



SAN JOSÉ STATE UNIVERSITY



DEPARTMENT OF HEALTH SCIENCE & RECREATION

College of Health and Human Sciences



SAN JOSÉ STATE
UNIVERSITY

STRATEGIC PLANNING

2019



**DEPARTMENT OF
HEALTH SCIENCE & RECREATION**
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A stylized background featuring a large yellow sun with a blue outline, surrounded by blue and yellow triangular rays. The text is overlaid on this graphic.

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INTRODUCTION

SJSU HSR Strategic Journey Planning and Execution (SJPE) Process



Our strategic planning efforts have stemmed from the principle that we all care about our Health Science & Recreation (HSR) department, especially about the future of the department. Collectively, “we” include not only our faculty and staff, but also include our students, alumni, and community and professional partners with whom our department works and is engaged, all of whom are recognized as the stakeholders of our department. Indeed, these inclusive, collective efforts and actions are our journey that involves respectful, open communications and dialogues to take the department to the next level.

This collective journey involves building people relationships through the engagement of representatives from our students, alumni, and faculty, while appreciating/mobilizing the needs and aspirations of our community and professional partners. It is through such authentic, meaningful engagement of those stakeholders that these people relationships are built, which become the basis/foundation for mobilizing our efforts and actions to make a difference in and have an impact on our communities.

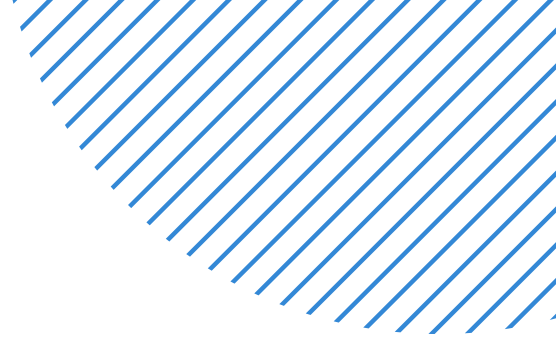




In particular, these efforts/actions have been guided by the principles of co-learning and sharing-power that involve the notion of learning from each other and making our decisions collectively by acknowledging the voices, talents, and contributions of our diverse representatives. In practice, these involve organic, iterative processes through a series of natural, open conversations and dialogues in an inclusive, bottom-up way rather than forcing the process in a top-down, bureaucratic way. Indeed, open, respectful, and reflective conversations and dialogues are critical to this organic, iterative process.

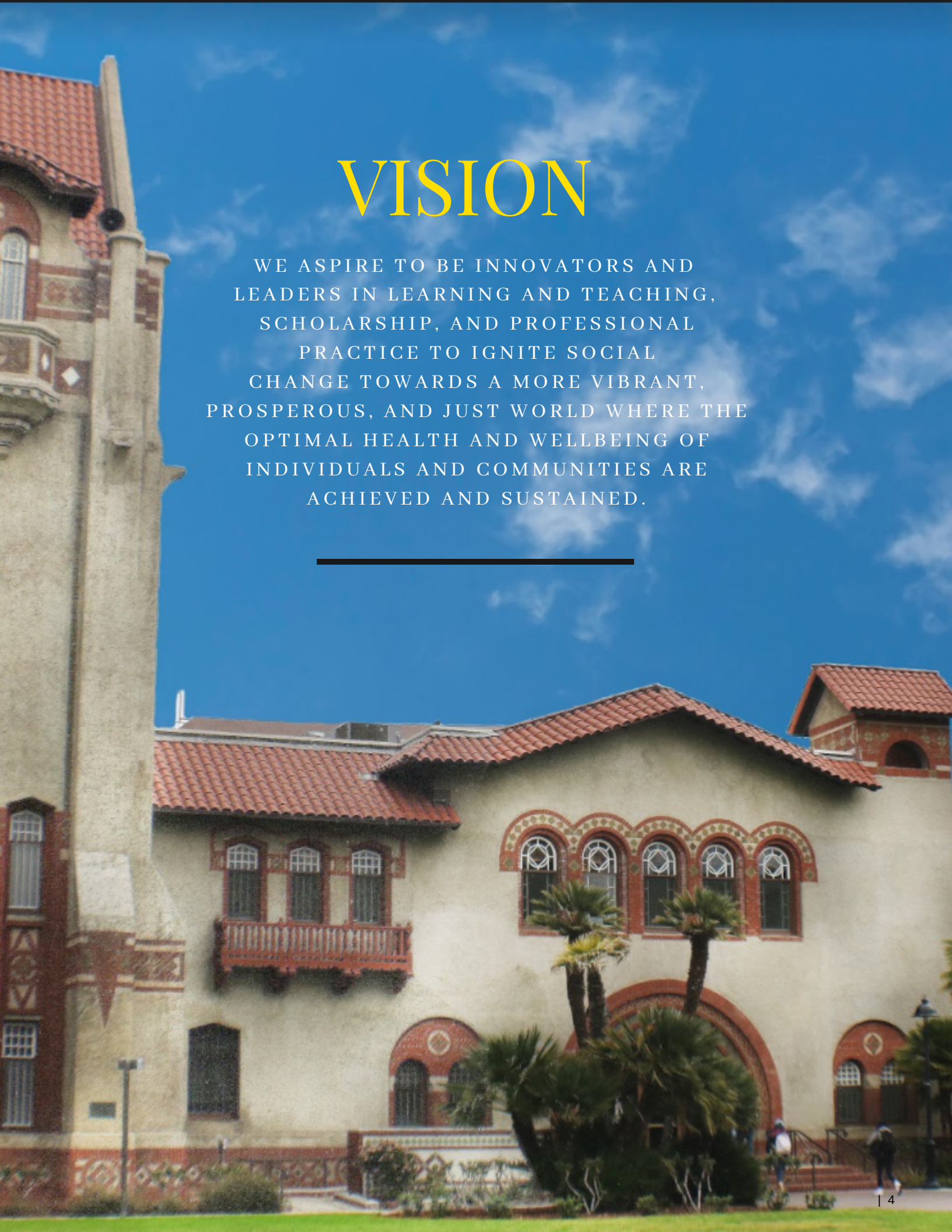
Another motto of our strategic planning efforts/actions is that we are all committed to both the processes and outcomes/products to produce tangible positive results, including solutions toward sustainable growth and advancement, which represent elements of the change and transformation of our department. Therefore, our strategic planning is an action-oriented and solution-based activity to mobilize change and transformation. Specifically, our efforts are geared toward co-creating a strategic plan and then implementing the plan together, facilitated by our working group called “strategic journey planning and execution committee” (SJPEC) including representatives from our student, alumni, and faculty groups.

Overall, our strategic planning represents a collective journey of both co-creating and co-implementing the vision of our department together through articulating who we aspire to become and where we strive to be in the future. Then, our mission identifies the focus of activities and pathways to drive the department toward achieving the vision.



Specifically, the mission reflects the questions of why we exist, why we do what we do, and why we are together in our department that convey the coherent purpose of our department. Importantly, such vision and mission are contextualized within our unique identity and distinction of the department with respect to the questions of who we are and why we matter as the department. Furthermore, our new strategic plan describes the guiding principles of our department collectively identified, as well as top priorities of actions and strategies for the department, considering the current and future context and direction of our department.

Finally, we must note that our strategic plan is a living document that requires periodic examinations and revisions because the environment and context where the department is located and operates continue to change over time. It is essential that we continue to be vigilant and attentive to dynamic, changing needs and demands of the fields of public health and recreation. For this purpose, our strategic plan should be flexibly adaptive to these contextual factors from social-ecological, system perspectives.



VISION

WE ASPIRE TO BE INNOVATORS AND
LEADERS IN LEARNING AND TEACHING,
SCHOLARSHIP, AND PROFESSIONAL
PRACTICE TO IGNITE SOCIAL
CHANGE TOWARDS A MORE VIBRANT,
PROSPEROUS, AND JUST WORLD WHERE THE
OPTIMAL HEALTH AND WELLBEING OF
INDIVIDUALS AND COMMUNITIES ARE
ACHIEVED AND SUSTAINED.



The MISSION

To cultivate a learning community, advance scholarship, and act as an agent of social change within the domains of public health and recreation through serving our diverse SJSU HSR students and alumni and partnering communities to facilitate personal and community transformation.

EST. 2019

- o Cultivate a learning community with our diverse SJSU HSR students and alumni through relational/contextual place-based co-learning and high-impact/experiential lifelong learning to promote critical thinking and facilitate the successful, meaningful life of each and every student and alumna/alumnus.

- o Serve our communities through critical dialogues with thought leaders and innovative/ground-breaking community-engaged research to participate in the world of advocacy, empowerment, and social justice, to share and mobilize knowledge, and to facilitate multi-level transformation.

- o Act as an agent of social change to make a difference for and with our students, alumni, and communities within the domains of public health and recreation in an impactful way.

IDENTITY

We are a thriving diverse academic, scholarly, and professional community that integrates public health, recreation, and personal wellness through high-impact experiential learning, scientific inquiry, critical thinking, play, and lifelong learning to promote social change and justice using collaborative engaged actions.

We value and mobilize authentic, meaningful engagement with our stakeholders (including our students, alumni, faculty, and community partners) through our collaborative actions.

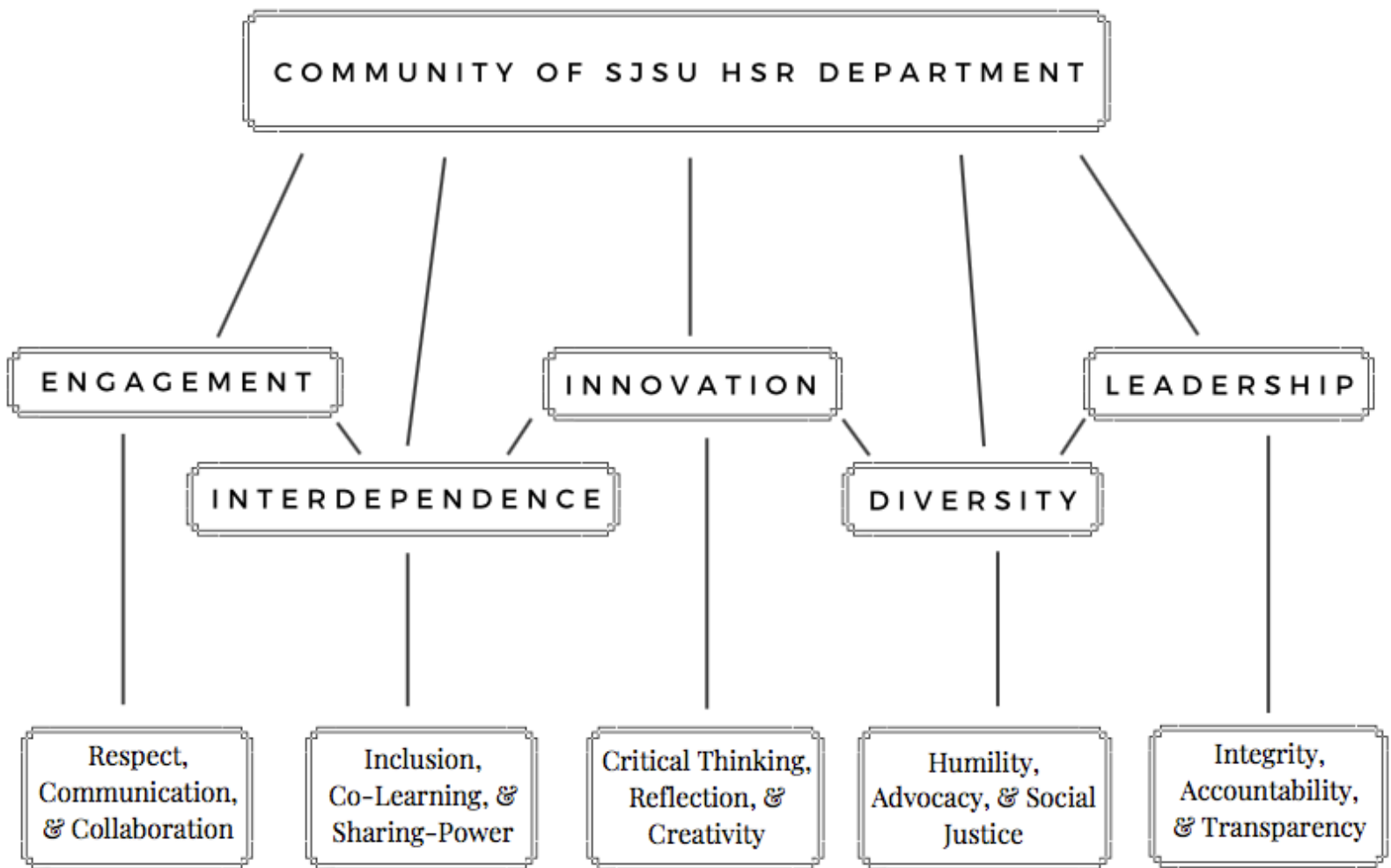
We are a coherent interdisciplinary department that addresses quality of life in our communities, with our commitment to diversity and equity through nurturing relationships with the community and each other, and promoting social justice and social change.

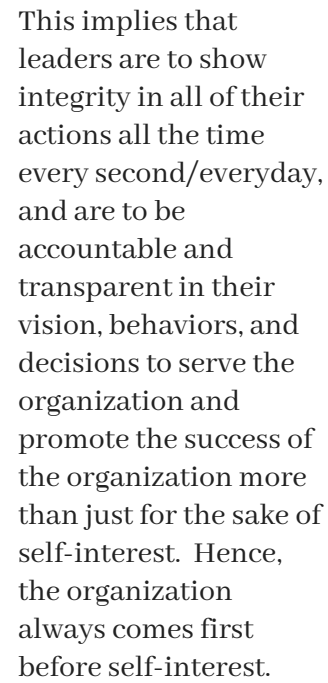
We are teacher-scholar-practitioners who value and advocate high-impact experiential learning, critical thinking, lifelong learning, play, and scientific inquiry in an innovative, synergistic, and applied manner.



GUIDING PRINCIPLES

SJSU HSR Department





As illustrated in our diagrammatic visual, first, community-building is an overarching guiding principle — which is about building our HSR departmental community through working with and engaging our stakeholders including our students, alumni, and community and professional partners, as well as our faculty and staff. Accordingly, promoting sense of community within our HSR department is our top priority as our identity statement indicates, “We are a thriving diverse academic, scholarly, and professional community.”

Under this overarching principle, we have five core principles including engagement, interdependence, leadership, innovation, and diversity. Each of these five core principles is further explained by more specific concepts. For example, engagement involves respect, communication, and collaboration, whereas interdependence is supported by inclusion, co-learning, and sharing-power. Importantly, leadership involves integrity, accountability, and transparency.





It is also very important to emphasize that all of these principles are interrelated. For example, the notion of sharing-power is considered to be relevant and related to all of the five core concepts — namely, leadership, engagement, innovation, and diversity, as well as interdependence. In particular, it is essential to acknowledge the functions that mobilize the foundational constructs (e.g., respect, communication, and collaboration) that support the development of these five higher concepts as the core principles (e.g., engagement), all of which, then build/create our community of SJSU HSR Department altogether.

In turn, this departmental community mobilizes the further development of the five higher concepts/core principles (i.e., engagement, interdependence, leadership, innovation, and diversity), which then build the foundational principles (e.g., humility, advocacy, and social justice). Such multi-directional interrelatedness involving both vertical (both top-to-bottom and bottom-to-top) and horizontal connectedness is a hallmark of our guiding principles of the department.

Such interrelatedness indeed both distinguishes and connects among:

(1) the overarching principle (i.e., SJSU HSR community-building),

(2) the five core principles (e.g., engagement, innovation), and

(3) the foundational principles (e.g., critical thinking, reflection, and creativity) at three levels.

Overall, all of those building blocks of principles come together and construct the pyramid of guiding principles from a holistic, system perspective. Practically, this pyramid of principles altogether guides our day-to-day activities and actions within our teaching, research, and service, as well as other operations. Adhering these overarching, core, and foundational principles into our day-to-day operations and actions supports and mobilizes our newly developed vision, identity, and mission. Hence, our vision, identity, and mission are aligned with, linked to, and contextualized within our guiding principles. Collectively, we strive to contribute to the sustainable growth and transformation of our department through serving the needs of our stakeholders including our students, alumni, and community/professional partners, as well as our faculty and staff. All of these collective efforts and actions come together to co-create/co-build the prosperous, thriving future of our department.

PRELIMINARY/TENTATIVE TOP PRIORITIES OF ACTIONS DEPARTMENT OF HEALTH SCIENCE AND RECREATION (HSR)

Since late October 2018, our strategic planning committee with genuine interest in our department's prosperous future has worked tirelessly and diligently in an organic, inclusive/collaborative, and iterative way. Among others, one major contribution of this group is to identify the top priorities of actions for the department, contextualized within the core elements of our strategic plan, namely, our new vision, identity, mission, and guiding principles described earlier. A series of brainstorming sessions within the committee have been held, which have led to crystalize potential priority areas. The key implication of this approach is that once established, we as the department should be fully committed to strategically allocating resources to actualizing those priorities of actions into reality.

Once again, guided by the principle of using an organic, iterative process, we will periodically assess the relevance and importance of each priority (and monitor progress toward achieving it), while being flexible for adding new priorities whenever appropriate/necessary. Accordingly, below is a summary of the key themes of priorities in our department identified/informed by our strategic planning processes.



Key Themes of Priorities:

01.

STRATEGIC ACTION TO MOBILIZE AND
ACHIEVE OUR NEW VISION

.....

PURPOSEFUL STORYTELLING

.....

03.

HOSTING A CONFERENCE

.....

CONTINUOUS CURRICULUM
IMPROVEMENT

.....

05.

CULTIVATE A LEARNING
COMMUNITY OR “HUB”

02.

04.



Strategic Action to Mobilize and Achieve our New Vision

Undoubtedly, it is essential for us to be aligned with and committed to our new vision, which is linked to and contextualized within our new identity, mission, and guiding principles when we determine and implement our action plan. Therefore, specific strategic actions should aim to mobilize and achieve our vision:

“We aspire to be innovators and leaders in learning and teaching, scholarship, and professional practice by integrating public health and recreation to ignite social change towards a more vibrant, prosperous, and just world where the optimal health and wellbeing of individuals and communities are achieved and sustained.”

For example, a specific departmental initiative is to be strategically in line with and mobilize our vision and commitment to “community transformation” as emphasized also in our mission statement. Whenever we develop and implement our action plans, this theme of priorities will continue to be a key guiding principle along the way.



Purposeful Storytelling



Another key theme of priorities is purposeful storytelling. In particular, it is essential for us to recognize what the stories of our department are and who the audiences for these stories are (e.g., prospective and current students, practitioners, policy-makers, community/professional organizations, potential and current donors, and other departments/colleges/administrators at SJSU). Then, it is vital for us to identify what pieces of information or data are needed to elaborate/articulate these stories. Once we have identified powerful and inspirational stories, we then decide appropriate mediums to communicate those stories.

Some of the key notions about purposeful storytelling include:

1. contextualizing data/information to give/create meanings of stories (relatedness with people/target population is a key because people are the ones who make sense of the data/stories);
2. Showing compelling evidence or narratives to give stories substance and credibility;
3. using an authentic engagement space to create a meaningful/compelling story (e.g., respectfully engage/enable students and alumni to tell their unique, authentic/genuine stories); and
4. intentional/purposeful selection of stories to promote assertion and impact by critically considering why a particular story is chosen and communicated.

Already several strategic actions are currently under way, including website upgrading (using the new SJSU template) and the production of new SJSU HSR magazine-like catalog/brochure through collaborations with SJSU School of Journalism and Mass Communication. This magazine-type catalog/brochure may complement the role of annual report (printed and online), at least, for this year, to showcase and communicate stories about accomplishments/impacts of our students, alumni, faculty, and community partners with wide audiences.

As another key communication strategy, we have started to more strategically use social media. For now, a student assistant has been hired as Social Media Coordinator to update and monitor departmental social media including the blog to share student advising resource information —

*<https://sjsupublichealthadvising.wordpress.com>
Twitter (twitter.com/hsr_sjsu)
Instagram: ([hsr_sjsu](#)).*

A photograph of three women standing behind a wooden podium draped with a light-colored cloth. The woman on the left is smiling and looking towards the camera. The woman in the center is looking down at a laptop on the podium. The woman on the right is looking at a tablet. A microphone is positioned in front of them.

Hosting a Conference

A conference planning committee will be established with representatives from our students (from all three programs), alumni, and faculty. Possible themes/foci of our conference suggested so far include:

(a) Public Health Collaborative: Health Policy, Health Practice, Healthy People — solution-oriented conference through integrating community health and clinical therapeutic practices;

(b) CBPR (community-based participatory research)/PAR (participatory action research) that brings together our faculty, students, practitioners, and community partners by strategically emphasizing practical implications of CBPR/PAR approaches to the real world in the fields of public health and recreation; and

(c) Career-Pathways Exploration Event/Initiative: From student perspectives, the questions of “What does this major do for you as students?” and “Where will SJSU HSR take you?” are very important (our four-member planning committee has been established, while some fundamental initial work has begun already).

Considering our new vision, identity, and mission that advocate and promote synergy and coherence between recreation and public health, another potential theme is the Park Rx movement that aims to reduce health disparities and improve various dimensions of health (e.g., physical, mental, emotional, spiritual, and social) by increasing access to outdoor/nature experiences.

With its focus on health, advocacy, and social justice, this global movement recognizes parks and recreation as an essential part of the public health structure, as well as a catalyst for social change making them vibrant, relevant, and valuable to everyone. This global, national, and local movement includes/involves people, parks/nature, nonprofits, public sectors, industries/commercial sectors, and healthcare providers

Nonetheless, it is essential for us as the Department to critically/thoughtfully conceptualize what we aim to accomplish from these events/initiatives including conversations of who we are, since we are launching our new strategic plan,

informed by our new vision, identity, mission, and guiding principles of the department being finalized. In addition, considering the amount of work that needs to be put into conference planning and execution, having both the faculty and administrative support is vital to make that successful.

"Hosting a conference/summit/institute/symposium is identified as another top priority of our department. This initiative aims to promote visibility of our department both within our SJSU campus and within the broader community, while integrating public health and recreation".

Continuous Curriculum Improvement

As the fields of public health and recreation have been and will continue to be constantly evolving, it is extremely important for us to be vigilant, responsive, and adaptable to the changing needs and demands of our fields. Our MPH and Recreation Programs have been accredited by the Council on Education for Public Health (CEPH) since 1974, and by the Council on Accreditation of Park, Recreation, and Tourism Related Professions (COAPRT) since 1987, respectively.

On the other hand, we have been in the process of reviewing and revising the curriculum since the year that accreditation standards for public health undergraduate programs were released in 2013. Our exploration initially found that we have quite a lot of coverage of essential topics in our courses. But, to better align with developing practice in public health education, a revision is needed where there is an opportunity to capitalize on both the interests of our students, faculty, and university, and changing landscape for employment to create new, suitable pathways for students to gain new, relevant skills. Indeed, we have already established (through nominations/elections) and started to operate a representative working group.

"We have planned to complete this public-health undergraduate curriculum revision process until the next deadline of submitting curriculum changes in the fall of 2019."



Cultivate a Learning Community or “Hub”

Since our department is committed to and distinguished ourselves as a student-centered unit, another priority is to cultivate a learning community with the aim of serving our students respectfully. As emphasized by student members of our strategic planning committee, there is a desperate need for us to continue to improve student service and support. One primary area of student service and support involves student advising and mentorship.

In particular, we aim to cultivate a learning community or “hub” through investing more resources into a structural, innovative, and navigational mentorship program (mentor-mentee and peer mentorship; online as well as one-on-one mentorship) in a coordinated way. This involves the integration of components of skills (e.g., navigation, leadership, and career-oriented skills) through relationship and capacity-building in both formal and informal ways. Examples include: departmental or program-based mentorship groups led and run by students with faculty and alumni support while integrating SJSU student services; and class assignments for building mentor-mentee and peer mentorships through engaging students, alumni, and community partners.

Indeed, the department has significantly increased the resources into student advising including faculty and peer advising in a more coordinated, student-centered manner. Considering the importance of supporting career pathways of our students, we will continue to build networks and partnerships with our community agency partners including our alumni with the aim of most effectively preparing our students for their successful careers in their chosen fields. Clearly, student and alumni engagement plays a critical role, which will be strategically facilitated in a mutually beneficial and respectful way.

