



Carnegie Foundation for the Advancement of Teaching

*The Carnegie Foundation for the Advancement of Teaching !
Elective Community Engagement Classification !*

Re-classification Documentation Framework

(for campuses that received the Classification in 2006 or 2008)

The Re-classification Documentation Framework is intended to help you gather information about your institution's current community engagement commitments and activities as well changes that have taken place since your campus last received the classification. The framework comprises all of the questions that appear on the 2015 Documentation Reporting Form (i.e., the application), and seeks evidence of how community engagement has become deeper, more pervasive, better integrated, and sustained. The focus is on depth and quality within a sustainable institutional context, not greater quantity per se. **(The framework is for use as a reference and worksheet only. Please do not submit it as your application.)**

The re-classification documentation framework is designed for an evidence-based reflective process focusing on what has changed since receiving the classification. It is structured to include narrative responses allowing for explanation of changes that have occurred since the previous classification. The narratives are designed to address (1) what currently exists, (2) changes since the last classification, and (3) relevant supporting evidence.

Data Provided: The classification will be determined based on activities and processes that have been implemented, not those that are anticipated. The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2013-2014, data should reflect evidence from AY 2012-2013. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers for the Carnegie Foundation may want to examine websites to provide additional clarification of the responses in the application. Reviewers also may ask for a telephone conversation to clarify evidence provided.

Use of Data: The information you provide will be used solely to determine your qualifications for the community engagement classification. Re-classified institutions will

be announced publicly in January 2015. Only those institutions approved for re-classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for research purposes.

Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

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Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

I. Foundational Indicators !

A. !President/Chancellor’s Leadership Statement

Required Documentation.

1. ! Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:
 - a. ! Indicates their perception of where community engagement fits into their leadership of the institution,
 - b. Describes community engagement’s relationship to the institution’s core identity, strategic direction, and practices, and
 - c. ! Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

PDF to be uploaded

<http://www.csusm.edu/community/evidence/presletter.pdf>

- d. In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Document Excerpt	Web Link (if available)
Annual addresses/speeches (word limit: 500): A) In her annual fall 2012 Convocation address to the campus community, President Haynes focused on our institutional "adaptability" and "resiliency" in "setting the standard for what a public university in the 21st century should be--how it should respond and react to the needs of its students and its communities." The address stays centered on the notion that CSUSM is a university that "is committed to educating the working class, to helping them transform their lives and our communities." And, near the speech's end, she insists that "We will remind our region...that public education is indeed a public good" and that this university "is this region's greatest resource." B) Excerpts from the President's 2013 annual report to 500 community leaders: "This is a pivotal moment in California's history, and what hangs in the balance is nothing less than the future of this state....We know, without a doubt, that we cannot fulfill our promise to	A) http://www.csusm.edu/president/speech/2012/convocation2012.pdf B) http://www.csusm.edu/president/speech/2013/RTC2013.pdf

serve the students of our region by curbing our aspirations. We cannot help solve our region's most pressing problems by slowing our pace and committing to stagnation. The work that we are doing to address today's complex problems is essential--not only for Cal State San Marcos--but for the economic vitality and the intellectual vibrancy of this region....Cal State San Marcos, YOUR university, is the intellectual, social, cultural and economic engine of this region....We will continue to: educate, innovate, elevate....But earning a college degree isn't just a 'personal good,' it's a 'public good'--good for our entire region and state....We, at Cal State San Marcos, truly believe that innovation is no longer an elective; it is a requirement for the future...woven through the fabric of the university, from academics to student services to community engagement....We are not alone in our thinking....83 percent of Americans believe that the model for higher education has to change, that universities need to be more innovative and more engaged with and responsive to...their communities. We are a model of responsiveness and engagement....We are creating a brave new paradigm for what it means to be a public, comprehensive 21st century, community engaged... university....The CSU Institute for Palliative Care...is an extraordinary example of our future focus and creativity....The Institute was launched here because our history and success at leveraging innovative partnerships to meet community needs impressed a member of the CSU Board of Trustees....Our partnerships with public and private organizations have enabled us to introduce innovative projects....Our intentional, structured, sustainable and "regionally significant" partnerships ensure that the most educationally at-risk students know early what it takes to get into college....Yes, we are doing it, transforming lives and, in so doing, transforming families and this entire region....As we look to the future, we will...expand our partnerships and collaborate...to expand opportunity, grow the economy, and elevate our region.

Published editorials (word limit: **500**):

The impact that the university has on underserved populations, veterans and dependents, former foster youth and Native American tribes (to name a few) is often highlighted in the news, as is CSUSM's significant impact on the economic vitality of the region:

A) "Higher education cuts will undermine economy" by Karen Haynes, U-T San Diego Op-Ed, May 31, 2012 Excerpt: "I recently shook the hands of the 2,500 students graduating from Cal State San Marcos.... These students represent the demographics and future of our region....Clearly, we are changing our region in very positive and meaningful ways, especially when you consider that 85 percent of our alumni remain in our region, improving our economy."

B) "Cal State San Marcos matures as North County's most prized resource," by Dick Daniels, San Diego Daily Transcript, Sept. 17, 2012 Excerpt: "Of the 2,700 students who graduated in May, one out of two were the first in their family to attend a four-year university. Nearly half...of that class were students of color, mirroring the demographics of the region....Last spring, more than 900 military veterans and active-duty students and their dependents were enrolled as students--nearly 10 percent of the student body....Several years ago, Haynes embarked on a proactive admissions program with several high school districts in the area, guaranteeing enrollment at CSUSM to graduating seniors....Through its ACE Scholars Services program, the university has the highest percentage of former foster youth of any university in the nation...."

C) "Cal State San Marcos launches palliative care programs," by Janet Lavelle, U-T San Diego, Sept. 20, 2012. Excerpt: "[A CSU trustee] proposed Cal State San Marcos as the first site [for the Institute for Palliative Care] because it was a relatively young school with great potential and a president with leadership skills, a talent for creating partnerships....[the trustee] was impressed by the partnerships between the Cal State San Marcos nursing school and health care organizations in the region."

D) "CSU President touts positives in address," by Michelle Brier, U-T San Diego, Feb. 8, 2013 Excerpt: "Innovation was a significant theme for the president, and she highlighted community and business partnerships that have allowed the university to grow and provide opportunities....'We will...expand our partnerships and collaborate with industry, local governments and nonprofits,' Haynes said. 'We will make maximum use of our location and our technology to expand opportunity, grow the economy and elevate our region.'"

A) <http://www.utsandiego.com/news/2012/may/31/college-funding-cuts-wont-help-economy/>

B) http://www.sddt.com/Commentary/article.cfm?Commentary_ID=231&SourceCode=20120917tza&t=Cal+State+San+Marcos+mature+as+North+Countys+most+prized+resource#.UFeEck8kbZs.twitter

C) <http://www.utsandiego.com/news/2012/sep/20/cal-state-san-marcos-launches-palliative-care-prog/>

D) <http://www.utsandiego.com/news/2013/feb/08/tp-csu-president-touts-positives-in-address/>

<p>E) UT-TV Interview with CSUSM President Karen Haynes, Feb. 22, 2013: President Haynes discusses regional partnerships that provide access to the campus/student support services and how the university's goal is to be a creative center of innovation and future focus for the region.</p> <p>F) "Haynes Voice is One for Advocacy" by Tawny McCray, May 20, 2013 Excerpt: "Native Americans, veterans and former foster youths--those three groups have the lowest high school graduation and college going rate in the nation," she said. "We have reached out to populations that often go untapped and untargeted....We aren't just educating a student; we are transforming the entire region."</p>	<p>E) http://bcove.me/ktr8fnsw</p> <p>F) http://www.utsandiego.com/news/2013/May/20/tp-haynes-voice-is-one-for-advocacy/?#article-copy</p>
<p>Campus publications (word limit: 500):</p> <p>A) "Report to the Community: Educate-Innovate-Elevate" annual San Diego Union-Tribune newspaper supplement Excerpt: "Cal State San Marcos is YOUR university...we are committed to being the intellectual, social, cultural and economic engine of this diverse and growing region....We are about preparing the workforce of tomorrow and improving the lives of those in our region....We seek out unique community partnerships to create academic programs that meet workforce demands....We offer support and programs to help the most educationally at-risk meet their academic potential...."</p> <p>B) Steps Magazine, Winter 2012: Building Great Communities Excerpt: "As stewards of place, public universities connect to their communities, promising to advance the public good by focusing on challenges and opportunities unique to their region. Here at Cal State San Marcos we are rising above that promise with strategic partnerships that strive to build great communities - both on campus and off... These stories - and many of the stories at CSUSM - are your stories; they are the stories that illustrate how our University works with our community each day to make our region a stronger, better, brighter place. In doing so, we are transforming lives and providing unimaginable opportunities. We are doing what I think strong universities should do: engaging for the common good, preparing tomorrow's leaders, building better communities and solving critical issues."</p>	<p>A) http://www.csusm.edu/rtc/supp_pdfs/supp_PDFpg4web_02.pdf</p> <p>B) http://www.csusm.edu/community/evidence/stepsfall.pdf</p>

<p>C) Steps Magazine, Summer 2012; Preparing Tomorrow's Leaders Excerpt: "Our commitment to providing CSUSM students with a unique and exciting educational adventure produces a thriving, vibrant university. But the benefits aren't ours alone; with each new graduate, with each new research discovery, and with each new collaborative partnership, we are building better communities for our region - and for you....For 22 years, you have entrusted us with the education of our region's students and with the development of our communities. We have returned that trust by crafting a university that is uniquely yours; one focused on preparing tomorrow's leaders, building better communities, and solving critical issues. We have done it with your support and help. We have done it for the common good." !</p> <p>D) 2013 Cougar Stats Facts & Figures Excerpt: "Founded in 1989, California State University San Marcos is a new kind of university--technologically sophisticated, fully engaged in the community and pushing the boundaries of innovation...." !</p>	<p>C) http://www.csusm.edu/community/evidence/stepsspring.pdf</p> <p>D) http://www.csusm.edu/communications/cougarstats/</p>
<p>Other (word limit: 500):</p> <p>"Haynes Touts CSUSM's Innovative Spirit" Excerpt: "Despite fiscal woes, Haynes shared how CSUSM's spirit of adventure and innovation drives it forward. 'We believe that for any university to survive, they must seek out partnerships that make sense because they expand access, benefit students and creatively meet the needs of the region,' she said. Major highlights of the last year include a public-private partnership with developer Urban Villages to build The QUAD, student housing that opened in August and is currently filled to capacity. In September the CSU Institute for Palliative Care at Cal State San Marcos was launched, largely due to the University's history and success at leveraging innovative partnerships to meet community needs. Launched with \$2.5 million from foundations and a regional philanthropist, the Institute for Palliative Care puts CSUSM front and center in shaping the future of health care.</p>	<p>http://www.csusm.edu/news/topstories/articles/2013/02/RtC.html</p>

B. Institutional Identity and Culture

Required Documentation. Please complete all three (3) questions in this section.

- 1.a. ! Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?
 No Yes

Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition (word limit: **500**):

Since receiving the Carnegie Community Engagement classification in 2006, CSUSM has adopted the Carnegie definition of community engagement as its institution-wide definition: "Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

<http://www.csusm.edu/community/carnegie.html>

The above link is accessible directly from the home page of the university's website by clicking on the words "community engaged" in the "New to CSUSM?" paragraph, or by clicking on "Community" on the menu bar on the home page.

- 1.b. ! How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

Document Excerpt	Web Link (if available)
<p>Mission or vision statement (word limit: 500):</p> <p>The importance of community engagement is stressed in both our Mission and Vision statements, and it is further emphasized as one of our institutional Values.</p> <p>In our Mission statement, community engagement appears front and center in the second sentence and directs the reader to the institution's Carnegie classification page: "As a Carnegie classified 'community engaged' university, CSUSM students work closely with a faculty whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning."</p>	<p>http://www.csusm.edu/about/facts/mission.html</p>

<p>Our Vision statement emphasizes "service to the community" as one of CSUSM's distinctive features, a curriculum that will be needed in a "global society," and teaching and learning strategies that will make "a difference in the life of our communities" through discovery and experimentation.</p> <p>And, "community" is expressly stated as one of our five institutional Values, clarified as "shared commitments to service, teamwork, and partnership."</p>	
<p>Strategic plan (word limit: 500):</p> <p>The university's Strategic Plan directly addresses community engagement in its Strategic Priority #4 -Community Partnerships: "California State University San Marcos desires to strengthen and further expand our local, national, and international partnerships in ways that allow us to better serve our community as a leader in regional development and enhancement." Objectives in support of this goal include: (1) strengthen K-16 and other educational partnerships; (2) leverage opportunities for self-support lifelong learning programs; (3) provide strategic leadership and foster opportunities for regional growth and development; (4) establish mechanisms for mutual engagement of university and community; and (5) strengthen university visibility and image.</p> <p>It is also addressed in the form of civic engagement under Strategic Priority #2- Student Life: "promote and exhibit civic engagement."</p>	<p>http://www.csusm.edu/president/documents/2014/StrategicPlan_march2014.pdf</p>
<p>Accreditation/reaffirmation document/QEP (word limit: 500):</p> <p>A) In our 2007 WASC accreditation report, we were just beginning to talk about community engagement and partnerships as inherent to our institutional purpose and objectives (see page 6 on related link).</p> <p>B) However, the conversation was active enough to impress the WASC review team at that time that community engagement was becoming increasingly important in "Defining Institutional</p>	<p>A) http://www.csusm.edu/wasc/reports/wasc_cpr_report_final_jan_07_08.pdf</p> <p>B) http://www.csusm.edu/wasc/reports/csusm_sitereport_final_42307.pdf</p>

<p>Purposes and Ensuring Educational Objectives," as reflected in page 9 of their report.</p> <p>C) In our most recent report to WASC (Interim Report) in 2012, community engagement is addressed as a "Change in University-level Organizational Structure," and noted as "significant." Specifically, it states:</p> <p>"... the only significant change at the university level has been the creation of a Division of Community Engagement, to focus on building stronger and more vibrant ties with the community by forging and growing strategic partnerships with a multitude of regional entities, particularly the regional economic development corporations. Among other things, the work of the Community Engagement Division is informing our long-range academic master planning efforts by helping provide regional data on economic growth and employment trends."</p>	<p>C) http://www.csusm.edu/par/wascir2012/livetext/doc/7870395/36625284.html</p>
<p>Other (word limit: 500):</p> <p><u>Other Strategic Plans:</u> In addition to our institutional strategic plan, CSUSM's work is further guided by three area-specific strategic plans, each of which--in its own unique way--speaks to community engagement as relevant to its goals and objectives. These are: (A) the Diversity Strategic Plan; (B) the Information Technology Strategic Plan; and (C) the Veterans/Active Duty Strategic Plan.</p> <p>A) As indicated on page 9 of the Diversity Strategic Plan, the plan's six core values align directly with the institution's five strategic priorities. Specific to the plan's outreach and awareness core value is the community partnership strategic priority. This relationship is further defined on page 10 of the Diversity Strategic Plan, making the case that our diversity efforts must be inclusive of the larger community of which CSUSM is a part.</p> <p>B) In our Information Technology Strategic Plan, the "Vision 2015" statement on page 4 states that "By 2015, we will have raised the educational attainment rates, particularly among the most educationally at-risk populations, thus assuring</p>	<p>A) http://www.csusm.edu/president/documents/2014/diversitystatplan012314.pdf</p> <p>B) http://www.csusm.edu/president/plans/ITStrategicPlan2012.pdf</p>

economic vitality and social transformation throughout our region, while modeling the best 21st century concepts in curriculum, pedagogy, student services, research, and *community engagement*. More specifically on page 12, the plan's Theme D focuses on "Increasing Community and Regional Significance," identifying "a variety of ways to connect with the community including social media, multi-channel, and customized communications." These include strategies and goals that: (1) help the university "improve lifelong relationships with the community" and help increase "fiscal accountability to our donors" and ensure "that the community understands the impact their contributions make;" (2) "collaborate with other organizations [such as K-14 and businesses] on application development, infrastructure, service, and expertise in order to improve efficiencies, build relationships, and provide a benefit to the community;" and (3) "identify ways to make the campus a focal point for the surrounding area, serving local needs by means of educational events, entertainment, and socially relevant activities designed to meet the needs of the community."

C) And, as evidenced in goal 7 (page 7) of the Veterans/Active Duty Strategic Plan, community engagement plays a critical role in: (1) helping build important relevant community relationships and partnerships that can address regional workforce needs; (2) providing opportunities for faculty engagement and research activities; and (3) providing civic engagement and service learning opportunities for veteran and active duty students.

Management Personnel Documents:

So important is community engagement to CSUSM's identity and culture that it is (and has been for several years now) one of four major responsibilities outlined in every manager's position description--regardless of position or division within the university--and, as such, it is a key performance dimension in the annual evaluation process.

C) <http://www.csusm.edu/president/documents/2014/VADESCSPGoalsObj32014.pdf>

<p>D) As detailed on the MPP position description link, all managers are expected to devote at least 25% of their position to "University/ Community Partnership" activities.</p>	<p>D) http://www.csusm.edu/community/evidence/mpptemplate.pdf</p>
<p>E) And as Performance Expectation #3 on the annual management review form indicates, a manager's performance in this area is a significant measure of their overall annual performance.</p>	<p>E) http://www.csusm.edu/community/evidence/mppeval.pdf</p>

2. ! Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: **500**):

Since receiving the Carnegie voluntary community engagement classification in 2006, Cal State San Marcos has worked to institutionalize engagement in increasingly meaningful and intentional ways. While both the institutional mission and planning documents continue to center on community engagement as one of its five guiding priorities (just as they did in 2006), the university's organizational structure has changed very deliberately in direct support of this priority. At the time of our first classification, community engagement activities were supported by a university "advocate," a campus employee who dedicated a portion of her time to ensuring that the priority moved forward in a coordinated way. By 2008, this advocate role had grown into an Associate Vice President for Community Engagement position, a part-time position reporting directly to the President (this individual was also the Dean of Extended Learning--a seemingly logical connection and good fit for the role). Over the ensuing two and a half years, the community engagement initiative at CSUSM gained in both momentum and significance, and in January 2011 the President created a full university division dedicated to the community engagement effort. She appointed a Vice President for Community Engagement to lead this new division and to work with and through the other four vice presidents and their divisions to fully integrate community engagement across all aspects of the institution, from academic affairs, to student affairs, to administrative services, to advancement, and including students, staff, faculty, and administration. (See university organization chart <http://www.csusm.edu/president/organization/orgcharts/UniversityandPresident080613.pdf>)

With the creation of this new division--which largely migrated existing personnel from relevant university units into CE division roles--\$750,000 of institutional resources were realigned in support of the new division and its personnel. As this division has continued to evolve and move in a number of new CE directions, the organizational structure continually has been refined into units to support this

evolution and growth. These include: (1) an Office of the Tribal Liaison (a full-time position added by the President in 2007) to engage with the tribal communities that work to increase access and pathways to college for Native students; (2) a Community Liaison Office, to help connect the community and university through awards and recognitions, speaking engagements, VIP tours and visits, and a coordinated presence at community events; (3) a Civic Engagement Office to more strategically and synergistically coordinate student and faculty civic engagement through community service learning, volunteer programs, alternative spring breaks, and other such programs; (4) an Engagement Scholarship Office to help support and advance the scholarship and community-based research of faculty and their community partners; and (5) an office that houses The Alliance to Accelerate Excellence in Education ("Alliance") which works in partnership with currently nine area school districts to create pathway programs that ultimately guarantee students in these districts admission to CSUSM upon graduation from high school. The Community Engagement division has 10 employees dedicated to the above functions and a cadre of student assistants. (See Division organization chart <http://www.csusm.edu/community/evidence/ceorg.pdf>)

3. ! Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: **500**):

As noted in the above response, the most significant change for community engagement at CSUSM since the first Carnegie classification in 2006 has been the creation of a new division, devoted specifically to the community engagement initiative. As the university's fifth division, Community Engagement replicates the other four (Academic Affairs, Student Affairs, Finance and Administrative Services, and University Advancement) in structure and, as such, in executive leadership. Joining the other four divisional vice presidents as part of the President's executive leadership team, the Vice President for Community Engagement has chief oversight of the division, including its budget, strategic planning, growth initiatives, and staff management. The addition of this new division and its vice president has provided a holistic and systemic approach to community engagement unlike any other in the CSU (at present, CSUSM is the only CSU of the 23 campuses in the system to have a division and vice president devoted solely to the community engagement function), and gives community engagement equal voice at the table during institutional planning and budget discussions. In short, the implications of these changes have continued, in a real intentional and strategic way, to institutionalize community engagement and instill it across and throughout the university as a mentality--a way of being--that is embedded in the engagement ideal of CSUSM. This divisional structure and executive leadership help shape and implement the vision for engagement at CSUSM that drives our mission, forms our values, guides our work and scholarship, and--ultimately--transforms our region by preparing tomorrow's leaders, building better communities, and solving critical issues. Indeed, at CSUSM, community engagement, as it is facilitated and driven through this division, is our culture. It is

not just something that we "do" at CSUSM; it is, quite simply, what and who we "are" as an institution.

C. Institutional Commitment

Required Documentation. Please complete all sixteen (16) questions in this section.

Infrastructure

1. ! As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: **500**)

As outlined in the previous section, a significant change with respect to institutional commitment since our 2006 classification was the creation of a university division dedicated solely to the community engagement initiative, the only such division in the entire 23-campus CSU system.

<http://www.csusm.edu/community/index.html>

The Division of Community Engagement was formally launched in January 2011, under the leadership of a newly appointed Vice President for Community Engagement (who reports to the President, along with all other vice presidents), and parallels the organizational structure of the other four university divisions. In fact, the creation and launch of this division has given the community engagement initiative "infrastructure" in the form of a systemic "fit" within the institution and organizational physical space/offices, staffing, permanent budget line funding, and a full voice at the executive table. In addition to the Vice President for Community Engagement, senior level staffing includes an Associate Vice President for Community Engagement, and a number of community liaisons and unit heads, as indicated on the attached divisional organization chart. It's perhaps important to note that the infrastructure for Community Engagement on campus was built almost entirely by realigning CE-related functions that reported elsewhere on campus under a common umbrella division so that the CE functions could work more synergistically. Along with this came the realignment of staff and financial resources related to these functions. As such, this new division launched almost entirely with existing university staff and financial resources. The division's infrastructure is funded as part of the university's permanent state budget allocation, with fiscal funds dedicated to faculty engagement grants and donor funds dedicated in support of the Alliance office. Three of the division's staff members are faculty whose time is "bought out" by the division to support key engagement initiatives.

In addition to the institutional commitment to community engagement provided by the President and her executive team, the university's Academic Senate stepped forward in 2012/13 FY with the offer to form a Community Engagement Faculty Advisory Committee (CEFAC) whose mission would be "to identify ways in which CSUSM can work collaboratively to build strong university-community partnerships anchored in the rigor of scholarship, and designed to help build community capacity as well as contribute to classroom pedagogy and future scholarship and creative activity."

<http://www.csusm.edu/community/facultyengagement/cefac1.html>

Now in its inaugural year, this cross-institutional faculty committee has been instrumental in preparing this Carnegie documentation, in developing and awarding a \$70,000 annual incentive grant program for faculty engagement activities, and for representing CSUSM on faculty teams to national conferences, such as the annual Engagement Scholarship Consortium.

Funding

2.a. ! As evidence provided for your earlier classification, you described *internal* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: **500**)

At the time of our 2006 documentation, the President allocated \$70,000 in direct support of institutional engagement with the community. This funded the work of the then University Advocate for Community Engagement at a 25% time commitment, as well as community organization memberships, table sponsorships, and various outreach activities. In 2011, with the creation of the larger institutional Division of Community Engagement, funding for institutional engagement was reapportioned internally and allocated in the amount of \$750,000 in support of division salaries, operations and infrastructure, as well as community organization memberships, sponsorships, and community engagement activities--both internal and external.

2.b. ! As evidence provided for your earlier classification, you described *external* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: **500**)

In 2006, approximately \$48,000 was provided to CSUSM by the CSU Chancellor's Office in support of the then Office of Community Service Learning. While the amount of this annual CSU Service Learning Curriculum and Infrastructure Initiative Grant hasn't changed significantly since 2006, it is now directed to and subsumed under the budget of the Division of Community Engagement which administers this program as part of the larger institutional engagement initiative.

2.c. ! As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: **500**)

In 2006, we reported that fundraising efforts related to community engagement centered largely on raising external funds for the construction of the McMahan House (a \$2.4 million community-focused meeting and event facility on campus) and for general support of the Service Learning program, and a few smaller university-community initiatives. Since that time, the scope and number of fundraising activities that support community engagement have grown in direct proportion to the growth of community engagement activities and initiatives. Nearly \$9 million in gifts and pledges since 2006 are categorized by the university advancement division as "community-related" and directly support at least the following larger programs and initiatives that benefit the wider community:

- The Alliance to Accelerate Excellence in Education: (the administrative and project home of the university's guaranteed admission agreements with eight – nine as of May 2014 – area school district partners) \$600,000
- The Institute for Palliative Care: (statewide educational and workforce development initiative focused on palliative care, launched and piloted by the CSU at CSUSM) \$2.5 million
- Veterans House and Veterans/Active Duty Support: (a solar veterans facility built and donated by Stevens Institute of Technology in New Jersey via a unique partnership agreement, and a number of scholarships and funds dedicated in support of veterans/active duty services) \$1 million
- Tribal Initiative: (a number of activities and projects dedicated to raising the college going/educational attainment rate of Native American students in our region) \$850,000
- ACE Scholars Services: (a unique CSUSM program dedicated to raising the college going/educational attainment rate of former foster youth in our region) \$1.1 million
- Osher Lifelong Learning Institute: (a personal enrichment "college" for those 55 and older who want to take college-level classes--just for the sheer joy of learning) \$1.1 million

- Arts and Lectures: (includes funds in support of Center ARTES, a program dedicated to restoring arts in the schools and providing professional development, as well as gifts in support of AVID for Arts in San Diego) \$282,000

In addition to these donor-based gifts, during the 2012/13 benchmark year our faculty received \$1,276,215 in seven separate funded grants that had direct impact on community engagement. These included two NSF grants in support of STEM and geoscience programs in the public schools and two grants from the Vista Community Clinic focused on community health issues; all seven were awarded in conjunction with a community partner.

2.d. ! In what ways does the institution invest its financial resources *externally* in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: 500)

Perhaps the two most illustrative examples of CSUSM's investment in community development are: (1) the creation and opening of CSUSM at Temecula, the university's first satellite campus in neighboring Riverside County; and (2) the construction and opening of the QUAD, a multi-use/student housing complex built on private property across the street from the campus. CSUSM understands the value of working in partnership with key community organizations for the overall improvement of the region and has placed an increasing importance on public/private and public/public collaborations that produce regional outcomes independent of state funding. Through such creative partnerships, both the University and the region have benefitted in myriad ways.

CSUSM at Temecula: In 2008, the start of an innovative partnership with the City of Temecula (35 miles north of the University in adjacent Riverside County) resulted in the opening of CSUSM's first satellite campus, made possible through the allocation of redevelopment funds by the City of Temecula and its neighbor City of Murrieta, and the Temecula Valley Unified School District to provide the site--for \$1/year. Reciprocally, the greater Temecula/Murrieta community--an educationally high demand area--has its first four-year public university presence. With respect to CSUSM's financial investment in this project, the university "invests" approximately \$4.5 million per year in non-state funds (via Extended Learning) in support of programming, management, maintenance, and staffing of the Temecula site. Moreover, we have committed to an additional \$170,000 for classroom renovations and the creation of a distance learning flexible classroom that will be used by all three partners. <http://www.csusm.edu/temecula/>

The QUAD: In the fall of 2012, a partnership between CSUSM and Urban Villages San Marcos resulted in the first development planned for North City, a cosmopolitan center that blends residential, retail, and commercial space to create a college town around an urban square--directly across the street from CSUSM. With its proximity to CSUSM, this vertical, true mixed use, people-oriented community provides a vibrancy that is unique to North County and creates an exciting extension of the university into the community. Although CSUSM's community partner, Urban Villages, purchased the property and constructed the complex, CSUSM's financial commitment included parking facilities, valued at \$2 million, to accommodate vehicles of QUAD residents, and annual campus services (law enforcement, IT, residential life resources, etc.) valued at approximately \$300,000 annually. <http://www.thequadsanmarcos.com/goLarge.html>

CSUSM also has invested in community development in other creative ways. Through its Extended Learning program, the university's Speech Pathology Master's Program has opened a community clinic to support the public with speech pathology practice and assessments. The clinic rents space in an off-campus location to better serve a larger community audience. The investment to date for the space and 12 months of operation is \$49,200, paid for by non-state funds. Additionally, the CSUSM School of Nursing Student Healthcare Project \ provides high quality, community-based, free healthcare using a trans-disciplinary approach with healthcare professionals, students, and community members. The healthcare project serves the working poor, and under/uninsured residents of San Diego County with respect and compassion.

Documentation and Assessment

3. Provide narratives addressing the following:
 - a. ! How does the institution maintain systematic campus-wide *tracking or documentation* mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: **500**)

Prior to 2006, CSUSM established a clear goal to be a learning organization, with decisions informed by data and transparency deemed central to our engagement with stakeholders. Soon thereafter, it made sense that we were one of 17 institutions in the country to pilot the Voluntary System of Accountability (VSA). The College Portrait--created as a reporting vehicle of the VSA--includes data and information for prospective students and their families, and stakeholders and policy makers. The CSU College Portrait also includes a section, "Contributions to the Public Good," http://www.collegeportraits.org/CA/CSUSM/content_page where CSU system leaders and presidents define indicators that reflect the CSU system's and

campus' contributions to the public good. These measures have since been proposed at the national policy level as indicators of institutions' contributions to the public good. The public good indicators include degrees awarded in high demand fields, closing the achievement gaps in degrees awarded to underrepresented minorities and socioeconomic status, low loan indebtedness, and average salaries of graduates as a measure of social mobility. The data are regularly collected, assessed, and used in campus planning and discussions, and shared broadly with stakeholders and partners.

The CSUSM community engagement division maintains primary responsibility for tracking and documenting institutional engagement. This includes tracking and reporting on faculty engagement scholarship development grants and outcomes, institutional partnerships (as evidenced in the partnership grid template), community service learning using the S4 database <http://calstates4.com/>, and the use of other less formal systems to track engagement with community partner organizations and individuals. The data and information are used to assess the impact and effectiveness of new and continuing partnerships, develop communications, and construct the annual budget request for the university budget process for the Division of Community Engagement and/or campus-wide engagement initiatives. The campus still needs to develop a mechanism for tracking faculty engagement service or scholarship that falls outside of the engagement scholarship grants process. This must be integrated with the current faculty activity reporting system and the RTP process to ensure convenience of use and encourage accurate and complete reporting. Discussions are in the formative stage.

The university's commitment to be a learning organization and a data informed decision-making university was further institutionalized in the 2012 Information Technology Strategic Plan <http://www.csusm.edu/president/plans/ITStrategicPlan2012.pdf>. Two of the four themes are *Informing Decisions with Data* and *Increasing Community & Regional Significance*. The governance structure of the IT Strategic Plan includes an information management steering committee, of which the vice president for community engagement serves as a member. Further, an interdisciplinary data team with representatives from Institutional Planning & Analysis (IR), Instructional and Information Technology Services, the registrar, enrollment management services and other key data stewards regularly review data requests and discuss data and mechanisms for reporting, assessing and informing across key engagement practices, institutional planning, and student progress and success. The information management strategy is an exemplar of CSUSM's commitment to measurement and assessment, and to alignment of these activities across key goals and institutional priorities.

- b. Describe the mechanisms used for systematic campus-wide *assessment and measurement* of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

The university's five strategic priorities, which flow from the institutional mission, have continued to drive assessment and measurement at all levels of the institution. The result has been a dynamic process that uses data extensively to track progress, stimulate dialogue, and identify areas needing additional focus. Indicators are developed and tracked at the macro goal level, and deeper analytics are used to assess initiatives and take corrective actions to close gaps. The consistent five strategic priorities are: academic excellence, student life, diversity and educational equity, campus climate, and community partnerships. Since 2006, the strategic plan has tracked and reported on key performance indicators across these five priorities. Directly related to community partnerships, the plan measures and reports on: community service hours; admission, enrollment and success of students entering via the university's partnership agreements; enrollment at the CSUSM at Temecula off-campus center; and, the number of partnership agreements. The goals, indicators, and performance data are reviewed annually by the university executive council, and division leadership teams and updated to highlight goals that have been achieved, continuing gaps, or new opportunities. The university reviews its performance against longitudinal data, CSU system campus comparisons, national comparison institutions, and aspirational benchmarks.

The university maintains a comprehensive survey portfolio that, when combined with other institutional data, provides robust insight and analysis of high impact educational practices related to civic and community engagement. This portfolio includes the National Survey for Student Engagement (NSSE), the Higher Education Research Institution Freshman Survey (TFS) and the follow-up College Senior Survey (CSS). These survey instruments, frequently referenced in literature, are proven best practices in assessing and improving the college experience and student learning outcomes. The Freshman Survey is conducted annually and the NSSE and College Senior Survey are conducted biennially, in opposite years. Results are shared broadly and used at all levels of administration and with all faculty to assess and refine practice.

During the previous academic year the institution implemented the Chronicle's Great Colleges survey. CSUSM customized the survey to include a construct on community engagement. It will assess whether participation is broadly encouraged among faculty and staff, and perceptions of CSUSM's contributions to the community as both citizens and stewards. Results will be made available in the summer of 2014.

The California State University system periodically conducts an economic impact study that examines annual spending related to the San Marcos campus (\$189.2 million) and its total impact on the regional (\$228.6 million) and state economy (\$327.5 million). The impact sustains over 2,300 jobs in the region and 2,800 in the state. Nearly \$323.5 million of the earnings by alumni from Cal State San Marcos are attributable to their CSU degrees, creating an additional \$738 million of industry activity throughout the state. This data is shared broadly with stakeholders and partners as a measure of return on investment and a compelling case for partnership with the university.

- c. ! What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: 500)

The current findings from the various mechanisms suggest that engagement continues to be embraced, promoted and improved. The current findings include:

- High impact practices related to teaching and learning, and central to civic engagement, are in place, expanding, and improving. Students are increasingly engaged in enriching curricular and co-curricular learning and development engagement experiences including service learning, internships, volunteering and community service, undergraduate research and scholarship, and leadership development.
<http://www.csusm.edu/ipa/surveys/nsse.html>
<http://www.csusm.edu/ipa/surveys/css.html>
- The transformative impact on student success has been realized – the university has largely closed the achievement gap, improved retention and graduation rates, and is producing graduates who recognize the importance of civic leadership, community action and contributing to the welfare of their community.
<http://www.csusm.edu/ipa/surveys/nsse.html>
http://www.csusm.edu/ipa/ret-graduation/retention-files/2013-retention/ftf_graduation_rates.pdf
- Data from established partnerships with K-12 are demonstrating significant value. The pipeline has improved, as evidenced in the academic scores and eligibility index ratings of applicants from partner districts. Once matriculated, those students perform better and are retained at higher rates.
<http://www.csusm.edu/community/evidence/pacedata.pdf>

- Formation of mutually beneficial partnerships that contribute to the institutional mission and to the economic, cultural or social development of the region is increasing, and those in existence have been assessed to ensure continued applicability, efficiency and effectiveness.

Impact on students

- d. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

Key Finding: Civic engagement and learning practices are improving learning outcomes.

Since 2006, Cal State San Marcos has developed and adopted general education learning outcomes (GELOs). The outcomes flow from the institutional mission and are closely aligned with the American Association of Schools Colleges and Universities (AACSB) Liberal Education & America's Promise (LEAP) essential learning outcomes <https://www.aacu.org/leap/vision.cfm>. Local and global civic knowledge and engagement, and the high impact practices that lead to them, are among the LEAP essential learning outcomes. Central to the assessment of these practices and outcomes, and the progress of the university's transformational impact, are NSSE's and CIRP's constructs on active and collaborative learning, civic engagement, and personal goals.

The data strongly suggest greater emphasis on civic learning and engagement practices at CSUSM since our initial classification: 33.1% of seniors at San Marcos report participating in a community-based project as part of a regular course within the previous year, up from only 17.9% in 2006; 75.2% reported participating in community service or volunteer work within the previous year, up from 60.9% in 2006. The NSSE demonstrates association between engagement during the college experience and its influence on social values and goals: 52.6% of seniors perceive their college experience contributed very much or quite a bit to their knowledge, skills and personal development in contributing to the welfare of their community. This reflects an increase from 38.8% in 2005, and suggests association between the increase in high impact practices related to civic learning and engagement (service learning and community service/volunteer work) and the desired institutional learning outcomes. The Freshman Survey and the College Senior Survey cross-sectional analyses further suggest the impact and transformation during the college experience: 42.6% of graduating senior respondents indicate it essential or very important to participate in a community action program, compared to only a quarter (23.1%) of incoming freshmen. Positive changes over 10% also were experienced in helping others in difficulty, becoming a community leader, and influencing social values.

Impact on faculty

e. ! Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

Key Finding: Faculty are incorporating engagement practices, pedagogical and curricular changes into their teaching that enrich the learning experience and improve student development.

Fitzgerald, Bruns, Sonka, Furco, and Swanson (2012) noted engagement as an umbrella that includes enriching the student learning experience and supporting student research, scholarship, leadership, and engagement. The data suggest that the institutionalization of community engagement has recognized and further promoted faculty adoption of enriching engagement practices in their teaching environments.

Within the previous year, 33.1% of seniors reported participating in a community-based project as part of a regular course. In 2013, 76% of seniors reported they frequently or occasionally performed community service as part of a class since entering college, up from 61.6% of seniors four years prior. Seniors are much more likely to report they have worked on a professor's research project than did seniors in 2009.

Impact on community

f. ! Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

Key Finding: CSU San Marcos has transformed the region through purposive engagement, research and service. !

The data clearly demonstrate CSUSM's impact on the San Diego north county and the southwest Riverside county regions and the university's growing influence on the economic and social fabric of the community it serves. This is evidenced in a number of measures and in the multifarious dimensions to which CSUSM is increasingly looked as a leader, expert, or partner. The number of mutually beneficial partnerships has grown steadily and with purpose since 2006 (see partnership matrix). Further, 52% of seniors have participated in an internship since entering CSUSM, reflecting an ever-expanding partnership and reputation with business and industry (compared to 43% of respondents from all public 4-year colleges nationally). We know that 85% of our alumni stay in the region, working and contributing to their local economies and communities. Indeed, CSUSM has continued down the path its founders envisioned as a truly regional-serving institution and an economic and social driver.

Impact on institution

g. ! Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

Key Finding: Public-private partnerships have proven successful in expanding the university's reach, providing needed services to enhance the student experience, and preserving state allocations and student fees for investment in instruction and other high impact educational practices.

CSUSM has increasingly engaged in important dialogue that articulates definitions for engagement as well as contributions to the public good. These definitions have been institutionalized and are measured to track progress and drive continuous improvement. This is evidenced by significant improvements across key indicators that include improving college readiness, increasing college attainment rates, increasing degree completions in high demand areas, and providing resources and services to the community. Mutually beneficial public-private and public-public partnerships are growing in number and significance, providing the university capacity to broaden its reach and serve more students and, in doing so, to better serve its region. Exemplars include:

- Through a public-private partnership, increased the number of student housing beds from **640 to 1200** (1500 by Fall 2014). This has provided opportunities to serve more students, and offered an economic stimulus for stalled development in the city of San Marcos.
- Through a public-public-private partnership, opened an off-campus center that was serving **330 additional students** by 2013 in high demand disciplines and several others in non-credit and lifelong learning programs.
- A **\$2.5 million investment** by private foundations and philanthropists allowed CSUSM to be the launch pad and pilot institution for the larger CSU's Institute for Palliative Care--the first of its kind to promote research and training that will change the way chronic illness and end-of-life healthcare is delivered regionally, statewide and nationally.
- A **\$600,000 investment** by a private family foundation (and subsequent donor) to launch the Alliance for Higher Education, to further the partnership with K-12 districts to improve college readiness and increase the college attainment rate in the region.

Professional Development

4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: **500**)

The Faculty Center (www.csusm.edu/fc/) has played a pivotal role in offering professional development to engaged faculty. Defining its mission “to support faculty in their multiple roles as teachers, researchers, scholars, artists, intellectuals, and members of the university and wider community,” the Faculty Center works to cultivate relationships among faculty and in the community. In AY2012-13, two Faculty Learning Communities (FLCs)—Innovations in Teaching and Diversity and Social Justice—emphasized peer learning and exchange, and had a direct impact on faculty pedagogy with respect to high-impact teaching and learning practices, with an eye toward the common good and social justice. http://www.csusm.edu/fc/docs/newsletters/fy12_13/Newsletter-April-May2013.pdf
http://www.csusm.edu/fc/docs/flc_docs/FLC21%20Call.pdf

In August 2012, the First-Year Council sponsored its third annual conference, “Excellence and Engagement in Teaching General Education,” for faculty who teach first-year students. The workshop, attended by 80+ instructors, encouraged participants to create student learning communities and implement service learning in order to align their teaching with General Education high-impact practices.

Whereas professional development for staff is typically geared toward the campus community, in AY2012-13, staff benefited from training with regard to volunteerism, valued as another form of civic engagement at CSUSM. <http://www.csusm.edu/community/civicengagement/volunteering/index.html>
http://www.csusm.edu/hr/docs/Staff_Prof_Dev_Courses/Staff_Training_Prof_Development_Course_Desc_07092013.pdf

Funding for faculty engagement is provided through the Faculty Center, the Office of Graduate Studies and Research, and through the various colleges. In AY2012-13, Professional Development Grants provided over \$22,000 to 26 faculty members to support research and teaching activities. In addition, seven Diversity and Social Equity Grants (totaling \$3,800) were extended to faculty to support activities that promoted social justice and equity. Awardees included many of our most active community-engaged faculty.

The Office of Graduate Studies and Research continues to support engagement scholarship through University Professional Development grants. In AY2012-13 the office awarded 22 Professional Development Grants, totaling nearly \$80,000, to faculty from across the colleges whose scholarship spans local, regional, national and global contexts, and who are outstanding scholars of engagement.

<http://www.csusm.edu/gsr/>

<http://www.csusm.edu/liberalstudies/Food Project.html>

<http://www.csusm.edu/sociology/directory/weigt.html>

<http://www.csusm.edu/community/evidence/awardee1213.pdf>

Professional Development opportunities with respect to shared community issues are exemplified by the National Latino Research Center's conference on "Latinos in San Diego County: Understanding the Contributions and Challenges of Families in 2012 and Beyond" and the California Indian Culture and Sovereignty Center's sponsorship of the "27th Annual Indian Conference: California Indians Leading the Way" in "recognition of the leadership, strength and progress of California Indians in education, research and community engagement."

http://www.csusm.edu/nlrc/2012_Latino_Conference.html

http://www.csusm.edu/news/articles/nr_2012IndianConference.html

The School of Education continues to expand professional development opportunities to local area teachers. The San Marcos Writing Project (one of 190 national sites and 17 in California) is a professional development network of teachers whose goal is to improve student-writing achievement. The California On My Honor program provides training to enhance the understanding of civic education, especially as it relates to the judicial branch, for K-12 teachers. In AY2012-13, Dr. Annette Daoud was the recipient of a U.S. Department of Education grant to provide professional development for teachers who teach English Language Learners.

<http://www.youtube.com/watch?v=mCTXe83AWak&feature=g-all-u>

<http://www.csusm.edu/education/outreach/comh.html>

http://www.csusm.edu/education/DiR/reports/Daoud_FinalReportATG_2012-13.pdf

Extended Learning similarly provides professional development to the teaching community.

<http://www.csusm.edu/el/teachereducation/professionaldevelopment.html>

Faculty Roles and Rewards

5. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

No Yes

Describe (word limit: 500): !

Although CSU San Marcos currently does not have recruitment policies that are designed specifically to encourage the hiring of faculty with expertise in or commitment to community engagement, the university does explicitly seek prospective faculty members who demonstrate commitment to improving access to higher education for under-represented groups. Campus recruitment policies thus begin with the mission of the university itself—to provide educational access and improve the public good.

In describing faculty opportunities at the campus, the mission statement reiterates community partnership as key to student-learning: “Students work closely with a faculty whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning.”

<https://www.csusm.edu/facultyopportunities/index.html>

Moreover, the mission statements of each of the four colleges reflect a university-wide practice of seeking to hire faculty who are engaged in the community.

The College of Business Administration (COBA) articulates a commitment to community engagement as a central part of its mission: “We are committed to providing rigorous and relevant educational programs using a balance of theoretical, experiential, and applied learning to educate a diverse body of students to become responsible, engaged citizens with a global mindset who contribute positively to their communities and organizations. We achieve this through collaborative relationships among faculty, staff, students and the community guided by faculty involved in a combination of academic scholarship, applied scholarship, and professional experience.”

<http://www.csusm.edu/coba/about/mission-vision-values.html>

The mission statement of the College of Education, Health and Human Sciences (CEHHS) restates this same commitment: “The mission of the College of Education, Health and Human Services (CEHHS) is to collaboratively engage with community, regional and global partners to prepare highly skilled and ethical educators, researchers, health care, human services, and movement specialists to transform their work and community environments.”

<http://www.csusm.edu/cehhs/about/missionstatement.html>

The College of Humanities, Arts, Behavioral and Social Sciences (CHABSS) explicitly echoes the university-wide commitment to community partnership, in defining the unique features of the college: “Undergraduate and graduate degree programs enable students to explore their chosen fields in depth, master specialized knowledge at advanced levels, and focus their commitment to individual and social progress. General education courses present basic orientations to multiple disciplines, helping students attain a broad and coherent worldview. Service learning opportunities reach beyond campus, engaging

students in community partnerships, building awareness of regional needs, and inspiring practical realization of ethics, integrity and citizenship.”

<http://www.csusm.edu/chabss/about/mission.html>

Among the six Core Values of the College of Sciences and Mathematics (CSM) is “Community Outreach and Public Engagement.” Articulating a commitment to community engagement the college states: “We pledge to work cooperatively with educational institutions, industry and other regional organizations to promote public education; We will offer relevant and evolving programs to adequately address regional and statewide needs of the community and the workforce, while also fostering a global perspective.” <http://www.csusm.edu/csm/about/mission-values.html>

The most recent faculty searches have included the Division of Community Engagement as part of the candidate's campus tour. Whenever possible, candidates have spoken briefly with the vice president, associate vice president, or one of the faculty assigned to the division.

6. In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? (Word limit: **500**)

Established in the division of Community Engagement (CE), but seated through Academic Senate, the Community Engagement Faculty Advisory Committee (CEFAC) <http://www.csusm.edu/community/facultyengagement/cefac1.html> reflects the university's holistic, institutional commitment to exploring ways to promote and reward community-engaged scholarship. Representing every college on the campus, CEFAC is established to “identify ways in which CSUSM can work collaboratively to build strong university-community partnerships anchored in the rigor of scholarship, and designed to help build community capacity as well as contribute to classroom pedagogy and future scholarship and creative activity.”

Indeed, with respect to rewarding faculty scholarly work that uses community-engaged approaches, in AY2012-13, the Division of Community Engagement took concrete steps to secure \$70,000 in funding to support Incentive Grants for Engagement Scholarship, thus offering explicit support to community-engaged faculty to conduct scholarship that will contribute to their promotion and tenure at CSUSM. The Incentive Grants specifically reward faculty scholarly work that uses community engaged approaches and methods, thus restating the university's commitment to engagement scholarship.

<http://www.csusm.edu/community/facultyengagement/engagementscholarshipform.html>

Furthermore, Retention, Tenure, and Promotion (RTP) standards at the department, school, or college level include categories such as applied research or acknowledge community-based teaching and research. While not specifically named engaged scholarship, these categories reflect community-engaged approaches and methods that are included—and rewarded—in the RTP process.

7. ! Is there an institution-wide **definition** of faculty scholarly work that uses community-engaged approaches and methods?

No Yes

Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: **500**)

Through the Division of Community Engagement, the university has instituted a campus-wide definition of Engagement Scholarship: “Engagement scholarship leverages the resources of the university to address critical societal issues in partnership with community, by encouraging engaged research, engaged teaching, and engaged service, ultimately striving to democratize knowledge creation for the public good. Engaged scholarship does not replace previous forms of scholarship. Rather, faculty engagement serves to broaden and to deepen the possibilities for community and civic engagement across disciplines—and beyond the university.”

<http://www.csusm.edu/community/facultyengagement/engagement/index.html>

8. Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: **500**):

Without exception, every single Retention, Tenure, and Promotion (RTP) document at CSUSM—whether at the university, college, or departmental level—references the university mission as a central measure by which faculty should align their research, teaching, and service.

http://www.csusm.edu/policies/active/sorted_az.html

Because the university defines itself as a Carnegie classified community-engaged university, the criterion of community-engaged scholarly work is inherently central to the university’s mission. The university mission statement reads, “As a Carnegie classified ‘community engaged’ university, CSUSM students work closely with a faculty whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning.... CSUSM provides a range

of services that respond to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education. As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.” <http://www.csusm.edu/about/facts/mission.html>

Moreover, the university RTP document indicates alignment with the university’s mission: “A Candidate for tenure at CSUSM shall show sustained high quality achievement in support of the mission of the University in the areas of teaching, research and creative activity, and service (for teaching faculty and librarians) or in the primary duties as assigned in the job description, continuing education/professional development, and service (for Librarians and SSP-ARs).” http://www.csusm.edu/policies/active/documents/Retention_Tenure%20and%20Promotion%20Standards%20University%2007.25.13.html

9.a. Is community engagement rewarded as one form of **teaching and learning**?

No Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

Faculty are strongly encouraged to practice—and are rewarded for employing—high-impact teaching and learning methods as defined by the Liberal Education and America's Promise (LEAP) initiative, which serves as a foundation for engagement scholarship across the campus. Such practices include first-year seminars, service learning, internships, and learning communities, all of which entail community engagement and all of which are consistently practiced at CSUSM. <http://www.csusm.edu/community/facultyengagement/hiptables>

Community-engaged teaching and learning is a widely practiced pedagogy at CSUSM; as such, the method is consistently rewarded, as it is not merely included but encouraged to be highlighted in RTP files.

The AY2012-13 Faculty Center RTP Handbook provides guidelines that implicitly invite community-engaged teaching and learning by emphasizing renewed focus on facilitating student learning, which very often originates in experiential learning environments—i.e., in the community. The handbook provides the following guidelines for highlighting effective teaching and learning: “Each faculty member is responsible for continuous improvement in the area of instruction, and reflection on instruction is a major component of the [RTP file]....In the past, ‘teaching’ was discussed in terms of the techniques that faculty members employed in the classroom. More recently, the focus has shifted to address how we as instructors facilitate student learning. A new field of academic research has developed called ‘Scholarship of Teaching and Learning’ wherein faculty use

research methods to systematically analyze student learning.”
<http://www.csusm.edu/community/evidence/rtp handbook.pdf> !

The President’s Outstanding Faculty Awards are another example of the ways in which community-engaged teaching and learning is rewarded. For example, in AY2012-13, the Outstanding Lecturer Award was given to Dr. Klaus Schryen (Global Business and Finance). Dr. Schryen practices exemplary globally engaged teaching. Every summer, as part of his “Doing Business in [a Specific Country]” series, he takes his business students on a tour of global businesses throughout Europe and Asia. Through this program, students benefit from more than merely exposure to global business practices; each series is designed to bring increased global awareness to our students as well as foster collaboration and community engagement.

http://www.csusm.edu/news/topstories/articles/2013/01/OutstandingAwards_Schryen.html

9.b. Is community engagement rewarded as one form of **scholarship**?

No Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

CSUSM rewards community engagement as scholarship through internal research grant opportunities and within school/departmental RTP standards.

Incentive Grants for Engagement Scholarship project proposals must involve faculty partnership with a non-academic community organization(s) on research/creative activity, teaching or service. Successful proposals: (1) demonstrate a mutually-beneficial, reciprocal relationship (both partners share tasks through all stages of the project and both benefit from the outcome); (2) demonstrate a contribution to the public good; and (3) enhance the mission of the university in the creation, transfer and/or application of knowledge.

<http://www.csusm.edu/community/facultyengagement/engagementscholarshipform.html>

The Distinguished Teacher in Residence (DTiR) grant (School of Education) requires faculty to work in close collaboration with partner school districts to identify a research or professional development need. The partners also develop a project to be carried out by the faculty member(s) and school district personnel. These grants, which make a significant institutional contribution to the field of applied scholarship and community engagement, were started in 1992 and generally provide release time for faculty to carry out the projects in partner schools. <http://www.csusm.edu/education/DTiR/DTiRassignedtimegrants.html>

Community engagement also is rewarded in retention, tenure, and promotion

(RTP) documents at the school and department levels. University and college level policy documents outline the process of RTP review and general expectations regarding performance at each faculty rank.

Many departments at CSUSM currently are writing RTP standards and expectations documents. Departments and schools within the College of Education, Health and Human Services have completed their documents. Each document includes expectations for “applied research” which is considered community engagement in each unit.

Excerpts from the School of Education retention policy which illustrate how applied research is valued and rewarded within the College:

“The School of Education encourages scholarship that contributes to and transforms many communities from young to the elderly (e.g., PreK-12 education, higher education; local and regional centers/ agencies), indicating collaboration with multiple groups.”

“...Applied scholarly research in PreK-12 schools is defined as creative activity that relates directly to the faculty member’s intellectual work. This type of scholarship is carried out through such activities as program development, program or curriculum evaluation, policy analysis, action research, collaborative research with educators and community members, etc. These activities are tied directly to the professor’s special field of knowledge and are aimed at substantive change in educational practices. Applied scholarly research requires rigor and accountability.”

http://www.csusm.edu/policies/active/documents/retention_SoE.html

Excerpts from the Human Development department retention policy:

“The Department of Human Development strongly encourages scholarship that contributes to and transforms society, communities and lives from conception to death.”

“These may include, but are not limited to, qualitative, quantitative, and applied scholarly research conducted both individually and collaboratively. Applied scholarly research on topics related to human development is defined as research that relates to any or all stages of human development from conception to death. Applied scholarly research requires rigor and accountability, but is highly valued as is research that contributes to theory development and support.”

<http://www.csusm.edu/policies/active/documents/Retention%20Standards%20for%20the%20Department%20of%20Human%20Development.html>

Excerpts from the Kinesiology department retention policy:

“Research/creative activity may be basic, applied, integrative, and/or related to teaching.”

http://www.csusm.edu/policies/active/documents/Retention_Standards%20for%20the%20Department%20of%20Kinesiology.html

9.c. Is community engagement rewarded as one form of **service**?

No Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

In the 2012 Faculty Personnel Procedures for Retention, Tenure and Promotion, service to “campus, system, community, discipline or profession” is emphasized and includes “consultantship to community organizations” as evidence of service. <http://www.csusm.edu/policies/active/pdf/FacultyPersonnelProcedures.RTPPolicy2012.pdf>

Community-engagement in the form of community service is explicitly encouraged in the AY2012-13 Retention, Tenure, and Promotion (RTP) Handbook produced by the Faculty Center.

<http://www.csusm.edu/community/evidence/rtphandbook.pdf>

In the section titled “Suggestions about Addressing Service in the Reflective Statement,” the Handbook reads: “Each faculty member is responsible for sustained high quality achievement in the area of service, and reflection on service is a major component of the [Working Personnel Action File]. ...Promotion requires that the faculty member has made significant contributions in the area of service, especially on the university-level. Service also includes service to the academic profession and community beyond the university.” The following questions are aimed at soliciting scholarly evidence for community-engaged service, prompting faculty to consider if, during the period under review, they were either a “Member of community group related to university mission and/or your professional expertise” or had given a “Lecture or [had] other participation with a community organization.”

The Student Services (Academic Related) RTP document explicitly identifies “Evidence of Service to the Community” as including, but not limited to:

- Active participation, including leadership roles, in professional organizations; at the county, state, and/or national/international levels;
- Consultation and expert services to community agencies;
- Providing continuing education for community;
- Service Awards and Special Recognition.

http://www.csusm.edu/policies/active/documents/Retention_Tenure%20and%20Promotion%20Standards_SSP-ARs.html

10. ! Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes

Which colleges/school and/or departments? List Colleges or Departments:

Without exception, every one of the RTP documents for each of the four colleges—College of Humanities, Arts, Behavioral and Social Sciences; College of Science and Mathematics; College of Business Administration; and the College of Education, Health and Human Services—includes a statement to indicate that “All standards and criteria should reflect the university mission, vision and values statement and advance the goals embodied in that statement.” Because the university's mission is committed to community engagement, faculty who practice engagement scholarship are implicitly rewarded.

http://www.csusm.edu/policies/active/sorted_az.html

What percent of total colleges/school and/or departments at the institution is represented by the list above?: 100%

Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below (word limit: 500):

College of Science and Mathematics

Guiding principles of the 2013 College of Science and Mathematics RTP Document are stated as follows:

“All standards and criteria should reflect the University Mission, Vision and Values Statement and advance the goals embodied in that statement, including the following:

- That students be ‘taught by active scholars...’;
- That student learning be enhanced through ‘sustained excellence in teaching, research, and community partnerships;’
- That ‘individual and cultural diversity, and multiple perspectives’ be promoted and endorsed;
- That the education of students includes dedication to the values of intellectual engagement, community, integrity, innovation, and inclusiveness.”

http://www.csusm.edu/policies/active/documents/retention_CSM.html

College of Education, Health and Human Services

The 2012 School of Education RTP Document uses the following definition for “applied scholarly research”: “Scholarly research/creative activities take many forms in the [School of Education]. These may include, but are not limited to:

qualitative, quantitative, and applied scholarly research conducted both individually and collaboratively. Applied scholarly research in PreK-12 schools is defined as creative activity that relates directly to the faculty member's intellectual work. This type of scholarship is carried out through such activities as program development, program or curriculum evaluation, policy analysis, action research, collaborative research with educators and community members, etc. These activities are tied directly to the professor's special field of knowledge and are aimed at substantive change in educational practices. Applied scholarly research requires rigor and accountability."
http://www.csusm.edu/policies/active/documents/retention_SoE.html

The 2012 Department of Human Development RTP Document delineates the following "Department Priorities and Values in Research and Creative Activity:" "In the Department of Human Development, scholarly research/creative activities are defined as creating, synthesizing, and disseminating knowledge on topics relevant to human development and based on empirical applied or theoretical research in ways that fulfill the Mission and core values of the Department. The Department of Human Development strongly encourages scholarship that contributes to and transforms society, communities and lives from conception to death."
<http://www.csusm.edu/policies/active/documents/Retention%20Standards%20for%20the%20Department%20of%20Human%20Development.html>

11. Is there **professional development for faculty and administrators who review candidates' dossiers** (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

No Yes

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development (word limit: **500**):

12. If current policies do not specifically reward community engagement, is there **work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes

Describe the process and its current status (word limit: **500**):

University colleges and departments are currently in the process of revising their respective Retention, Tenure, and Promotion (RTP) guidelines. Whereas we cannot yet determine which, if any, of the guidelines will contain language that explicitly rewards community-engaged approaches and methods, the community engagement division has laid the groundwork for continued cross-institutional

discussion about ways to acknowledge and reward the research, teaching, and service that engages the community.

In AY2012-13, the division took concrete steps, via the annual budget process, to secure \$70,000 in funding to support Incentive Grants for Engagement Scholarship, thus offering explicit support to community-engaged faculty to conduct scholarship that will contribute to their promotion and tenure at CSUSM. These incentive grants specifically reward faculty scholarly work that uses community engaged approaches and methods, thus restating the university's commitment to engagement scholarship. In this respect, engaged faculty whose work is supported by the incentive grants will be able to highlight their engagement scholarship as essential to their contribution to the life of the university and as part of their research, teaching and service obligations. <http://www.csusm.edu/community/facultyengagement/engagementscholarshipform.html>

Established in the Division of Community Engagement, but seated through Academic Senate, the Community Engagement Faculty Advisory Committee (CEFAC) is another indication of the work in progress toward exploring ways to promote and reward community-engaged scholarship. Representing every college on the campus, CEFAC is established to “identify ways in which CSUSM can work collaboratively to build strong university-community partnerships anchored in the rigor of scholarship, and designed to help build community capacity as well as contribute to classroom pedagogy and future scholarship and creative activity.”

Yet another indicator of the work in progress to promote community-engaged approaches as part of the tenure and promotion guidelines was the creation in AY2012-13 of two faculty course-release appointments--the Faculty Fellow for Engagement Scholarship and the Faculty Liaison for Engagement Scholarship--to report to Community Engagement in the subsequent year.

Student Roles and Recognition

13. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: **500**)

Associated Students Inc. (ASI) continues to sponsor a week-long Alternative Spring Break, in which 10-15 students partner with Habitat for Humanity to build

homes in locations across the nation. In AY2012-13, students traveled to Washington, D.C.

<http://www.csusm.edu/sss/communityservice/habitat/gallery.html>

The ASI President serves on the School and Neighborhood Relations Committee for the City of San Marcos. In AY2012-13, ASI coordinated student participation in local community service projects such as the Tri-City Medical Center Carlsbad Marathon; Relay for Life; California Coast Cleanup Day; Making Strides Against Breast Cancer Walk; various food, toy, and clothing drives; and HIV education and testing sites on campus in partnership with Vista Community Clinic.

Through the H.O.P.E. (Health, Outreach, Promotion, Education) and Wellness Center, students engage in dialogues about various health topics through workshops, outreach events, and one-on-one educational counseling. H.O.P.E. and Wellness Peer Educators have community partnerships with Recording Artists Against Drunk Driving to collaborate with local businesses to provide incentives for designated drivers, with Making Strides Against Cancer, and with the National Alliance on Mental Illness Suicide Awareness walks. In AY2012-13, a Peer Educator served on the Student Advisory committee of the BACCHUS Network, a national coalition of campus and community organizations addressing health and wellness issues for college students.

<http://www.csusm.edu/hope/>

<http://www.csusm.edu/hope/paws/>

The 2012-13 Handbook for Student Organizations includes community service as a required component of “an active programming calendar.”

<http://www.csusm.edu/sll/studentorgs/2013handbook.pdf>

Fraternity and Sorority Life chapters at CSUSM have nearly doubled since our last classification. Greek Life increasingly emphasizes philanthropy in the community. For example, Alpha Xi Delta sorority supported Autism Speaks as a community project. In AY2012-13, Nu Alpha Kappa was the inaugural winner of the newly created Service to Others and Community Impact award for their work organizing and implementing the Nu Alpha Kappa Children’s Carnival.

<http://www.csusm.edu/news/topstories/articles/2012/01/GreekLife.html>

The National Student Speech-Language Hearing Association (NSSLHA) supports fundraising efforts by The Stuttering Foundation and The San Diego Brain Injury Foundation. The CSUSM NSSLHA Chapter has received “Silver” level recognition from their national parent organization for these efforts.

<http://www.csusm.edu/orgs/nsslha.html>

The Golden Key International Honor Society had a leadership role with the City of Temecula in establishing that city’s Pechanga Pu’eska Mountain Day in 2012.

<http://www.csusm.edu/orgs/goldenkeyinternationalhonorsociety.html>

<http://www.utsandiego.com/news/2012/Dec/12/temecula-city-memorializing-nov-15-as-pueska/>

Student leadership in community engagement is recognized through various awards at CSUSM. In AY2012-13, the Kinesiology Major's Club partnered with the North County Community Services Food Bank and Donate Don't Dump to work with local grocers and food companies to provide over 36,000 pounds of fruit and vegetables to the hungry. As a result, the Kinesiology Club was awarded the Office of Community Service Learning's award for Student Group of the Year and President Obama's Volunteer Service Award in recognition of 14,850 internship hours completed by 162 participating students.

Supplemental Documentation

14. ! Is community engagement noted on student transcripts?

No Yes

If yes, is this a change from your prior classification?

No Yes

15. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

No Yes

Please provide examples (word limit: **500**):

Community engagement is very much connected with diversity and inclusion at CSUSM. In many respects, the two go hand-in-hand, given the multicultural character of the student population served by the university, and the diverse community of which the university is part.

CSUSM's Vision statement explicitly asserts that "CSUSM will celebrate and capitalize on its diversity to form a learning community committed to this shared vision."

http://www.csusm.edu/wasc/csusm_mission.html

As evidenced by the President's Diversity Strategic Plan (developed in AY2012-13), diversity and inclusion can only be realized through outreach and partnership by a community-engaged university. "In order for diversity, educational equity and social justice to become fully integrated at CSUSM, the CSUSM community and service area must become knowledgeable and achieve a high level of awareness about diversity, educational equity and social justice issues."

<http://www.csusm.edu/president/documents/2014/diversitystatplan012314.pdf>

Since our last classification, the Office of Diversity, Education, and Inclusion was created with its mission "committed to respecting and reflecting the diversity of our region within a context of social justice." The Office of Diversity supports a

range of Faculty Staff Associations, including the African-American Faculty Staff Association; the Asian Pacific Islander Faculty Staff Association; the Latino Association of Faculty and Staff; and the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning and Ally Faculty Staff Association.
<http://www.csusm.edu/equity/fsa.html>

Diversity, Social Justice, and Equity is a foundation of academic life at CSUSM. The campus provides student services resources through the Educational Opportunity Program (EOP), TRIO Student Support Services, ACE Scholars Program (to promote opportunities for former foster youth at CSUSM), the Disabled Student Services office, Multicultural Programs and Cross Cultural Center for Students, the Gender Equity Center, and the LGBTQA Pride Center.
<http://www.csusm.edu/academics/diversity.html>
<http://www.csusm.edu/eop/about.html>
<http://www.csusm.edu/sll/mc/>
<http://www.csusm.edu/dss/>
<http://www.csusm.edu/ace/>
<http://www.csusm.edu/geneq/>
<http://www.csusm.edu/pridecenter/>

In 2011, the first Faculty Fellow in Diversity and Multiculturalism was appointed in the Faculty Center; and, in AY2012-13, the President's Inclusive Excellence and Diversity Award was announced "bestowing the highest level of recognition to an individual for significant achievements in advancing the university's goals in the areas of diversity, inclusive excellence, educational equity, and social justice."
<http://www.csusm.edu/equity/>
<http://www.csusm.edu/fc/facultyresources/faculty-fellow-dm.html>
<http://www.csusm.edu/president/awards/inclusive-excellence/index.html>

The Native Advisory Council—the first in the California State University system—is comprised of representatives from most neighboring tribes and tribal education leaders to advise the President on university relations with the regional Native American communities and articulates the educational needs of local tribal nations to the university.
<http://www.csusm.edu/community/tribal/nativeadvisory.html>

16. ! Is community engagement connected to efforts aimed at student retention and success?

No Yes

Please provide examples (word limit: **500**): !

Research indicates that high-impact practices (HIPs) such as service learning, internships and learning communities increase retention and help students be more successful during their college experience.

<http://www.csusm.edu/community/facultyengagement/hiptables>

At CSUSM, service learning is integrated into coursework with the assistance of the Office of Civic Engagement. In addition to service learning, students also can participate in co-curricular volunteerism and other civic engagement programs.

<http://www.csusm.edu/community/civicengagement/index.html>

The Office of First Year Programs is dedicated to consideration of student retention, persistence, and success to college completion. First Year Programs offers a comprehensive college success course that focuses on skill building but also on social and ethical responsibility, as articulated by the General Education student learning outcomes (referenced herein). A central component to the first-year experience at CSUSM is student learning communities—many of which require community service learning. The Residential Learning Community (“San Marcos Experience”) is the largest learning community, and still growing.

<http://www.csusm.edu/sll/rlc/faq.html>

<http://www.csusm.edu/fyp/learningcommunities.html>

In AY2012-13, the First-Year Council (of First Year Programs) sponsored its third annual conference, “Excellence and Engagement in Teaching General Education,” for faculty who teach first-year students. The workshop was attended by over 80 instructors and encouraged participants to create student learning communities and implement service learning in order to align their teaching with General Education high-impact practices.

<http://www.csusm.edu/fyp/>

<http://www.csusm.edu/fyp/fycouncil/index.html>

First Year Programs facilitates summer programs that assist first-year students with achieving the university proficiency requirements in English and Mathematics—the Summer Academy and Mathematics Acceleration Program in the Summer (MAPS). The student populations enrolled in these programs include underrepresented students served by the Educational Opportunity Program, the College Assistance Migrant Program, and ACE Scholars Services--all active community outreach programs at CSUSM.

<http://www.csusm.edu/camp/>

<http://www.csusm.edu/eop/index.html>

<http://www.csusm.edu/ace/> !

The Alliance, which oversees eight (nine as of May 2014) guaranteed admission programs with local K-12 school districts, ensures that students are prepared for college when they graduate from high school. Preliminary data from initial cohorts of guaranteed admission students indicate they come to us better prepared, are retained at a higher rate, and graduate faster than the general student population. If this trend continues as anticipated, the guaranteed admission program serves as a strong model for increasing student retention and success.

II. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The questions in this section use the term “service learning” to denote academically-based community engaged courses. Your campus may use another term such as community-based learning, academic service learning, public service courses, etc.

There are a total of eight (8) questions in this section.

1. ! As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.
 - a. ! For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: **500**)

Since the previous classification, some minor changes have been made to the Community Service Learning policy. The 2004 Definition of a Service Learning Course http://www.csusm.edu/policies/active/documents/definition_community_service_learning_course.html was updated to Community Service Learning Courses. http://www.csusm.edu/policies/active/documents/community_service_learning_courses.html

With respect to the definition, the only change came in the 2008 when the Community Service Learning policy added “Applied Research” as an example of a potential service learning activity.

While not specific to the definition of service learning at CSUSM, other relevant changes since the previous classification include the creation of an Office of Civic Engagement within the community engagement division. The Office of Civic Engagement--which includes service learning, volunteerism, community service trips, and a community leadership program--supports our efforts to ensure that students graduate with an appreciation for being civically engaged in their community. Also, aligning these programs within the same office requires less coordination for our community partners, who serve as sites for multiple programs.

- b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: 500)

As outlined in the 2008 Community Service Learning Courses policy, http://www.csusm.edu/policies/active/documents/community_service_learning_courses.html if all sections of a course meet the established criteria, then the department chair will submit a brief memo to the catalog and curriculum coordinator so that the course can be so coded at the course level (and all subsequent course sections will be so identified in the class schedule).

If some, but not all, sections of a course meet the criteria, then each semester the department chair notifies the service learning office of which sections need to be identified as service learning courses in the class schedule.

One significant change in the 2008 policy revision is that courses with a service learning component need to be identified as such in the class schedule so students can enroll in courses knowing of the expectation in advance.

- 2. Fill in the tables below using:
 - a. data from the most recent academic year (2012-2013)
 - b. data based on undergraduate FTE

<i>Number of service learning courses</i>	<i>Change in number of courses since last application</i>	<i>Percentage of total courses</i>	<i>Percent change in courses since last application</i>
111	+ 56	3.3%	+ 1.1%

<i>Number of departments represented by service learning courses</i>	<i>Change in number of departments since last application</i>	<i>Percentage of total departments</i>	<i>Percent change in departments since last application.</i>
22	+ 4	65%	+ 7%

<i>Number of faculty who taught service learning courses</i>	<i>Change in number of faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of faculty since last application</i>
78	+ 35	13%	+ 2%

<i>Number of students participating in service learning courses</i>	<i>Change in number of students since last application</i>	<i>Percentage of total students</i>	<i>Percent change since last application.</i>
3435	+ 1372	31%	+ 4%

3. ! Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: **500**)

These data have historically been gathered via a system designed to satisfy institutional risk management and liability requirements. Until recently, faculty would encourage students in their service learning classes to complete the necessary liability forms. Those forms, once submitted to the service learning office, allowed for manual tracking of courses, faculty, students and sites. Not only is this process labor intensive with staff manually entering information from thousands of forms, there are few incentives for faculty to follow this process. Naturally, we anticipate that there are faculty who may not follow the process and therefore their courses and students are not included in the tracking numbers.

In June 2013, we began implementing an electronic database known as Support Students and Service Sites (S4) to help streamline the process, simplify it for students, provide an incentive for faculty, and eliminate the need for manual data entry. Referred to as the civic engagement database on our campus, it stores profiles of approved service partners and communicates with the campus registration software to import the students and faculty associated with designated service learning courses. <https://ce.csusm.edu/> After logging in, students are able to browse only the sites approved by their instructors, select their site, and electronically sign the necessary liability forms. Faculty can log in to monitor the progress of their students in the placement process and the database eliminates the need for faculty to be involved in the distribution and collection of forms.

Finally, the service learning staff is able to generate a variety of reports that provide data like those requested above. Having this information easily accessible allows the program to monitor progress, identify issues, and enhance processes more efficiently.

4. ! As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links. (Word limit: **500**)

Since our 2006 classification, all programs at CSUSM have either updated or are in the process of updating their respective Student Learning Outcomes (SLOs). <http://www.csusm.edu/assessment/studentlearning/slodept.html> In the revised articulation of SLOs across the campus, the various departments and programs have indeed linked learning outcomes to curricular engagement.

The School of Education is a prime example. The SLOs for the School of Education vary by credential program. <http://www.csusm.edu/assessment/portfolios/education/slo.html> However, every one of the credential SLOs are aligned with the mission and vision statements of the School, which explicitly associates learning outcomes with community engagement. The School of Education's vision statement reads as follows: "To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions." The mission of the School of Education is to "collaboratively transform education" and to "create community through partnerships." <http://www.csusm.edu/education/index.html>

In addition to departmental student learning outcomes, since our 2006 classification, our campus has undertaken major revisions of our General Education (GE) program. The General Education Program "recognizes the need to build upon students' prior knowledge and experience and to foster in its students, a commitment to the development of community as well as self-interest." http://www.csusm.edu/ge/ge_revision_and_leap/index.html

Also since 2006, the GE assessment coordinator has been working to identify General Education Learning Outcomes (GELOs) <http://www.csusm.edu/ge/Goals%20and%20GELOs/index.html> that align with the AAC&U LEAP initiative, as mandated by CSU Chancellor's Office EO 1033.

Among the LEAP goals that pertain directly to community engagement is Personal and Social Responsibility: “Civic knowledge and engagement—local and global; intercultural knowledge and competence; ethical reasoning and action; foundations and skills for lifelong learning. All of which are anchored through active involvement with diverse communities and real-world challenges.”
http://www.csusm.edu/ge/ge_revision_and_leap/index.html

In AY2012-13, the Division of Student Affairs identified and articulated Student Learning Outcomes for Co-Curricular activities that correlate with the GE learning outcomes. Civic engagement and social responsibility is a clearly identified learning outcome, and includes a “sense of civic responsibility” and “social responsibility.”
<http://www.csusm.edu/senate/meetings/meetingdocs/1314/ECPresentation20131023.pdf>

Perhaps most notable, the campus is currently undergoing the process of meeting accreditation standards established by WASC. <http://www.csusm.edu/wasc/>
 Among the revised assessment criteria is an explicitly stated standard of demonstrating contribution to the public good, a standard to which our university is wholly committed. Per the 2013 WASC Handbook, “Colleges and universities have been under increasing pressure to become more accountable for student academic achievement; to be more transparent in reporting the results of accreditation; and to demonstrate their contribution to the public good.”
<http://www.csusm.edu/community/evidence/wascpublicgood.pdf>

5. ! For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

<i>Curricular Activity</i>	<i>Yes</i>	<i>What has changed since last classification</i>	<i>Web Link (if available)</i>
Student Research	Yes	A) Since the last classification, we continue to celebrate undergraduate and graduate research at CSUSM. The Office of Graduate Studies and Student Research is instrumental in recognizing engaged student research and in supporting the annual Symposium of Student Research, Creative Activities and Innovation. In the AY2012-13 symposium, students presented on topics across disciplines.	A) http://www.csusm.edu/news/steps/solving-challenges.html http://www.csusm.edu/gsr/student/index.html http://www.csusm.edu/gsr/student/src.html

An illustrative example of engaged graduate student research is that of Juan Antonio Luna, whose research focuses on high-risk rural populations to explore a cutting edge approach to detecting depression symptoms. According to Luna, the work he is doing at CSUSM “is rewarding and personally meaningful” as he has always wanted “to work with at-risk communities and to help close the health disparity gap.”

B) The School of Nursing has grown substantially since our classification, and our student nurses are benefitting from one of the top programs in the region. In Fall 2006, the first cohort of the traditional BSN program began; the school now offers six nursing degree programs. Among the innovative aspects of the nursing program at CSUSM is the advent of student-run health clinics, which provide hands-on clinical experiences for future nurses and free health care for underserved communities.

C) Center ARTES is an organization dedicated exclusively to arts education in K-12 schools while also serving as a vehicle for exploring and contributing to the developing field of education in and through the arts. In AY2012-13, Center ARTES added new partnerships to its already long list of mutually beneficial relationships. Such partnerships connect professional and CSUSM student artists and musicians with the teachers and schools that will most benefit from their services.

D) The California Indian Culture and Sovereignty Center (CICSC) was founded since our last classification. The CICSC fosters collaborative research and community service relationships between the faculty, staff, and students of CSU San Marcos and members of local tribal communities, for the purpose of developing and conducting research projects that support the maintenance of sovereignty

<http://www.csusm.edu/gsr/student/srcdocs/program%202.22.13.pdf>

<http://www.csusm.edu/news/topstories/articles/2013/04/Research.html>

B)
<http://www.csusm.edu/nursing/Community/index.html>

<http://www.csusm.edu/news/steps/nursing-clinics.html>

<https://www.youtube.com/watch?v=7-HS88TWvWY>

C)
<http://www.csusm.edu/centerarts/>

<http://www.csusm.edu/centerarts/programsandpartnerships/index.html>

<http://www.csusm.edu/news/topstories/articles/2013/02/Goldberg.html>

D)
<http://www.csusm.edu/cicsc/index.html>

		<p>and culture within those communities.</p> <p>E) Opportunities for student research in STEM disciplines have proliferated since our 2006 classification. Office for Training Research and Education in the Sciences (OTRES, formally known as OBRT) provides a supportive multicultural environment for student and faculty career development in the biomedical sciences and related disciplines. An excellent example is the 2012 summer research training program. In AY2012-13, CSUSM was awarded a five-year, \$1.2 million NSF grant to fund the CSUSM Noyce Science and Math Teacher Scholars program, which responds to the critical need for K-12 teachers of science, technology, engineering, and mathematics (STEM) by encouraging talented STEM students and professionals to pursue teaching careers</p>	<p>E) https://www.csusm.edu/otres/ http://www.csusm.edu/news/steps/obrt.html http://www.csusm.edu/news/topstories/articles/2012/08/ts_OTRES.html http://www.csusm.edu/noyce/</p>
<p>Student Leadership Courses</p>	<p>Yes</p>	<p>A) The goal of the Center for Leadership Innovation and Mentorship Building (CLIMB) is to serve the leadership development needs of the surrounding community through innovative research and collaboration with various internal and external constituencies (e.g., students, faculty in other colleges, business and community organizations). In AY2012-13, CLIMB sponsored a panel on the power of mentoring and future women business leaders and a series of talks by business leaders of major corporations and organizations from around the world through its series “In the Executive’s Chair.” CLIMB recognizes its student leaders by granting a student leadership award every year; in 2013, accounting student Heather Wildonger was the proud recipient.</p> <p>B) The Doctorate of Education in Educational Leadership is a flagship degree in the School of</p>	<p>A) http://www.csusm.edu/climb/ http://www.csusm.edu/climb/programs/seminars/ http://www.csusm.edu/climb/programs/seminars/thementoringadvantage.html http://www.csusm.edu/climb/programs/itec/schedule/fall12.html http://www.csusm.edu/climb/programs/itec/schedule/spring13.html http://www.csusm.edu/climb/programs/meindlaward/2013.html</p> <p>B)</p>

		<p>Education. A joint degree between UC San Diego and CSUSM, students in the Educational Leadership program conduct research on professional practice within their own institutions, addressing specific local problems that have national implications for teaching and learning, school reform, and professional development.</p> <p>C) In Spring 2013, Dr. Sheryl Lutjens taught an upper-division Women’s Studies course “Women as Leaders.” Co-sponsored by the Women’s Studies Department, the Gender Equity Center held its inaugural “Women Empowered!” Leadership Summit.</p> <p>D) Tukwut Leadership Circle is a unique co-curricular student leadership program at CSUSM. The workshops and lectures are not for credit, but they do result in a Tukwut leadership certificate signed by the University President. The TLC curriculum is centered around the Social Change Model of Leadership, an approach that focuses on the process of enacting social change from multiple perspectives. Service learning is a requisite component of the program.</p>	<p>http://www.csusm.edu/education/Programs/EducationalLeadership.html</p> <p>C) http://www.csusm.edu/geneq/leader/About%20.html</p> <p>D) http://www.csusm.edu/sll/leadership/tlcoverview.html</p> <p>http://www.csusm.edu/news/topstories/articles/2013/04/Leadership.html</p>
Internships/Co-ops	Yes	<p>A) The majority of academic programs provide internship opportunities for students to be engaged with local, regional, national and, increasingly, international communities. Internship programs at CSUSM stress the mutual benefit of student interaction with community partners. A sampling of examples across the campus includes Kinesiology, Physics, Visual and Performing Arts, the College of Business Senior Experience program and Supply Chain Management, Political Science, and Sociology (which offers a capstone seminar in Community Service).</p>	<p>A) http://www.csusm.edu/kinesiology/internships/sites.html</p> <p>http://www.csusm.edu/physics/careers/internships.html</p> <p>http://www.csusm.edu/vpa/internships.html</p> <p>http://www.csusm.edu/coba/signature-programs/senior-experience/sponsors/explained.html</p> <p>http://www.csusm.edu/news/tops</p>

		<p>B) Under new direction since our first classification, the Career Center has taken an active role in curricular engagement. Career Center staff provides instruction to our First Year Seminar classes. Moreover, Career Center staff work individually with students to help steer them on the right path towards obtaining an internship and finding an entry level job.</p> <p>C) The CHABSS Career Readiness Initiative is an excellent example of a college-level program that works outside of the classroom to prepare our students for professional success.</p> <p>D) The Athletics Department also facilitates internships for CSUSM students, providing opportunities to gain hands-on experience in public outreach, building community partnerships, and developing practical expertise in kinesiology, athletic training, and sports medicine.</p>	<p>tories/articles/2013/01/OutstandingAwards_Schryen.html</p> <p>http://www.csusm.edu/politicalscience/internship.html</p> <p>http://www.csusm.edu/sociology/internship.html</p> <p>B) http://www.csusm.edu/news/topstories/articles/2012/12/CareerCenter.html</p> <p>C) http://www.csusm.edu/news/topstories/articles/2012/10/tsCRI.html</p> <p>D) http://www.csusmcougars.com/sports/2012/6/21/GEN_0621124152.aspx?tab=internships</p> <p>http://csusmcougars.com/sports/2014/10/28/Sport%20Med_1028142939.aspx?path=sportmed</p>
Study Abroad	Yes	<p>A) The campus welcomed a new Executive Director of the Global Education Office in AY2012-13. The guiding mission of the office is to prepare students to “take leadership roles in areas of work and society in the international community of the 21st Century.” Global Education naturally cultivates global partnerships in order to facilitate study abroad exchange programs and to invite international</p>	<p>A) http://www.csusm.edu/global/globalpartners.html</p> <p>http://www.csusm.edu/global/faculty/ugac.html</p> <p>http://www.csusm.edu/fyp/learninternationalcommunities.html</p>

	<p>students to become part of our multicultural student body. But the office is also integral to curriculum, as represented by staff who co-teach linked courses in the Global Learning Community and by participation on the University Global Affairs Committee.</p> <p>B) Established since our last classification, the School of Nursing's Global Health program, in partnership with U.S. President's Emergency Plan for AIDS Relief, offers international nursing experience for undergraduate and graduate students.</p> <p>C) Many of our faculty conduct research in global communities and they very often take their students along for the experience. In AY2012-13, Anthropologist Bonnie Bade led two groups of students to Ecuador to study intercultural medicine in the Andes; she is planning a third trip in summer 2014.</p> <p>D) Linguist Jule Gomez de Garcia researches endangered languages. She has worked on language revitalization efforts with several communities, including the Oklahoma Kickapoo, the Jicarilla Apache, the Q'anjob'al Maya community in San Diego, and the Ixhil Maya community in Nebaj, El Quiché, Guatemala. Her work "involves development of community project leaders and instructors from within indigenous communities." In summer 2014, Dr. Gomez de Garcia will lead another group of students to study abroad in Guatemala.</p> <p>E) In AY 2012-13, Visual and Performing Arts professor Marcos Martinez was invited to teach a 10-day workshop to students of Slovenia's national theatre school. These students, recognized as the future leaders and innovators of their nation's theatre, endured the physical and mental rigors of Martínez's training and were grateful for the experience.</p>	<p>B) http://www.csusm.edu/nursing/Community/globalhealth.html</p> <p>C) http://www.csusm.edu/global/studyabroad/ecuador.html</p> <p>D) http://www.csusm.edu/global/studyabroad/Guatemala.html</p> <p>E) http://www.csusm.edu/news/topstories/articles/2012/07/ts_MartinezActing.html</p>
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Other:			
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6. ! For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

<i>Curricular Activity</i>	<i>Yes</i>	<i>What has changed since last classification</i>	<i>Web Link (if available)</i>
Core Course	Yes	<p>A) Core Courses at CSUSM are identified as essential courses in the major. Community engagement has been integrated into Core Courses across many disciplines, but the following examples are noteworthy (in alphabetical order): Anthropology Research Methods (ANTH 390); Business Supply Chain Management (M4280), Kinesiology: Adventure, Team Building and Experiential Education (KIN310, also fulfills an upper-division GE), Nursing Clinical Health Practicum N445), Native Studies Contemporary American Indian Health and Wellness (NATV 400), Sociology: Internship in Community Service (SOC 495); Video in the Community (VSAR 306).</p> <p>B) In AY2012-13, students in the VSAR 306 course created a film “North County Food Bank”; these same film makers were also presented with an award for Community Service Learning</p>	<p>A) http://www.csusm.edu/anthropology/courses/anth390.html http://www.csusm.edu/kinesiology/research/stuhr.html http://www.csusm.edu/kinesiology/documents/paul_stuhr_brochure.pdf http://www.csusm.edu/ns/minor-courses/NATV400.html http://www.csusm.edu/community/evidence/sonreq.pdf</p> <p>B) http://www.csusm.edu/news/topstories/articles/2013/08/Emmy.html</p>

General Education	Yes	<p>The campus is in the process of revising General Education Learning Outcomes (GELOs) that align with the AAC&U LEAP initiative, as mandated by CSU Chancellor’s Office EO 1033.</p> <p>Among the LEAP goals that pertain directly to community engagement are two, in particular: 1) Personal and Social Responsibility (“Civic knowledge and engagement—local and global; intercultural knowledge and competence; ethical reasoning and action; foundations and skills for lifelong learning. All of which are anchored through active involvement with diverse communities and real-world challenges.”); and 2) Integrated and Applied Learning (Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems”), which very often happens in community partnerships. The GE philosophy statement is also in revision and the new edition (as it now exists) includes the student learning outcomes identified above.</p> <p>Once the revisions are approved, all General Education courses at CSUSM (lower-division and upper-division) will be guided by these student learning outcomes.</p>	<p>http://www.csusm.edu/ge/ge_revision_and_leap/</p> <p>http://www.csusm.edu/ge/Goals%20and%20GELOs/index.html</p>
First Year Experience Courses	Yes	<p>We have instigated major structural changes to First Year Programs since our classification. In 2011, the CSU Chancellor’s Office mandated Early Start, a remedial education program aimed at closing the gap in graduation rates. As part of the Early Start curriculum (what we refer to as Summer Bridge), community service learning opportunities are integral to the student experience. We also have continued to strengthen and standardize content of the first-year experience seminar (GEL 101), which very often includes service learning and/or student learning communities that participate in service learning.</p>	<p>http://www.csusm.edu/fystudents/earlystart.html</p> <p>http://www.csusm.edu/fyp/gel101.html</p> <p>http://www.csusm.edu/fyp/learningcommunities.html</p> <p>http://www.csusm.edu/housing/futurestudents/communities.html</p> <p>http://www.csusm.edu/sll/rlc/SME.html</p>

<p>Capstone (Senior Level Project)</p>	<p>Yes</p>	<p>Community engagement also has been integrated into and, in some cases provides the foundation for, a handful of Capstone courses at CSUSM. Representative examples include:</p> <p>A) Senior Experience in the College of Business Administration;</p> <p>B) the School of Education’s Integrated Credential Program Option; and</p> <p>C) Visual and Performing Arts.</p>	<p>A) http://www.csusm.edu/coba/signature-programs/senior-experience/</p> <p>http://www.csusm.edu/news/topstories/articles/2012/09/tsMilestone.html</p> <p>B) http://www.csusm.edu/liberalstudiesadvising/teaching_opts/icoption/capstone.html</p> <p>C) http://www.csusm.edu/vpa/about-dept/</p>
<p>In the Majors</p>	<p>No</p>	<p>Community engagement is not institutionalized across all majors, but we can identify a wide array of majors in which engagement is a core component. What follows is a representative sampling:</p> <p>A) Students who pursue the History major with Single Subject Preparation in Social Science are required to take History 393: Experiential Learning in History for Future Teachers. This course requires the majors to be placed in university, community college, or K-12 classrooms as teachers and/or in a public history capacity. Similarly, the M.A. Program in History, which emphasizes digital history, includes oral history projects such as War at Home and Abroad and the Alejandro Orfila recordings, both of which are products of community engagement.</p>	<p>A) http://www.csusm.edu/history/departament%20News.html</p>

B) Kinesiology majors are required to enroll in Kinesiology 495, an internship class comprised of a minimum of 90 total hours of practical, supervised, “hands-on” experience related to the student’s career of interest.

C) The B.S. Nursing program requires off-campus clinical courses each semester, providing students with training and experience in health care settings. The courses are typically held in hospitals, but also include skilled nursing facilities, hospice, community health, and public health facilities. Another course offering is Community Health Nursing (NRS 440) which “focuses on the professional nurse’s role in working with aggregates in the community, exploring contemporary public health problems, and working collaboratively with the community as part of the interdisciplinary team.”

D) The Distinguished Teacher in Residence (DTiR) program in the School of Education involves the temporary placement of an exceptional K-12 teacher at our campus, to train and advise our Education majors. The program evolved out of a mutual desire for local school districts to be directly involved in teacher preparation at the university and the faculty's desire to remain closely connected with schools. The DTiR program is a true partnership between public schools in North San Diego County and CSUSM.

E) Defining campus and community engagement as part of the Human Development major itself, experiential learning is required through fieldwork (HD 495) and the capstone (HD 490). Moreover, the curriculum of the Human Development major facilitates many opportunities for students to serve the community, both locally and globally. **Service learning** is included

B) <http://www.csusm.edu/kinesiology/internships/>

http://www.csusm.edu/kinesiology/documents/kine_495_manual.pdf

C) http://www.csusm.edu/nursing/prospective/programs/pro_lvnsn/expectations.html

D) <http://www.csusm.edu/education/outreach/DTiRprogram.html>

<http://www.csusm.edu/community/evidence/dtirhistory.pdf>

<https://www.youtube.com/watch?v=hs5CG8QZK1g&list=UUTpkgXDI-BCU7BquMexfWxQ&index=4>

E) http://www.csusm.edu/human_development/webdocs/HDFlyer.pdf

http://www.csusm.edu/human_development/campuscommunity/index.html

		<p>throughout the curriculum, helping students to clarify their career objectives, gain human service competence, and establish important networks.</p> <p>F) The MA in Sociological Practice includes theory and methods, field experience in human service and criminal justice environments, and applied research.</p> <p>G) In AY2012-13, the campus launched the Master of Social Work (MSW) program. Designed to develop culturally competent, ethical, and effective professionals for direct social work practice with diverse populations (such as those found in the San Diego region), the course requirements include direct practice courses, as well as a series of field instruction classes.</p>	<p>F) http://www.csusm.edu/sociology/graduatestudies/</p> <p>G) http://www.csusm.edu/el/degreeprograms/msw/index.html</p>
Graduate Studies	Yes	<p>Two Master of Business Administration (MBA) programs exist at CSUSM:</p> <p>A) The Fully Employed MBA Program is differentiated in other similar programs by two courses, in particular: Meet the Leaders (to which the general public is also invited) and Critical Skills Workshops. In both cases, MBA graduate students are required to engage with campus and off-campus community leaders in business, as an essential requisite for the degree; and</p> <p>B) The Specialized Accelerated MBA is a 12-15 month for students with zero to three years of professional experience. The program ends with a 6-unit culminating experience during the final semester. Business Intelligence Option students will complete a final project, while International Business Option students will participate in an international experience involving travel to a foreign country with a faculty member to participate in company visits and pursue a project.</p>	<p>A) http://www.csusm.edu/mba/femba/workshops.html</p> <p>http://www.csusm.edu/mba/femba/meettheleaders.html</p> <p>B) http://www.csusm.edu/mba/samba/index.html</p> <p>http://age-pub.com/us554/34702_CSUSM_samba/pubData/source/34702%20CSUSM_samba_final_v4.pdf</p>

		<p>C) The Doctorate of Education in Educational Leadership is a flagship degree in the School of Education. A joint degree between UC San Diego and CSUSM, students in the Educational Leadership program conduct research on professional practice within their own institutions, addressing specific local problems that have national implications for teaching and learning, school reform, and professional development.</p> <p>D) Biologist Bob Sheath's graduate students conduct research in partnership with State Water Resources Control Board's Surface Water Ambient Monitoring Program</p> <p>E) The M.A. Program in Psychology provides graduates students (and their faculty mentors) opportunities to engage in community for the benefit of laboratory and clinical research.</p>	<p>C) http://www.csusm.edu/education/Programs/EducationalLeadership.html</p> <p>D) http://www.csusm.edu/news/steps/clean-water.html</p> <p>E) http://www.csusm.edu/psychology/maprogram/index.html</p>
Other:			

7. ! How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: **500**)

Kristine Diekman, M.F.A., in the Visual and Performing Arts program has guided her film students to create films in the community, about the community, and for the community good. Professor Diekman's course "Video in the Community" (VIC) has paved the way for an engaged approach to teaching and learning, in which students apply their media production, leadership, and problem-solving skills in the real world while at the same time providing quality videos for nonprofit organizations' fundraising, public awareness, media literacy, education, marketing, and advocacy efforts. Community partners become co-educators in the process of collaborating about the final product.

<http://www.csusm.edu/vpa/faculty/diekman.html>

<http://www.csusm.edu/chabss/featuredprograms/videointhecommunity.html>

<http://www.csusm.edu/news/steps/videocommunity.html>

<http://www.communityvideo.org/>

<http://www.csusm.edu/news/topstories/articles/2011/10/tsStudentFilm.html>

<http://www.csusm.edu/news/topstories/articles/2012/12/Cooking-It-Up.html>

Paul Stuhr, Assistant Professor of Kinesiology, has created a curriculum model (Adventure Based Learning, ABL) based on his course called “Adventure, Teambuilding, and Experiential Education,” which is required of all Kinesiology majors. The course relies heavily on community service learning in K-12 schools. Students realize quickly that the methods they employ in their experiential learning while in the class can be replicated into future Physical Education classes.
<http://www.csusm.edu/kinesiology/research/stuhr.html>
http://www.csusm.edu/kinesiology/documents/paul_stuhr_brochure.pdf
<http://www.csusm.edu/community/evidence/stuhr.pdf>

The Student Healthcare Project through the School of Nursing offers a stellar model that turns a community-engaged activity into ways of improving teaching and learning. CSUSM nursing students are provided meaningful, hands-on experiences in the community, training them in delivering primary care services, while simultaneously improving access to excellent health care in underserved communities. “I think of these clinics as having two clear purposes that overlap with each other,” according to the School of Nursing Director Denise Boren. “The first purpose is to be of service to the community. Our clients are indigent and have a lot of barriers that prevent them from receiving medical care. At our clinics, they see a friendly face and get connected to that care that many so desperately need. The second purpose is to provide our students with diverse, hands on experiences that prepare them to be better, more compassionate and competent nurses.”
http://www.csusm.edu/news/articles/NR_OceansideNurseClinic.html

Dr. Bianca Mothe, Program Coordinator for Biotechnology in the Biology Department, guides her students to create and implement interactive science workshops and to develop lesson plans that can be incorporated into future K-12 classrooms. Dr. Mothe’s pedagogical approach relies heavily on service learning, but it also creates pathways for new teaching and learning pedagogies that can be replicated by prospective biology teachers.
<http://www.csusm.edu/news/topstories/articles/2011/11/tsOutreach.html>

In AY2012-13, the College of Business reached a historical milestone for two innovative courses: “In the Executive’s Chair” (10 years) and “Senior Experience” (20 years). The trailblazing courses define a new approach to business education. In Senior Experience, students gain knowledge through hands-on projects. In the Executive’s Chair allows students to interact and learn firsthand from top CEOs. According to the Dean of the College, Sharon Lightner, “Senior Experience and In the Executive’s Chair are pioneering programs that, while revolutionary at the time of their creation, remain on the cutting edge of business learning models....These immersive learning programs are bringing students and community together for unmatched mutual benefit.”
<http://www.csusm.edu/news/topstories/articles/2012/09/tsMilestone.html>

8. ! Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: **500**)

Since its founding, CSUSM has defined itself as a university in and for the community. As noted earlier in this documentation, this definition was underscored and an intentional trajectory of engagement began when President Haynes arrived in 2004 and made community engagement and partnerships a priority for CSUSM. As this commitment grew stronger by the appointment of a community engagement advocate in 2006, then an associate vice president for community engagement in 2008, and ultimately the creation of the Division of Community Engagement (CE) and appointment of a divisional vice president in 2011, the university realized a well-defined infrastructure in place to support and advance engagement at all levels, including curricular engagement. Beginning in 2011, but gaining traction in AY2012-13, the division of Community Engagement, in keeping with its commitment to institutionalizing engagement across the campus, sought to deepen collaboration and communication with the division of Academic Affairs, thereby more directly supporting curricular engagement.

CE's objective has been to ensure that opportunities for curricular engagement are maximized, to avoid duplication of outreach and engagement efforts with external organizations, and to actively identify ways to celebrate and showcase faculty members' scholarly and artistic achievements as a community-engaged university. Faculty members have indeed been practicing engagement scholarship—to be sure, faculty engagement is not a new phenomenon at CSUSM—but no single division or college or department existed to promote this practice before the Division of Community Engagement was founded.

Community Engagement consolidated a list of community partners in the civic engagement database, and now offers workshops and trainings around service learning, and invites community partners to “mixers” in order to facilitate further collaboration.

CE also works closely with faculty through the Community Engagement Faculty Advisory Committee (CEFAC), the Faculty Director of the Alliance, the Faculty Director of Community Service Learning, the Senior Faculty Fellow for Engagement Scholarship and the Faculty Liaison for Engagement Scholarship to provide outreach to faculty in all departments and programs with respect to engagement scholarship.

CE also disseminates relevant information about professional development opportunities, in the form of the incentive grants, for example, but also with respect to local, national, and international conferences related to community-engaged scholarship.

<http://www.csusm.edu/community/index.html>

<http://www.csusm.edu/community/facultyengagement/index.html>

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

There are a total of eight (8) questions in this section.

Outreach

1. ! What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs (word limit: **500**):

Since our 2006 classification, our extension and training courses have expanded exponentially. Our Extended Learning opportunities range from Osher Lifelong Learning programs, to certifications in communicative science and disorders, to training and certification opportunities related to palliative care, nursing, and paralegal training. <http://www.csusm.edu/el/certificateprograms/index.html>

In AY2012-13, the California State University Institute for Palliative Care chose Cal State San Marcos as its inaugural home and program "launch pad" for the CSU system. The Institute for Palliative Care is a prime example of a representative outreach program that is setting a regional, if not national, standard with respect to innovative approaches to health care training, which is offered via Extended Learning program. CSU Palliative Care at CSUSM has developed professional certificate programs for those who are serving patients with serious and/or chronic illnesses. Among the certificates that are growing the fastest is the Palliative Care Chaplaincy Special Certificate and the Post-MSN and Post-MSW certificates in Palliative Care. As President Haynes described in her announcement about CSU Palliative Care, this program exemplifies regional engagement, standing out as an "unparalleled model for interdisciplinary collaboration and community involvement that benefits current and future health care professionals, as well as our entire state."

<http://www.csusm.edu/president/blog/archived/2012.2013/092012palliativecare.html>

<http://www.csusm.edu/el/certificateprograms/palliative>

Since our 2006 classification, we proudly boast a brand new satellite campus in Temecula, serving students in Southwest Riverside County.

<http://www.csusm.edu/temecula/> Among the flagship (and most popular) non-degree training programs offered at Temecula is the Environmental Leadership Academy, the mission of which is to “engage current and emerging leaders and professionals in the Inland Empire region in critical environmental issues affecting our quality of life; such as climate change, air pollution, land use change, endangered species, water quality and energy.” This program is representative of our outreach model for three reasons. First, our campus defines its mission as serving students beyond San Diego County; we are a regional university. Second, the program structure reflects mutually beneficial partnership with three key actors in our region: Southern California Edison, Southern California Gas Company, and the Community Foundation of Riverside and San Bernardino Counties; the Environmental Leadership Academy invites community partners to be co-educators. Third, this program epitomizes the university’s mission to contribute to the common good by “fostering visionary, spirited and thoughtful leadership toward a just and sustainable future.”

<http://www.csusm.edu/temecula/ela/index.html>

A third outreach program that was established since our classification is The Alliance to Accelerate Excellence in Education (The Alliance). This program, founded in AY2012-13, facilitates more effective and efficient partnerships between CSUSM and K-12 school district partners, in order to execute the University's guaranteed admission programs. The Alliance serves the K-12 guaranteed admissions school districts by implementing infrastructure, strengthening the relationships between the campus and districts, launching programs and activities, building capacity through marketing and communications, and leveraging resources. The Alliance is housed in the division of Community Engagement, thereby institutionalizing the outreach program and signifying the campus commitment to the essential contribution this outreach program makes in our community.

<http://www.csusm.edu/news/topstories/articles/2013/03/Alliance.html>

<http://www.csusm.edu/community/alliance/>

2. ! What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: **500**):

The Office of Civic Engagement manages both service learning and volunteerism among faculty, students, staff, and community partners. Leadership North County,

a comprehensive leadership program that fosters the growth of community leaders to serve as catalysts to building a stronger region, is now housed in the Office of Civic Engagement. Chamber Champions, another long-standing institutional outreach program, facilitates engagement between the university and regional chambers of commerce.

<http://www.csusm.edu/community/civicingagement/index.html>

<http://www.csusm.edu/community/civicingagement/volunteering/index.html>

<http://www.csusm.edu/community/lnc/overview.html>

<http://www.csusm.edu/community/communityrelations/chamberchampions.html>

The Arts and Lectures (A&L) Series, another core outreach program, cultivates outreach on a large scale. The program provides a venue for lectures, arts programs, and more. In AY2012-13, the campus began requiring tickets for A&L events, which ensured curricular participation among students and guaranteed appropriate accommodation of community guests. The most highly attended event was Father Gregory Boyle's visit to CSUSM.

<http://www.csusm.edu/news/topstories/articles/2012/01/TSArtsLectures.html>

http://www.csusm.edu/news/topstories/articles/2012/08/ts_Ticketing.html

<http://www.csusm.edu/news/topstories/articles/2013/01/FatherBoyle.html>

In AY2012-13, Student Affairs developed a model for Co-Curricular Student Learning Outcomes (SLOs) in alignment with revision of SLOs in Academic Affairs, and largely guided by the AAC&U LEAP initiative. The proposed model includes five learning competencies, the first of which is "Civic Engagement and Social Responsibility," which emphasizes "understanding and appreciation of cultural and human differences, global perspective, sense of civic responsibility, and social responsibility." Student Affairs partners with colleges and departments to meet the objectives of the co-curricular SLOs.

<http://www.csusm.edu/senate/meetings/meetingdocs/1314/ECPresentation20131023.pdf>

The Athletics Department has grown substantially, having added basketball and volleyball since 2006. The Cougar PRIDE program encourages student-athletes to build character, sharpen life skills, and promote campus and community pride. The Student-Athlete Advisory Committee (SAAC) promotes integrity, responsibility, leadership and sportsmanship, placing a strong emphasis on building character through service. In AY2012-13, service projects sites varied widely, from a local area homeless shelter and elementary school, to baseball instruction for kids at Petco Park.

<http://www.csusmcougars.com/sports/2010/8/30/cougarpride.aspx?tab=cougarpride>

<http://www.csusmcougars.com/sports/2012/9/27/SAAC.aspx?tab=saac>

http://www.csusmcougars.com/sports/2011/8/10/GEN_0810113527.aspx?tab=saac

Community outreach and partnership is also exemplified by Facility Services, Risk Management and Safety (RM&S), and the University Police Department (UPD). Facility Services continues to lead CSUSM in the national RecycleMania campaign, capturing the traditional "Per Capita Classic" trophy in AY2012/13 and claiming victory in the Targeted Materials category for recycled Paper.

<http://www.csusm.edu/sustainability/recycling.html>. In that same year, Facility Services sponsored Sustainability Week in conjunction with the Common Read, "Silent Spring," and in partnership with the Farmers Market at CSUSM.

<http://www.csusm.edu/news/topstories/articles/2012/10/sustainability.html>

<http://www.csusm.edu/news/topstories/articles/2009/04/tsFarmersMarket.html>

While the focus is on campus community, both RM&S and UPD also serve to secure the external community. For example, RM&S is responsible for Storm Water Management (requiring outreach measures with the City of San Marcos) and Food Safety and Sanitation (by necessity working in coordination with external vendors). And, in AY2012-2013, RM&S sponsored a "Kick Butt Event," raising awareness about properly disposing of cigarette butts; held the annual Electronic Waste Recycling Event; and provided "safety officers" for Super STEM Saturday and for the Physics Department's annual Robot Expo.

http://www.csusm.edu/rms/environmental/storm_water_management_plan.html

http://www.csusm.edu/rms/environmental/2012_kick_butt_event.html;

http://www.csusm.edu/rms/environmental/e_waste.html

http://www.csusm.edu/news/articles/nr_2013SuperSTEMSat.html

<http://www.csusm.edu/news/topstories/articles/2012/12/Robot.html>

In AY2012-13, UPD moved into its new Public Safety Building; in the same year CSUSM was identified as one of the safest four-year universities in California.

<http://www.csusm.edu/police/>

http://www.csusm.edu/news/articles/nr_CampusSafety2012.html

http://www.csusm.edu/news/topstories/articles/2012/08/ts_PoliceAccreditation.html

Partnerships

3. ! Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:

- Download the Partnership Grid template (Excel file) and save it to your computer;
- Provide descriptions of each partnership in the template; and then,
- Upload the completed template here.

<http://www.csusm.edu/community/evidence/partnergrid.pdf>

4. ! In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: **500**)

In the institutional evolution of community engagement at CSUSM, partnerships have become more reciprocal, which means they also have deepened in trust and meaning. Both individually and in the aggregate, our partnerships have grown more complex. The partnerships between the university and community organizations may have multiple points of contact involving a variety of people. These webs of connection create networks that are multifaceted and dynamic. As a result, the relationships are richer and more intricate. They are also more difficult to coordinate and measure. However, the impact of the partnerships, as evidenced in the Partnership Grid, is indeed mutually beneficial and significant.

5. ! What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Word limit: **500**)

Since the last classification, the creation of a Division of Community Engagement and the appointment of its vice president have both elevated the value of engagement and partnerships at CSUSM and provided an engagement perspective for making university-wide leadership decisions. Additionally, the division’s staff provides continuity, consistency, and coordination for partnerships where previously there was none. The enhanced organization around partnerships means that the university can acknowledge the various connections with any one partner and synchronize how we interact with them, ultimately improving that relationship.

Further, our partnership practices are now informed by a particular framework from the literature. “Levels of Partnership” (Sockett, 1998) has been meaningful for deepening our relationships and moving them toward authentic, transformative partnerships. The differentiation between the four levels of service, exchange, cooperative and systemic/transformative has helped identify the existing stage of a partnership and discuss it with the partner. Community partners appreciate explicitly naming the dynamic of the relationship and are motivated to consider what comes next. CSUSM’s relationship with the City of Temecula began in the “service” level in 1999 when one faculty from the College of Education offered a teacher education course in the area based on need. In 2008, the “exchange” stage happened when the City of Temecula, along with other generous supporters, renovated one floor of an office building to serve as an off-campus center; in exchange, CSUSM educated the region’s future nurses. The relationship with the City of Temecula became “cooperative” when together we

planned the move of CSUSM Temecula to its current site, the former Joan Sparkman Elementary School.

<http://www.csusm.edu/news/topstories/articles/2010/11/tsTemecula.html>

Currently, in its “systemic/transformational” stage, our partnership is robust, has moved beyond one project, and includes a business incubator as well as a nature preserve/laboratory. The partnership involves a larger, interdependent vision in which we both think of the other as we grow.

A framework that has helped encourage authentic collaboration is the difference between “equal,” the same for all, and “equitable,” specific to the needs of each. CSUSM intentionally developed equal relationships with 16 area chambers of commerce. These partnerships are equal; the relationships have the same characteristics, we interact with all the chambers uniformly, doing for one what we do for the others. An example of an equitable partnership is with the San Diego Asian Film Festival. It began because we wanted to find a way to have a presence within the pan-Asian community in San Diego and they needed an archive for previous years’ films. As our relationship evolved into a partnership, they’ve created a space for our student films in the festival and we support their educational endeavors around the arts. Using an equality approach, we would seek out other film festivals and attempt to create the same relationship with them. In contrast, an equitable approach is recognizing the needs of each partner and allowing the relationship to develop organically around those needs. In our experience, equitable partnerships, like the one with the San Diego Asian Film Festival, are more authentic and reciprocal.

6. ! How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared? (Word limit: **500**)

Assessment methods for partnerships are weak. Only recently has the division started systematically collecting information about the ways in which faculty are engaged in the community. Assessing those partnerships is the next step. In the meantime, based on some of the frameworks described previously (i.e., Levels of Partnership, Sockett 1998), the division is discovering how to build an assessment system that can categorize partnerships as well as identify measurable outcomes that are a direct result of the partnership. Looking to strike a balance between measuring outcomes as well as process, we have inquired about a variety of instruments like the Outreach and Engagement Measurement Instrument (OEMI) from Michigan State University as well as Improvement Science, which involves a variety of continuous improvement methodologies.

7. ! How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

The College of Business Administration partners with a variety of community organizations and businesses through their faculty research. The result is to provide expertise that benefits the public good. In 2012, COBA released its inaugural Business Confidence Report intended to gauge business confidence. As one community member noted with respect to the report, "CSUSM is undertaking important and valuable work to assess where business leaders are heading and their feelings about the future." Also in 2012 the "North San Diego County Comprehensive Economic Development Strategy" report was authored in partnership with COBA faculty.

<http://www.csusm.edu/news/topstories/articles/2012/03/BusinessConfidenceReport.html>

http://www.csusm.edu/LAMP/documentation/north_county_ceds_report_2012_final.pdf

Economist Robert Brown analyzes housing statistics for the North San Diego County Association of Realtors. As Dr. Brown explains, the work is beneficial to the wider community in San Diego (for which housing is a major issue) and to the realtors with which Dr. Brown partners. Also important, of course, is the valuable data available to further Dr. Brown's research and scholarship.

http://www.nsdcar.com/homedex/archives/2013/homedex_fullcounty05_2013.pdf

http://www.utsandiego.com/uniontrib/20061224/news_lz1mi24qa.html

College of Science and Mathematics: Dr. Bob Sheath, an aquatic biologist and one of the preeminent experts on North American freshwater algae (in fact, a new genus of algae has been named after him!) partners with the State Water Resources Control Board's Surface Water Ambient Monitoring Program and the Southern California Coastal Waters Research Project. His scholarship contributes to reports that reach an audience beyond the campus community and beyond his peers in the field of biology.

<http://ftp.sccwrp.org/pub/download/DOCUMENTS/DirectorsReports/1311DirRep.pdf>.

<http://www.csusm.edu/news/steps/clean-water.html>

<http://www.csusm.edu/news/topstories/articles/2014/02/sheathia.html#.UzyCIVldX3Q>

In collaboration with the National Latino Research Center (NLRC), CSUSM faculty members conduct research and author periodic surveys and studies of regional community issues that affect the Latino community. Among the projects and resulting publications that have been co-created with community partners are health reports, educational community reports, fact sheets, and documentary films. In AY2012-13, three important studies resulted in policy reports: Agua y Salud: Water Quality and Environmental Health Community Study (Imperial County, January 2012); San Diego Healthy Homes Collaborative, 2010-13; and Maternal and Newborn Health: Text4Baby San Diego (Evaluation Overview October 2011-October 2012)

<http://www.csusm.edu/nlrc/publications.html>

http://www.csusm.edu/nlrc/documents/TCWF_IC_Water_quality_Report_2012.pdf

http://www.csusm.edu/nlrc/documents/report_archives/SDHHC_2010-2013_Findings_Report_From_NLRC_Final_092713.pdf

http://www.csusm.edu/nlrc/documents/report_archives/Text4Baby_SanDiego_Evaluation_Overview.pdf

The California Indian Culture and Sovereignty Center (CICSC) is devoted to securing the future of Californian American Indian education. In AY2012-13, thanks in part to a partnership with the San Manuel Band of Mission Indians, Dr. Joely Proudfit, Director of the CICSC, conducted a study resulting in a policy report, "The State of American Indian and Alaskan Native (AIAN) Education in California." The data—gathered from K–12, community college, California State University and University of California systems—includes enrollment, graduation rates, dropout rates, degrees conferred and personnel by race/ethnicity. CICSC envisions that the report will provide useful knowledge for creating future policy, boosting productivity in discussing AIAN educational needs, and making resources a priority to AIAN students in California.

http://www.csusm.edu/cicsc/projects/projects_docs_images/the.state.of.aian.education.in.ca.report.pdf

8. ! Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: **500**)

Like most initiatives at any institution, community engagement is most certainly evolutionary. In the seven-plus years since CSUSM first applied for the Carnegie community engagement classification, the changes in our outreach and partnership efforts have set us off on a growth trajectory that has moved us from fundamental outreach activities FOR the community to authentic engagement strategies WITH the community. At the time of our first classification, CSUSM was particularly focused on building a foundation for engagement; that is, we spent a

considerable amount of time and energy reaching out to the community to foster relationships that would later prove successful in building productive partnerships. We represented the university at community events, made connections and amassed contacts, linked community players with appropriate campus contacts and vice versa, and generally developed meaningful relationships and built good rapport with the larger community. We strengthened ties with our area chambers of commerce, became actively engaged with local and regional economic development councils, strategized with area school districts about creating effective pathways to college, and worked closely with area healthcare organizations to build win-win programs that both benefitted our nursing students and addressed the regional nursing shortage. In short, we were actively involved in the community, *for* the community. In the years since, we have continued these outreach efforts, but have used them more strategically as springboards into authentic engagement activities where our work is done in partnership *with* the community in ways that are scholarly, cut across the missions of teaching, research, and service, are measurably reciprocal and mutually beneficial, and embrace the process and values of civil democracy (per the work by Bringle & Hatcher, 2011). And, we have learned to call upon colleagues across the country to help inform and educate us on national community engagement trends and practices. In 2012/13, we joined and became actively involved in the national Engagement Scholarship Consortium (the only institution in California to do so) to help move us forward in new ways along our growth trajectory.

As we look to the future, our strategic vision is to make engagement absolutely central to the life of the institution. Guided by the 2012 work of Fitzgerald et al., our attention will be directed toward: (1) creating opportunities for faculty to embrace engagement; (2) clarifying the distinction between outreach and engagement; (3) stressing the scholarly characteristics of engagement efforts; (4) providing infrastructure support for community/university partnership development; (5) developing an understanding in the different norms of engagement across the disciplines; (6) ensuring that faculty governance is involved in determining the role of engagement scholarship in the promotion and tenure process; (7) supporting student, faculty and staff development that will socialize and empower individuals to conduct scholarly engagement; and (8) celebrating and leveraging success.

III. Wrap-Up !

1. ! (Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions. (Word limit: **500**)

As CSUSM has continued to evolve and grow in the community engagement arena, so has the larger community's understanding and appreciation of these efforts. From multiple daily media stories to enhanced donor support to enormous growth in attendance at the President's Annual Report to the Community and athletic, cultural, and educational events and programs to significant gains in the number of community service learning and faculty research partners, the evidence suggests that CSUSM has clearly made significant strides in its engagement with the community. Since we first responded to the Carnegie Community Engagement Classification call, now over 7.5 years ago, the community has embraced our status as "an engaged institution" and uses it as a major point of pride when referencing CSUSM. We have become known as a community-engaged university and, increasingly, the larger community (as well as our nearly 1,900 employees and 11,300 students!) understands what this means--and likely in ways that none of us did in 2006. Our belief is that if Carnegie asked the larger community that CSUSM serves how we are doing with respect to community engagement, the resulting evidence and examples would exceed in both quantity and quality any or all of those that we have provided herein. Our hope is that in future documentation cycles, Carnegie will do exactly that and include a framework section that seeks direct input from community partners.

2. ! (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection. (Word limit: **500**)

In future documentation cycles, we suggest consideration of the following:

- include a framework section that seeks direct input from community partners;
- assess the degree of redundancy present in responses received in this documentation cycle and adjust questions in the future to help reduce redundancy (for both the submitters and the reviewers);
- in the framework language or workshops, provide information on the actual review process (e.g. how many reviewers per application--team review or individual?; use of and weight of the evidence--is something valued more than something else?)
- use of a friendlier online upload form that allows for responses to be uploaded non-sequentially instead of iteratively (now requires one response to be uploaded before the next one can be), and one that allows for more expression in the narrative (e.g. italics, bold, underlines, etc.).

Request for Permission to use Application for Research

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the New England Resource Center for Higher Education, and for other higher education researchers as well.

Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

A. ! I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.

No Yes

B. ! I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.

No Yes