CEL opportunities will build upon the already distinctive TCNJ CEL experience.	Environmental education and promotion through CEL activities will support sustainability.	Increased CEL experiences may create fundraising opportunities to support CELR and TCNJ initiatives.
<i>Goal 3: Improve Faculty Participation in CELR Activities</i>	Increased faculty support and incentives for CEL will attract and retain faculty.	Improved faculty participation will enhance CEL signature experience.	Improved faculty participation will build upon the already distinctive TCNJ CEL experience.	Improved faculty participation will improve efficient use of existing resources.	Increased faculty participation may create grant and funding opportunities.
<i>Goal 4: Create, Support, and Sustain Mission-consistent Community Partnerships and Projects</i>	Successful and diverse partnerships will attract and retain faculty and students.	Mission-consistent partnerships will enhance CEL Signature Experience.	Mission-consistent partnerships provide an opportunity for communicating the distinctive TCNJ CEL experience.	A TCNJ Trenton location may help address long-term space needs.	Select partnerships and programs will contribute to the financial sustainability of CELR and TCNJ activities.
<i>Goal 5: Enhance Bonner Community Scholars Program</i>	Enhanced Bonner program will attract and retain diverse students.	Enhanced Bonner scholars support will improve CEL Signature Experience, especially FYCEL.	Enhanced Bonner program will build upon this already successful distinctive program.	Environmental education and promotion through Bonner program will support sustainability.	Enhanced Bonner program may create fundraising opportunities to support CELR and TCNJ initiatives.
<i>Goal 6: Enhance Assessment Practices</i>	Improved assessment practices will suggest how to more effectively attract and retain faculty, staff, and students.	Improved assessment practices will suggest how to improve CEL Signature Experience.	Improved assessment will suggest how to integrate CELR as a central part of TCNJ's distinctive identity.	Improved assessment will suggest appropriate and most effective deployment of existing infrastructure.	Improved assessment will encourage the utilization of resources efficiently and productively.
<i>Goal 7: Communicate Work and Impact of CELR Center Effectively and Comprehensively</i>	Communicating CELR activities will attract diverse audiences.	Communicating CELR activities effectively will contribute to a shared understanding of CEL.	Communicating CELR activities will contribute to TCNJ's reputation and identity.	Communicating environment-related initiatives may support sustainability efforts and efficiencies.	Communicating CELR activities may create opportunities for external funding from grants and donors.

## CONCLUSION AND ACKNOWLEDGMENTS

This document represents the CELR Center's past, present, and short-term future, and captures the key components of the Center's priorities and direction. As with any strategic plan, it is intended to be a dynamic, flexible, and responsive document. We will revisit and revise the plan and the Center's direction based on progress on the listed goals and objectives, changes to the institutional and broader higher education environment, and opportunities and challenges the Center and TCNJ encounter in the coming years. In addition, while this plan focuses the Center's attention around specific priorities, it does not represent the totality of the Center's commitments and operations. These commitments and operations will continue, while being refashioned, when appropriate, to support this plan.

To communicate progress on the strategic plan, the Center's annual report will include a report on implementation of the strategic plan, as well as a list of changes and revisions to the plan based on changed circumstances and realities.

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As described above, this strategic plan is the result of the commitment and work of many people and organizations; we have attempted to list individual participants on the following page. Our strategic planning process was intentionally designed to embody the values enumerated above—collaboration, full participation, engaged learning, social change—and we believe the final product reflects that. We thank all participants in the process—TCNJ students, Bonner Community Scholars, community partners, faculty members, staff members, TCNJ administrators, Bonner Foundation staff, and the many others who provided insight formally and informally—who gave freely of their time to ensure the CELR Center continues its meaningful and transformative work. We also thank Dr. Stephen Hundley of IUPUI for his support of this process, and for his keen and insightful commentary on our many drafts.

This document represents the dedication of many people to the vision and possibility present in the CELR Center and its work; in the end, it is a collectively produced plan that relies on the continued commitment of these and future stakeholders to see it, and future plans, to fruition. Again, we thank all the participants who contributed to this process, and we look forward to working with all of them in the coming years on the plans outlined here.

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